



ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS FOR CALIFORNIA

2019–2020 Online Summative ELPAC Test Administration Manual



2019–2020 Online Summative ELPAC Test Administration Manual

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Acronyms and Initialisms in the *Summative English Language Proficiency Assessments for California Test Administration Manual*

Term	Meaning
CAASPP	California Assessment of Student Performance and Progress
CALPADS	California Longitudinal Pupil Achievement Data System
CaTAC	California Technical Assistance Center
CDE	California Department of Education
DEI	Data Entry Interface
<i>DFA</i>	<i>Directions for Administration</i>
EL	English learner
ELP	English language proficiency
ELPAC	English Language Proficiency Assessments for California
ELPSA	English Language Proficiency and Spanish Assessments
ETS	Educational Testing Service
GIS	Group Identification Sheet
IEP	individualized education program
LEA	local educational agency
LST	Local Scoring Tool
Pre-ID	pre-identification
STAIRS	Security and Test Administration Incident Reporting System
SSID	Statewide Student Identifier
TOMS	Test Operations Management System
TTS	text-to-speech

Support for the ELPAC



Resources in This Subsection:

- English Language Proficiency Assessments for California (ELPAC) website—<https://www.elpac.org/>
- ELPAC Forms web page—<https://www.elpac.org/test-administration/forms/>

The [ELPAC website](https://www.elpac.org/) is the home for all ELPAC assessments.

For questions regarding the online testing system 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](https://www.elpac.org/).
- Site ELPAC coordinators should contact their LEA ELPAC coordinator.
- Test examiners, Local Scoring Tool (LST) correspondence administrators, LST data entry, and other school personnel should contact their ELPAC test site coordinator.

CaTAC is open from 7 a.m. to 5 p.m. Pacific Time, 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, including the following:

- type of device being used for the test;
- any error messages that appeared (code and description);
- operating system and browser (web browser or secure browser) information;
- network configuration information;
- the coordinator's contact information for follow-up, including an email address and phone number;
- test session ID; and
- any relevant and authorized student and school information, including Statewide Student Identifier (SSID), grade level, and content area.

CaTAC may be contacted by LEA ELPAC coordinators for situations and questions that include the following:

1. The testing environment is down or unavailable.
2. User accounts are not available, or users are not able to administer tests.
3. Student information is incorrect or missing.
4. Difficulty is experienced when loading student test settings into the Test Operations Management System (TOMS).
5. Assistance is needed with the Security and Test Administration Incident Reporting System (STAIRS) or Appeals functionality.

6. Help is needed preparing for online testing—downloading the secure browser, etc.
7. Tests are incorrectly showing as available when students log on to begin testing.
8. Password resets are needed for LEA users.
9. Student test settings are not presenting as intended.
10. Test materials ordering and returning of kindergarten through grade two Writing domain Answer Books.
11. Pre-identification (pre-ID) label delivery for kindergarten through grade two students.

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Chapter 1. Summative English Language Proficiency Assessments for California Overview

Introduction to the Summative ELPAC



Additional Resources in This Section:

- English Language Proficiency Assessments for California (ELPAC) website—
<https://www.elpac.org/>

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

In November 2018, the State Board of Education approved a plan to transition the ELPAC to a computer-based assessment. As part of the transition work to prepare for the operational computer-based ELPAC administration, Educational Testing Service (ETS) conducted a combined Initial and Summative ELPAC field test of the ELPAC items in an online environment in October 2019. The first administration of the computer-based Summative ELPAC will be in February 2020 and the computer-based Initial ELPAC in July 2020.

About This Manual

This *2019–2020 Summative English Language Proficiency Assessments for California Test Administration Manual* provides information and instructions about test preparation and administration of the computer-based ELPAC, as well as the paper-based test for the Writing domain for students in kindergarten through grade two. The intended users of this manual are staff who play a role in the administration of the Summative ELPAC, including LEA ELPAC coordinators, site ELPAC coordinators, ELPAC test examiners, and proctors.

For specific questions not addressed in this manual, test examiners can contact their site ELPAC coordinator; site ELPAC coordinators can contact their LEA ELPAC coordinator; and LEA ELPAC coordinators can contact CaITAC. When administering the Summative ELPAC, follow the instructions and criteria laid out in this manual. For additional queries, the LEA ELPAC coordinator should contact CaITAC by phone at 800-955-2954, by email at caltac@ets.org, or by using the chat function linked on the [ELPAC](#) website.

The California Department of Education (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 phone at 916-319-0784, or by email at elpac@cde.ca.gov.

Summative ELPAC Student Eligibility and Assessment Participation

Additional Resources in This Manual:

- English Language Proficiency Assessments for California (ELPAC) website—<https://www.elpac.org/>
- Test Operations Management System (TOMS) website—<https://mytoms.ets.org/>
- *English Language Proficiency Assessments for California Accessibility Resources for Operational Testing* web document—<https://www.cde.ca.gov/ta/tg/ep/documents/accessibilityresources.docx>
- CDE Matrix Four—<https://www.cde.ca.gov/ta/tg/ep/documents/elpacmatrix4.docx>
- ELPAC Accessibility Resources web page—<https://elpac.org/test-administration/accessibility-resources/>

Participation Requirements

All students who are identified as English learners (ELs), and who are enrolled in a California public school between February 1 and May 31, 2020, must take the 2019–2020 Summative ELPAC. All students classified as ELs in the California Longitudinal Pupil Achievement Data System (CALPADS) must continue to be tested annually during the Summative ELPAC administration window until they are reclassified as fluent English proficient based on the guidelines for reclassification established by the CDE. This includes ELs with disabilities. Confirm that the LEA’s CALPADS data is current before testing. **Only students who are ELs should be administered the 2019–2020 Summative ELPAC.**

Accessibility Resources

The computer-based platform of the ELPAC has provided a variety of innovative universal tools that are embedded in the test delivery engine as well as a variety of designated supports and accommodations to support all students, including those with special assessment needs. To assist ELPAC users in implementing these accessibility resources, the [*English Language Proficiency Assessments for California Accessibility Resources for Operational Testing*](#) is available.

In addition, the CDE [Matrix Four: ELPAC](#) web document lists the universal tools, designated supports, and accommodations that are allowed as part of all ELPAC assessments. Matrix Four should be used in conjunction with the [*English Language Proficiency Assessments for California Accessibility Resources for Operational Testing*](#).

Finally, additional accessibility resources are available on the [ELPAC Student Accessibility Resources](#) web page as well as on the [CDE ELPAC](#) website.

Summative ELPAC Administration Features



Additional Resources in This Manual:

- English Language Proficiency Assessments for California (ELPAC) website—<https://www.elpac.org/>
- *2019–20 California Assessment of Student Performance and Progress (CAASPP) and ELPAC Technical Specifications and Configuration Guide for Online Testing* web document—<https://www.elpac.org/s/pdf/CAASPP-ELPAC.tech-specs-and-config-guide.2019-20.pdf>
- Test Operations Management System (TOMS) website—<https://mytoms.ets.org/>
- *Preparing for the Computer-based ELPAC Administration Technology Requirements* web document—<https://www.elpac.org/s/pdf/ELPAC.Computer-based-ELPAC-Administration-Technology-Regs.2019-20.pdf>
- Secure Browsers website—<http://ca.browsers.airast.org/>

Test Design and Administration Guidelines

The Summative ELPAC is an online, linear (nonadaptive), grade-level assessment for students in kindergarten through high school who are English learners. The Summative ELPAC is designed for one-on-one administration between a single student and a test examiner for kindergarten through grade two and for group administration for grade levels three through twelve. The exceptions are as follows:

- Speaking domain—One-on-one administration for all grade levels
- Writing domain—Group administration is optional for grade two

In the one-on-one administration of the Listening, Reading, and Speaking domains for students in kindergarten through grade two, test examiners will enter the responses for the student in the student testing interface on behalf of the student. For grade levels three through twelve, the students will enter the responses individually and independently on the testing interface with the test session being monitored by the test examiner through the Test Administrator Interface.

The kindergarten through grade two Writing domain will continue to be a paper-based assessment. Local educational agencies (LEAs) will order paper Writing Answer Books in TOMS and then mail the Answer Books to Educational Testing Service (ETS) for scoring. Large print version of the kindergarten through grade two Writing Answer Books are also available for LEAs to order through TOMS.

For 2019–2020 Summative ELPAC, a student in kindergarten through grade two who needs Braille accommodation will take the paper-based Braille test form for all domains. LEAs will place an order for Braille forms through the California Technical Assistance Center (CalTAC). For grade levels three through twelve, the computer-based Braille form is an available accommodation through the Test Delivery System.

The Speaking domain will be scored locally and in-the-moment by test examiners (discussed more in the [Scoring the Speaking Domain Locally](#) section of this manual).

Additionally, for the 2019–2020 Summative ELPAC field test items will be included in some test forms. LEAs will be assigned a test form and will be notified of the test form assignment prior to the start of the testing window.

Technical Requirements

The computer-based ELPAC is administered online and requires two internet-connected devices: a student testing device and a separate device that the ELPAC test examiner uses to start a test session through the Test Administrator Interface. ELPAC test examiners may also use their device to access the *Directions for Administration (DFA)* that are posted in TOMS and to access the Data Entry Interface (DEI) for entering the locally scored Speaking test scores.

The computer-based ELPAC requires the installation of secure browsers on student testing devices. These are the same secure browsers that are used for the online CAASPP assessments. Secure browsers are available for download on the [Secure Browsers](#) website.

The general technical requirements and supported devices are also similar to those for the online CAASPP assessments. These are described in the [2019–20 CAASPP and ELPAC Technical Specifications and Configuration Guide for Online Testing](#).

The computer-based ELPAC contains directions and stimuli that are provided via audio files within the student testing interface, so it is recommended that for one-on-one administrations the audio component be played on the device's built-in or external speakers and that for group administrations, headphones or headsets are used.

The Speaking domain utilizes voice capture technology. LEAs are encouraged to administer the Speaking domain using student testing devices with built-in recording or microphone capabilities, or headphones or headsets with microphones, in an area where outside sounds are minimized. The Speaking domain must be locally scored, and scores must be entered into the DEI.

Prior to the start of the testing session, it is recommended that test examiners test the audio (adjust volume) and voice capture functionality of the student computers. When the test session has started, adjusting the audio volume will require the student to logout of the test delivery system.

Directions for Administration

As the ELPAC tests are transitioned to computer-based assessment, the test administration scripts and test day instructions are also being transitioned from the *Examiner's Manuals* to the *Directions for Administration (DFA)*. The *DFA* for the Summative ELPAC must be used by the ELPAC test examiner to administer tests to students. The *DFA* includes the script for the ELPAC test examiner to use at the beginning of testing and provides administration guidance for the day of testing. For the Summative ELPAC, the following *DFAs* will be available:

- Listening, Reading, Speaking and Writing: DFA—Kindergarten
- Listening, Reading, Speaking and Writing: DFA—Grade One
- Listening, Reading, Speaking and Writing: DFA—Grade Two
- Listening, Reading and Writing Domains: DFA—Grade Span Three through Twelve
- Speaking: DFA—Grade Span Three through Five
- Speaking: DFA—Grade Span Six through Eight
- Speaking: DFA—Grade Span Nine and Ten
- Speaking DFA—Grade Span Eleven and Twelve

The Speaking *DFAs*, including the *DFA* for kindergarten through grade two, contain a student score sheet, which is provided for optional use by the test examiner to record a student's Speaking scores in the moment instead of entering directly into the DEI during the Speaking domain administration. Test examiners can use this student score sheet to enter the

student’s Speaking scores into the DEI after the student’s test has been submitted (refer to the [Scoring the Speaking Domain Locally](#) section of this manual for this process).

LEA ELPAC coordinators, site ELPAC coordinators, and ELPAC test examiners can access PDFs of the *DFAs* in the [Resources] button on the top navigation bar in TOMS. *DFAs* will not be printed and shipped to the LEAs.

Test Scheduling

Testing Window and Test Times

The Summative ELPAC test window will be open from **February 3** through **May 31, 2020**. 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.**

Key Dates

[Table 1](#) lists key dates for the Summative ELPAC administration.

Table 1. List of Key Dates

Date	Activity
November 1 to December 20, 2019	Summative ELPAC primary ordering window for K–2 Writing Answer Books (standard and large print)
January 6, 2020	LEAs will receive K–2 Writing Answer Books shipment
January 15 to May 15, 2020	Summative ELPAC supplemental ordering window for K–2 Writing Answer Books and braille test materials (delivered 10 to 14 days after order has been placed)
January 17, 2020	Round 1 printing of pre-identification (Pre-ID) labels for students in kindergarten through grade two only
February 3, 2020	Summative ELPAC administration window opens
February 14 and 28, 2020	Dates to return completed K–2 Writing Answer Books to ETS in February for scoring
March 13, 2020	Round 2 printing of Pre-ID labels for students in kindergarten through grade two only.
March 13 and 27, 2020	Dates to return completed K–2 Writing Answer Books to ETS in March for scoring
April 10 and 24, 2020	Dates to return completed K–2 Writing Answer Books to ETS in April for scoring
May 8 and 22, 2020	Dates to return completed K–2 Writing Answer Books to ETS in May
June 12, 2020	Final date to return completed K–2 Writing Answer Books to ETS for scoring

Test Administration Roles and Responsibilities

Additional Resources in This Manual:

- English Language Proficiency Assessments for California (ELPAC) website—<https://www.elpac.org/>
- Test Operations Management System (TOMS) website—<https://mytoms.ets.org/>
- ELPAC training and calibration resources—<https://moodle.elpac.org/>
- ELPAC Manuals and Instructions web page—<http://elpac.org/test-administration/instructions/>
- Security and Test Administration Incident Reporting System (STAIRS)/Appeals Process for ELPAC web page—<http://elpac.org/test-administration/stairs/>

A successful administration of the Summative ELPAC requires identifying the appropriate staff to fulfill specific roles. The three main roles involved with the administration of the test are the following:

1. Local educational agency (LEA) ELPAC coordinator
2. Site ELPAC coordinator
3. ELPAC test examiner

For the 2019–2020 Summative ELPAC administration, new or returning LEA ELPAC coordinators and site ELPAC coordinators with access to TOMS will be required to electronically sign the *ELPAC Test Security Agreement* upon logging on to TOMS. In addition, any LEA ELPAC coordinators, site ELPAC coordinators, and ELPAC test examiners who have access to secure test materials, such as *Directions for Administration (DFA)*, *Examiner’s Manuals*, Test Books, or Answer Books, will be required to electronically sign the *ELPAC Test Security Affidavit* in TOMS prior to accessing test materials.

The subsections that follow outline the various responsibilities of each role.

LEA ELPAC Coordinator Responsibilities

The LEA ELPAC coordinators are designated by the LEA superintendent or charter school administrators for the upcoming 2019–2020 administration and must electronically sign the test security forms in TOMS. Refer to [Appendix A](#) for a checklist of test administration activities.

The LEA ELPAC coordinators are responsible for:

- adding site ELPAC coordinators and ELPAC test examiners into TOMS;
- verifying and assigning designated supports and accommodations to students in TOMS;
- requesting unlisted resources for students in TOMS;

- attending a state-sponsored training, or sending a designated LEA ELPAC trainer and ensuring that all test examiners are trained;
- ensuring that the site ELPAC coordinators, and test examiners in their LEA are appropriately trained regarding ELPAC administration as well as security policies and procedures;
- providing access and keys to the Moodle Training Site to LEA ELPAC Trainer and test examiners;
- printing out checklists from this manual for site ELPAC coordinators and test examiners to review in preparation for the assessments;
- ensuring adequate test materials and pre-identification (Pre-ID) labels are on hand and distributed throughout the LEA during the testing window as needed;
- ensuring all test materials are returned to the LEA ELPAC coordinator, ensuring Answer Books are shipped to Educational Testing Service (ETS) for scoring, and ensuring that secure, unused test materials are destroyed locally or returned to ETS for destruction (for details, refer to the [2019–20 Summative ELPAC Return Instructions](#) that is included with the paper test materials)
- reporting all test security irregularities and breaches (including social media discussion or posting photos of test materials) that occur before, during, or after test administration to the California Technical Assistance Center (CaTAC) within 24 hours of discovery, and using the [online STAIRS process](#) available in TOMS;
- assuming general oversight responsibilities for all administration activities in their LEA schools, ensuring that students have a positive test experience;
- accessing and reviewing test completion rates for the LEA in the Completion Status system;
- accessing and reviewing final student reports and aggregate data for the LEA in TOMS; and
- distributing printed Student Score Reports to students and test sites.

Site ELPAC Coordinator Responsibilities

The site ELPAC coordinator is designated by the LEA ELPAC coordinator. All site ELPAC coordinators must electronically sign the *ELPAC Test Security Agreement* and the *ELPAC Test Security Affidavit* located within TOMS prior to testing. Refer to [Appendix B](#) for a checklist of test administration activities.

The site ELPAC coordinators are responsible for:

- adding ELPAC test examiners into TOMS and ensure that they have received and successfully used their logon credentials, and that they have reviewed and electronically signed the *ELPAC Test Security Agreement* and *ELPAC Test Security Affidavit* in TOMS;

- identifying ELPAC test examiners and ensuring that they view the [Computer-based Summative ELPAC training videos](#);
- verifying that student demographic information from CALPADS is appearing correctly in TOMS;
- verifying and assigning designated supports and accommodations to students in TOMS;
- creating or approving testing schedules and procedures for the school (consistent with state and LEA policies);
- requesting unlisted resources for students in TOMS;
- working with technology staff to ensure that devices are configured for testing and any technical issues are resolved;
- receiving and storing paper test materials (for example, Answer Books, rosters, pre-ID labels) in a secure location until needed for testing;
- coordinating with the LEA ELPAC coordinator the return of Answer Books for scoring and the return of secure, nonscannable test materials for destruction;
- coordinating with test examiners so they administer all assessments;
- monitoring testing progress during the testing window using the Completion Status application and ensuring that all students participate, as appropriate;
- using the school's procedure for correcting student data errors reported by test examiners in the California Longitudinal Pupil Achievement Data System, verifying the corrections in TOMS, and ensuring that the student's test session is rescheduled;
- addressing testing problems, as needed;
- mitigating and reporting all test security incidents in a manner consistent with state and LEA policies;
- assuming general oversight responsibilities for all administration activities in their school and for all test examiners, and other school staff;
- accessing and reviewing completion status reports for the test site in the Completion Status system.



Note: LEA ELPAC coordinators who also serve in the role of site ELPAC coordinators, should be familiar with the tasks and responsibilities of the site ELPAC coordinator.

ELPAC Test Examiner Responsibilities

An ELPAC test examiner is an employee or contractor of an LEA or of a nonpublic, nonsectarian school, who has been trained to administer the Summative ELPAC.

ELPAC test examiner are responsible for:

- electronically signing the *ELPAC Test Security Affidavit* in TOMS ;
- viewing the [Computer-based Summative ELPAC training videos](#);
- administering the online or paper-based (kindergarten through grade two Writing domain) ELPAC in accordance with the guidelines outlined in this manual;
- viewing student information in the Test Administrator Interface prior to testing to ensure that the correct student receives the proper test with the appropriate resources. Test examiners should report any potential data errors to site ELPAC coordinators and LEA ELPAC coordinators as appropriate;
- providing logon tickets to students that include the Statewide Student Identifier (SSID) and test session ID and collecting and securely destroying these tickets after testing;
- downloading the *Directions for Administration* for the appropriate test from the TOMS [**Resources>Secure Materials**] tab;
- reporting all potential test security incidents to their site ELPAC coordinator and LEA ELPAC coordinator in a manner consistent with ELPAC and LEA policies; and
- viewing completion status reports in the Completion Status system.

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Chapter 2. Test Administration Resources

Summative ELPAC Administration Documentation Resources

Resources in This Section:

- *ELPAC Accessibility Resources for Operational Testing*—
<http://elpac.org/s/pdf/ELPAC--Accessibility-Resources-CBA-Framework.pdf>
- ELPAC Manuals and Instructions web page—<http://elpac.org/test-administration/instructions/>
- *ELPAC Security Incidents and Appeals Procedure Guide* web document—
<https://www.elpac.org/s/pdf/ELPAC.stairs-appeals-guide.2019-20.pdf>
- Security and Test Administration Incident Reporting System (STAIRS) Process for ELPAC web page—<http://elpac.org/test-administration/stairs/>
- California Department of Education (CDE) California Longitudinal Pupil Achievement Data System (CALPADS) web page—
<https://www.cde.ca.gov/ds/sp/cl/>
- CDE Matrix Four: Universal Tools, Designated Support, and Accommodations for ELPAC web document—<https://www.cde.ca.gov/ta/tg/ep/documents/elpacmatrix4.docx>
- ELPAC Student Accessibility Resources web page—<http://elpac.org/test-administration/accessibility-resources/>
- *CAASPP and ELPAC Technical Specifications and Configuration Guide for Online Testing* web document—<https://www.elpac.org/s/pdf/CAASPP-ELPAC.tech-specs-and-config-guide.2019-20.pdf>
- *CAASPP and ELPAC Test Operations Management System (TOMS) User Guide* web document—<https://www.elpac.org/s/pdf/CAASPP-ELPAC.toms-guide.2019-20.pdf>

Prior to administering a test, test examiners (and any other individuals who will be administering any secure Summative ELPAC) will read this *Summative ELPAC Test Administration Manual* (linked on the [Manuals and Instructions](#) web page), the [ELPAC Accessibility Resources for Operational Testing](#), [CDE Matrix Four: Universal Tools, Designated Support, and Accommodations for ELPAC](#) and complete administration and scoring training of the Summative ELPAC.

The *Summative ELPAC Test Administration Manual* is designed to complement a variety of resources developed by Educational Testing Service (ETS) and the CDE listed in [Table 2](#).

Table 2. Manuals

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>ELPAC Security Incidents and Appeals Procedure Guide</i>	The ELPAC Security Incidents and Appeals Procedure Guide includes information about how local educational agency (LEA) CAASPP coordinators can submit a report using the STAIRS/Appeals process and enter appeals for summative assessments in TOMS.
<i>ELPAC Accessibility Resources for Operational Testing</i>	The ELPAC Accessibility Resources for Operational Testing is an aggregation of information and instructions regarding configuring and using various online accessibility resources including braille.
Matrix Four: Universal Tools, Designated Support, and Accommodations for ELPAC	The CDE Matrix Four web document is an important source of information for determining the assignment of designated supports and accommodations to students.
2019–20 CAASPP and ELPAC Technical Specifications and Configuration Guide for Online Testing	The CAASPP and ELPAC Technical Specifications and Configuration Guide for Online Testing contains instructions related to making the network infrastructure ready for CAASPP testing such as system requirements, network, and secure browser configuration.
<i>Test Examiner Directions for Administration (DFA)</i>	Directions for the administration of the Summative ELPAC are published securely in TOMS by selecting the [Resources>Secure Materials] button in the TOMS top navigation bar.

Training Resources

Training and Videos



Resources in This Subsection:

- ELPAC Training Overview web page—<http://elpac.org/training/>
- ELPAC Training Videos and web page—<http://elpac.org/training/training-videos/>
- ELPAC Archived Webcasts—<http://elpac.org/training/videos/>
- 2019–2020 Training Opportunities—<http://elpac.org/training/2019-20-Training-Opportunities/>
- Moodle Training and Calibration site—<https://moodle.elpac.org/>

All local educational agency (LEA) ELPAC coordinators, site ELPAC coordinators, test examiners, and school administrative staff who will be involved in the Summative ELPAC administration should attend a statewide, regional or local training prior to administering and scoring the Summative ELPAC.

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.

Test examiners for the ELPAC—must receive training by attending a statewide or regional or local administration and scoring training for ELPAC.

Additionally, the computer-based ELPAC administration and scoring training resources are available in the Moodle Training Site. Using the Moodle Training Site requires ELPAC Trainers, LEA ELPAC coordinators and test examiners to set up individual accounts. Access to the Trainer’s Resources, Examiner’s Resources or Downloads resources requires keys. The LEA ELPAC coordinator is the only person with access to the keys and is responsible for distributing the keys to the appropriate LEA staff.

Videos will be available on the [Moodle](#) training site. These training videos help LEA ELPAC coordinators, site ELPAC coordinators, and ELPAC test examiners become familiar with the necessary requirements for administering a successful Summative ELPAC administration.

Test examiners who are administering and scoring the Speaking domain must be trained and show successful completion of individual calibration for the grade or grade spans for which they are administering the Speaking test. The training videos can be accessed through a standard internet browser by visiting the [Moodle](#) training site.

Practice and Training Tests

Resources in This Subsection:

- *ELPAC Accessibility Resources for Operational Testing* —
<http://elpac.org/s/pdf/ELPAC--Accessibility-Resources-CBA-Framework.pdf>
- [Appendix C: ELPAC Test Examiner Checklist](#) subsection in this manual
- ELPAC Online Practice and Training Tests Portal web page—
<http://elpac.org/resources/online-practice-and-training-test/>
- Test Examiner Resources for Practice and Training Tests web page—
<http://elpac.org/resources/practicetests/>

Online practice and training tests are available for the ELPAC.

Resources

Practice and Training Test

The online ELPAC practice and training tests allow students, parents/guardians, families, teachers, administrators, and others an opportunity to become familiar with the online test delivery platform as well as the types of test questions that may appear on the actual test at each grade or grade span.

The practice test includes examples of all the types of test questions that may appear in the actual test at each grade or grade span and mirrors a full-length operational test. The training test is shorter compared to the practice test and includes some sample test questions for each domain.

The practice and training tests are available for: kindergarten, grade one, grade two, grade span three through five, grade span six through eight, grade span nine and ten, and grade span eleven and twelve.

Public Access

The practice and training tests can be used as a “guest” without logon credentials and using a supported web browser; note that Internet Explorer is **not** a supported web browser. The practice and training tests do not require use of the secure browser, but some accessibility resources, such as text-to-speech, are only available through the secure browser. Braille (that is, refreshable or embossed), where available, can be accessed using a web browser.

Secure Access

If users want to access the practice and training tests as a test administrator or test examiner—required if they want to administer a practice or training test that uses the text-to-speech resource—a logon will be required. Test examiners can contact their site ELPAC coordinator for logon credentials if needed.

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Chapter 3. Test Security

Test Security for the Summative ELPAC



Resources in This Section:

- California Assessment of Student Performance and Progress (CAASPP)/ELPAC Security and Test Administration and Incident Reporting System (STAIRS) Process web page—<http://www.caaspp.org/stairs/>
- ELPAC Manuals and Instructions web page—<http://elpac.org/test-administration/instructions/>
- *ELPAC Security Incidents and Appeals Procedure Guide* web document—<https://www.elpac.org/s/pdf/ELPAC.stairs-appeals-guide.2019-20.pdf>

The English Language Proficiency Assessments for California (ELPAC) is a secure test. All local educational agency (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

A secure online testing environment is a state in which a device is restricted from accessing prohibited computer applications (local or internet-based), copying, or otherwise sharing test data. The purposes of this environment are to maintain test security and provide a stable testing experience for students across multiple platforms. 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 ELPAC 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 California Department of Education or the California Technical Assistance Center to report student cheating. The LEA ELPAC

coordinator or site ELPAC coordinator must, instead, file a report using the (STAIRS)/ Appeals process.

Requirements



Note: In some cases, test examiners will enter student responses into the test delivery system as indicated by the student’s individualized education program.

Test examiners and site ELPAC coordinators or other individuals who have witnessed, been informed of, or suspect the possibility of a test security incident that could potentially affect the integrity of the assessments or the data should review the information in the subsections [Identifying Testing Incidents](#) of this manual; and then refer to the [ELPAC Security Incidents and Appeals Procedure Guide](#) web document for additional instructions. Note that only LEA ELPAC coordinators and site ELPAC coordinators may report the incident using the STAIRS/Appeals process and, if directed, an Appeal.

[Table 3](#) through [Table 6](#) describe 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. 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, etc.).

Table 3 (continuation)

Requirement	Description
Student seating	<p>For group administrations, 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 they should be provided with table-top partitions.</p> <p>For kindergarten through grade two one-on-one administration, it is recommended sitting side by side for the Listening, Reading and Writing domains, and face-to-face or at a 90-degree angle for the Speaking domain.</p> <p>For all Speaking one-on-one administrations, it is recommended to sit across from the student or at a 90-degree angle.</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 California Assessment of Student Performance and Progress Portal.</p>

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, iPods, cameras, and electronic translation devices.
Access to allowable resources only	Students must only have access to and use of allowable resources (refer to subsection <i>Establishing Appropriate Testing Conditions</i> for examples) that are permitted for each specific test (or portion of a test). 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.

Table 4 (continuation)

Requirement	Description
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.
Testing through secure browser	Administration of the computer-based ELPAC test is permitted only through the student interface via a secure browser or a method of securing the student device.

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 Summative ELPAC in the testing interface or students' notes on scratch paper.
No copies of test materials	Unless needed as a print-on-demand designated support or braille accommodations, 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.

Table 5 (continuation)

Requirement	Description
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.
Keeping all test materials secure at all times	Printed materials such as Writing Answer Books for kindergarten through grade two, print-on-demand designated supports, scratch paper, the <i>Directions for Administration</i> , 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.
No retaining of test “tickets” or any materials created to assist students with logging on to the assessments	All students’ ID information must be collected at the end of each test session, stored securely, and then destroyed securely.

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	Upon a student’s completion of the test, printed test items or passages, scratch paper, and notecards or paper that include student logon information must be collected and inventoried, and then immediately shredded. Printed <i>Directions for Administration</i> must be shredded at the end of the Summative ELPAC test window. Unused Writing Answer Books for kindergarten through grade two should be handled per the 2019–2020 Summative ELPAC Packing and Return Instructions .

Handling Secure Printed Materials

Secure Handling of Printed Materials

Using Print-on-Demand Materials

For those students who need a paper copy of passages or items, the local educational agency (LEA) ELPAC coordinator must contact the California Technical Assistance Center (CalTAC) at least two weeks prior to testing to request permission for the students to receive this designated support. The LEA ELPAC coordinator must also assign this resource for each student in the Test Operations Management System (TOMS).

The print-on-demand non-embedded designated support is provided at the test site level and must be coordinated and delivered by an ELPAC test examiner.

Note the following about print on demand:

- Print requests must be approved and processed by the test examiners during test administration.
- The decision to allow students to use print on demand must be made on an individual student basis.
- Because items are printed individually, utilizing the print-on-demand functionality does not allow a printed version of the online test to be created prior to testing.
- A very small percentage of students should need this accommodation.
- The use of this designated support may result in the student needing additional time to complete the assessment.

Once a student is approved to receive the printing of test items or passages for Summative ELPAC, that student may send a print request to the test examiner during testing by selecting the print icon on the screen. This request needs to be made for each individual item.

Follow these guidelines when using the print-on-demand designated support:

1. Before the test examiner approves the student's request to print a test item or passage, the test examiner must ensure that the printer is on and is monitored by staff who have been trained and have signed the ELPAC Test Security Affidavit.
2. Immediately after printing a print-on-demand request, the file should be securely deleted from the test examiner's device in such a way that the file does not remain in temporary storage where it can be undeleted. Refer to the [Destroying Electronic Files](#) subsection for additional instructions.
3. The test examiner must collect the previously printed item from the student after the next item's print request. Printed items must be securely stored and then securely destroyed after the test session.

Refer to the [How to Approve Print Requests](#) section for more information on print-on-demand.

Destroying Secure Printed Materials

Printed materials from the print-on-demand accommodation, *Directions for Administration (DFA)*, and scratch paper 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 who have signed an *ELPAC Test Security Affidavit*. All test materials must remain secure at all times.

Printed test items or passages, including embossed braille printouts and scratch paper, must be collected and inventoried at the end of each test session and then immediately securely destroyed according to LEA and ELPAC policies or procedures.

DFAs that were printed for test examiners after being downloaded from the password-protected TOMS must be kept in a securely locked room or locked cabinet when not in use. Once testing is completed, these must be immediately securely destroyed according to LEA policies and procedures, ELPAC policies and procedures, or policies and procedures from both sources.

Destroying Electronic Files

Immediately after printing a print-on-demand request, making a printed copy of a *DFA*, the file produced by the process should be securely deleted from the test examiner's device. It must be deleted in such a way that the file does not remain in a temporary storage location such as Windows' Recycle Bin, where it can be undeleted. Test examiners, and site ELPAC coordinators should use the school's or LEA's preferred method of secure file deletion.

While there are many ways to permanently delete a file, including using a "shredding" tool that might be part of a virus scanning tool, what follows are basic ways to remove a file from a Windows or Macintosh system:

- **Windows**—Hold the <Shift> key when deleting the file or empty the Recycle Bin after deleting.
- **Macintosh and Macintosh equivalent devices using OS X**—Press the <Command> + <Delete> keys with any file or folder selected to send a file to the Trash and then press the <Shift> + <Command> + <Delete> keys or open the Finder menu and then select "Secure Empty Trash" to immediately empty the Trash.

Securely Destroying Scratch Paper and Logon Tickets

- Students may use scratch paper to make notes or develop draft responses. Collect and inventory the scratch paper at the end of each test session, as well as upon completion of the test.
- DO NOT keep printed test items or passages or scratch paper for future test sessions
- At the end of the test session for the day or completion of the test, test examiners should collect the logon tickets issued to students and securely destroy them.

Identifying Testing Incidents

Test security incidents 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.

Local educational agency (LEA) ELPAC coordinators or site ELPAC coordinators will use the online ELPAC Security and Test Administration Incident Reporting System (STAIRS) form in the Test Operations Management System (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, reopen, or restore (if a test had been reset in error) an online test. After the details of the incident have been submitted, an email will be sent confirming the incident that was submitted and if any action is needed.

Impact and Definitions

Definitions for test security incidents that can occur during administration of the Summative ELPAC are provided in [Table 7](#). Incidents should be logged using the STAIRS/Appeals process. The comprehensive [ELPAC Security Incidents and Appeals Procedure Guide](#) will be available in January 2020 prior to the start of the Summative ELPAC administration in February.

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

Table 7. Definitions for Test Security Incidents

Type	Definition
Irregularity	<p>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>

Table 7 (continuation)

Type	Definition
Impropriety	<p>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>An impropriety should be reported to the LEA ELPAC coordinator and site ELPAC coordinator immediately. The coordinator will report the incident within 24 hours using the STAIRS/ Appeals process.</p>
Breach	<p>An 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 California Department of Education (CDE), Educational Testing Service (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 by calling either the California Technical Assistance Center (CaTAC) at 800-955-2954 if the breach is due to social media exposure on the part of a student or adult; or by sending an email to the CDE at elpac@cde.ca.gov for all other breaches. In addition, the LEA ELPAC coordinator must report the incident in STAIRS within 24 hours.</p>

Chapter 4. Summative ELPAC Test Administration Preparation and Planning

Preparing for the Summative ELPAC Administration

Additional Resources in This Manual:

- English Language Proficiency Assessments for California (ELPAC) website—<https://www.elpac.org/>
- California Assessment of Student Performance and Progress (CAASPP) Bandwidth Checker web page—linked on <http://www.caaspp.org/about/bandwidth-checker.html>
- California Department of Education (CDE) California Longitudinal Pupil Achievement Data System (CALPADS) web page—<http://www.cde.ca.gov/ds/sp/cl/>
- Secure Browsers website—<http://ca.browsers.airast.org/>
- *2019–20 CAASPP and ELPAC Technical Specifications and Configuration Guide for Online Testing* web document—<https://www.elpac.org/s/pdf/CAASPP-ELPAC.tech-specs-and-config-guide.2019-20.pdf>
- *2019–20 Guide to CAASPP and ELPAC Completion Status and Roster Management*—<https://www.elpac.org/s/pdf/CAASPP-ELPAC.completion-status-roster-management-guide.2019-20.pdf>
- *Preparing for the Computer-based ELPAC Administration Technology Requirements* web document—<https://www.elpac.org/s/pdf/ELPAC.Computer-based-ELPAC-Administration-Technology-Reqs.2019-20.pdf>

This section provides an overview of the various tasks and actions local educational agencies (LEAs) should complete to prepare for administering the Summative ELPAC.

Using the Test Operations Management System (TOMS) to Prepare for the Summative ELPAC Administration

TOMS is a secure website that can be accessed at <https://mytoms.ets.org>. Through this site, authorized users from LEAs can perform a number of tasks for the ELPAC such as: manage ELPAC test administration, add and delete users, setup students' test settings, access STAIRS to submit testing incident reports, order Writing Answer Books for testing students in kindergarten through grade two, and download data, including student files, test reports, and more.

Username and Passwords

Username and passwords are created in TOMS after an LEA ELPAC coordinator or site ELPAC coordinator has submitted users for access. ELPAC test examiners can use this

username and password to log on to the Test Administrator Interface, which is necessary to generate a test session ID and approve students for testing.

For more information about the different user roles in TOMS, refer to the [CAASPP and ELPAC TOMS User Guide](#).

Student Test Assignment in TOMS

The LEA ELPAC coordinators and site ELPAC coordinators must use TOMS to confirm that all eligible students have been assigned to take the Summative ELPAC. Student eligibility is based on the student demographic data from CALPADS that is uploaded into TOMS on a nightly basis. It is important for LEAs to keep CALPADS data up-to-date. LEA ELPAC coordinator or site ELPAC coordinator must designate in TOMS if a student has a domain exemption(s) or is taking an alternate assessment(s).

Information about setting up student test assignment in TOMS can be found in the [CAASPP and ELPAC TOMS User Guide](#).

Student Test Settings in TOMS

Embedded and non-embedded accommodations and designated supports are available for students taking the Summative ELPAC. These accommodations and designated supports must be assigned in the Test Settings tab of the Student Profile page in TOMS. For more information about available accessibility resources, refer to the [Accessibility Resources](#) web page on the ELPAC website.

In addition, unlisted resources are non-embedded supports which may be provided based on the student's individualized education program (IEP) or Section 504 plan. Use of unlisted resources must first be approved by the CDE.

Information about setting up student test settings in TOMS can be found in the [TOMS User Guide 2019–20](#).

Configuring student test settings in TOMS ensures that students receive the assigned embedded accessibility resources for the online assessments. Non-embedded resources also must be recorded in TOMS and provided to the student locally. Any changes to student test settings in TOMS must be completed before the student can test. The update, once made, may take up to 24 business hours to appear in the Test Administrator Interface. Failure to correct test settings before testing could result in the student not being provided with the needed accommodations, designated supports, or both at the time of testing. This is considered a testing irregularity.

Technology Requirements

Prior to the online Summative ELPAC administration, LEA ELPAC coordinators and site ELPAC coordinators must review the technology infrastructure at their schools to ensure it meets the minimum requirements for administering the online Summative ELPAC.

The [CAASPP and ELPAC Technical Specifications and Configuration Guide for Online Testing](#) provides the technical specifications for online testing. This includes information

about internet and network infrastructure requirements, hardware and software requirements, and secure browser installation.

Bandwidth Checker

The bandwidth checker, linked on the [Bandwidth Checker](#) web page on the CAASPP Portal, can assist technology coordinators to assess network readiness by performing a real-time check of a school's network bandwidth. Note that technology coordinators may want to run this test more than once, and at different times of the day, because estimates change as the network conditions change, varying from run to run.

The CDE also hosts a [Smarter Balanced Technology Readiness Resources](#) web page, which includes links to tools, requirements, and topics that LEAs will find useful in planning for the 2019–2020 online ELPAC testing.

Secure Browsers

All students must use a secure browser to access the online Summative ELPAC. **All testing devices must have the correct secure browser installed prior to assessment.** School technology coordinators are responsible for ensuring that each device to be used for testing at the school is properly secured by installing the most current secure browser. Secure browsers are available for download on the [Secure Browsers](#) website. Information about installing and configuring the secure browsers is available in the [2019–20 CAASPP and ELPAC Technical Specifications and Configuration Guide for Online Testing](#).

The secure browser is designed to support test security by prohibiting access to external applications or navigation away from the assessment.

Ordering Writing Answer Books for Kindergarten through Grade Two

The Writing domain for kindergarten through grade two will continue to be a paper-based test. These test materials are ordered in TOMS by the LEA ELPAC coordinator. LEAs will have the opportunity to confirm the quantity needed for each school in the LEA prior to placing the test material order for individual school sites. For the 2019–2020 Summative ELPAC, there will be a primary ordering window from November 1 to December 20, 2019 for LEAs to place a test material order for individual school sites. LEAs can order additional test materials during the Supplemental Test Materials Order Window from January 15 to May 15, 2020. Supplemental orders can be placed in TOMS or by calling the California Technical Assistance Center (CalTAC) at 800-955-2954. It is important that LEAs place their test material orders as soon as possible to ensure delivery in time for the start of testing. Refer to [Table 1](#) for a list of key dates. This information can also be found on the [Summative ELPAC Test Administration](#) web page on [elpac.org](#).

Avoid Ordering Excessive Materials

When placing an order for the 2019–2020 Summative ELPAC test materials, an additional 5 percent of materials is allocated as overage and provided to the LEA. Historical ELPAC order counts are maintained in TOMS and are available for comparison to current 2019–2020 Summative ELPAC counts. The following system formulas are in place to warn of the potential for excessive materials charges:

- For kindergarten orders, if the difference for any order is 10 percent greater than the order for the administration of the previous year, the system will display a warning message indicating that the quantity may be excessive.
- For grade one and two orders, if the difference for any order is 10 percent greater than the number of students eligible to take the 2019–2020 Summative ELPAC (per CALPADS data), the system will display a warning message ([Figure 1](#)) indicating that the quantity may be excessive.



Figure 1. Uploaded File: Warning Message

LEAs must be cautious when placing test material orders and use the prior year’s information as guidance. LEAs will be charged a fee per document for excessive orders calculated by the number of test materials shipped versus the number used minus the overage. Additional information on excessive materials calculations and the charges the LEAs will incur is located on the [Summative ELPAC Test Administration](#) web page on <https://elpac.org>.

Accessibility Resources



Additional Resources in This Manual:

- *2019–2020 California Assessment of Student Performance and Progress (CAASPP) and ELPAC Accessibility Guide for Online Testing* web document—<https://www.elpac.org/s/pdf/CAASPP-ELPAC.accessibility-guide.2019-20.pdf>
- English Language Proficiency Assessments for California (ELPAC) Accessibility Resources web page—<https://www.elpac.org/test-administration/accessibility-resources/>
- *Matrix Four: Universal Tools, Designated Supports, and Accommodations for the ELPAC* web document—<https://www.cde.ca.gov/ta/tg/ep/>
- Test Operations Management System (TOMS) website—<https://mytoms.ets.org/>

Overview

Accessibility resources are access features or supports of the assessment that are either provided as digitally delivered components of the secure browser (embedded supports) or separate from the secure browser (non-embedded supports). 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.

Universal tools, designated supports, and accommodations will be available for the Summative ELPAC. Students may use the embedded universal tools within the test delivery system, but also have the option to use non-embedded universal tools. The accommodations and designated supports for the Summative ELPAC must be assigned in the test setting section of TOMS.

In addition, unlisted resources are non-embedded supports which may be provided if specified in eligible students individualized education program (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 text setting selection of TOMS.

For the Writing domain for kindergarten through grade two which remains on paper Answer Books, non-embedded universal tools, designated supports, and accommodations will be available. Designated supports and accommodations for students in kindergarten through grade two taking the Writing domain also need to be assigned in TOMS.

Accessibility Guidelines

There are a number of sources of information available to assist in understanding, assigning, and using accessibility resources during Summative ELPAC testing.

- *2019–2020 CAASPP and ELPAC Accessibility Guide for Online Testing* web document—<https://www.elpac.org/s/pdf/CAASPP-ELPAC.accessibility-guide.2019-20.pdf>
- CAASPP and ELPAC Accessibility Resources video—<https://www.elpac.org/training/videos/elpac-accessibility-resources-video/>
- California Department of Education (CDE) California Longitudinal Pupil Achievement Data System web page—<https://www.cde.ca.gov/ds/sp/cl/>
- CDE Matrix Four: Universal Tools, Designated Supports, and Accommodations for ELPAC web document—<https://www.cde.ca.gov/ta/tg/ep/documents/elpacmatrix4.docx>
- CDE Student Accessibility Resources web page—<https://www.cde.ca.gov/ta/tg/ca/accesssupport.asp>
- ELPAC Manuals and Instructions web page—<https://www.elpac.org/test-administration/instructions/>
- ELPAC Accessibility Resources web page—<https://www.elpac.org/test-administration/accessibility-resources/>

Establishing Appropriate Testing Conditions

Site ELPAC coordinators, and test examiners should work together to determine the most appropriate testing option(s) and testing environment based on the number of devices available, the number of students in each tested grade, and the estimated time needed to complete each test. For the kindergarten through grade one students, all domains will be administered one-on-one. For grade two, the Listening, Reading and Speaking domains will be administered one-on-one, while the Writing domain will be administered in small groups. For grade levels three through twelve, the Speaking domain will be administered one-on-one while the Listening, Reading and Writing will be administered in classroom-sized groups. Establishing classroom-sized groups reduces test fear and anxiety for the students and facilitates monitoring and control for the test administrator. However, this also includes setting up testing rooms for students whose IEPs or Section 504 plans specify universal tools, designated supports, accommodations, or any combination of these that necessitate testing the students in a separate setting (that is, reading test questions aloud, extended testing time, additional breaks, and so forth).

The test administration should be conducted in a secure environment (refer to the subsection [Security of the Test Environment](#)).

Establish procedures to maintain a quiet testing environment throughout the test session, recognizing that some students will finish more quickly than others. If students are allowed to leave the testing room when they finish, explain the procedures for leaving without disrupting others and where they are expected to report once they leave. If students are expected to remain in the testing room until the end of the session, instruct them on what activities they may engage in after they finish the test. Access to a student's device should be monitored strictly for types of activities that may be done without violating the security of the tests if other students in the room are still testing.

Chapter 5. Administering the Summative ELPAC to Students

Using the *Directions for Administration (DFA)*



Additional Resources in This Manual:

- English Language Proficiency Assessments for California (ELPAC) website—
<https://www.elpac.org/>

Overview

Before administering a test session, verify that the following tasks have been completed:

- Verify the security of the testing environment prior to beginning a test session. (Refer to the [Security of the Test Environment](#) subsection of this manual.)
 - **Student seats are arranged so that students cannot view each other’s answers.**
 - **All displayed instructional materials (for example, vocabulary charts, etc.) are covered or taken down.**
 - **Post “TESTING IN PROGRESS—DO NOT DISTURB” signs outside of the testing room.**
- Ensure that students do not have access to digital, electronic, or manual devices (e.g., cellphones, smart watches) during testing, unless it is an approved medical support.
- If applicable, make sure each testing device or workstation has headphones or headsets.
- **Recommended:** Launch secure browsers on all testing devices before students sit down to test.

For the 2019–2020 Summative ELPAC, there will be a *Directions for Administration (DFA)* document available for the following:

- One *DFA* for all four domains for each grade in kindergarten through grade two
- A combined *DFA* for the Listening, Reading, and Writing domains for grade span three through twelve
- A *DFA* for the Speaking domain only for each of the grade spans (grade span three through five, grade span six through eight, grade span nine and ten, and grade span eleven and twelve)

These *DFAs* will be available to local educational agency ELPAC coordinators, site ELPAC coordinators, and ELPAC test examiners for downloading and printing in the Resources menu of the Test Operations Management System (TOMS).

To ensure that all students are tested under the same conditions, the test examiner should adhere strictly to the script for administering the test. These instructions can be found in the *DFA*. When asked, the test examiner should answer questions raised by students but should never help the class or individual students with specific test items.

Please remember that the script must be followed exactly and used each time a test is administered.

All directions that a test examiner needs to read to students are indicated by the word “SAY” and are in boxes so that they stand out from the regular text. They should be read exactly as they are written, using a natural tone and manner. If the test examiner makes a mistake in reading a direction, then the test examiner should stop and say, “I made a mistake. Let me say it correctly.” Then the direction should be reread.

The test examiner should try to maintain a natural classroom atmosphere during the test administration. Before each test begins, the test examiner should encourage students to do their best.

Any time a student logs on to the testing system, the test examiner should follow the *DFA* script.

Scoring the Speaking Domain Locally

The Speaking domain is administered one-on-one with the student and test examiner and is the only domain that is scored locally, in-the-moment, by the test examiner. The test examiner has two options for capturing the student’s scores in-the-moment. One option is to log on to the Data Entry Interface (DEI) before administering the Speaking domain and enter the student’s scores directly into the DEI while administering the test. The second option is to use the score sheet ([Figure 2](#)) in the *DFA* specific to each grade or grade span and test form, to record the student’s scores as the test is administered. This option requires the test examiner to log on to the DEI as soon as possible after the Speaking domain administration has been completed and enter the scores for the student.

SPEAKING Field Test Form 1 (F1)—Grades 6–8			Name:
<i>Talk About a Scene</i>			_____
1 ①①	2 ①①	3 ①①	Grade:
4 ①①②	5 ①①②	6 ①①②	_____
<i>Speech Functions</i>			Statewide Student Identifier:
7 ①①②	8 ①①②		_____
<i>Support an Opinion</i>			Date Entered in DEI:
9 ①①②③	10 ①①②③		_____
<i>Present and Discuss Information</i>			
11 ①①②③	12 ①①②③		
<i>Summarize an Academic Presentation</i>			
13 ①①②③④	14 ①①②③④		

Figure 2. Speaking domain student score sheet

During the administration of the Speaking domain, the test examiner should not be concerned about the quality of the voice capture response, but instead should focus on scoring the oral response in the moment. Do not rerecord the student’s response. The [ELPAC Field Test Data Entry Interface Score Entry Guide](#) can be used as reference as it provides the steps that must be followed for entering student Speaking domain scores into the DEI.

Audio Capture for the Speaking Domain

During the administration of the Speaking domain, the following guidelines apply to the audio capture tool. The test examiner should score what the student says, not what is recorded.

Rerecording: If the following issues occur, the test examiner may continue to the next question and does not need to rerecord:

- Test examiner forgets to record a response.
- Test examiner records response on the wrong question.
- If you see a red triangle in the review box when ending the test session. If the audio capture times out after 2 minutes, allow the student to complete the response and score the complete spoken response and not only what was recorded.

Headsets: Use of headsets with a microphone for voice capture is not recommended to enable interaction between the student and test examiner.

Replay: It is not recommended that the test examiner use the audio capture replay feature while administering the Speaking test. It is not recommended that the student hear their response and rerecord. The test examiner is to listen and score the student's first response.

Administering the Kindergarten Through Grade Two ELPAC Writing Domain



Additional Resources in This Manual:

- English Language Proficiency Assessments for California (ELPAC) website—<https://www.elpac.org/>
- Test Operations Management System (TOMS) website—<https://mytoms.ets.org/>

The Writing domain for the Summative ELPAC will continue to be administered on paper using Writing Answer Books for students in kindergarten through grade two. Local educational agencies (LEAs) must order these test materials during the ordering windows ([Table 1](#)).

Responsibilities of the LEA ELPAC Coordinator—Before Testing

Receive and Inventory Test Materials

Follow these inventory steps to prepare test materials before testing:

- STEP 1: Read through materials.** Review this *2019–2020 Summative ELPAC Test Administration Manual* in its entirety. Become familiar with all testing and administration procedures.
- STEP 2: Confirm security forms are being electronically signed in TOMS.** Monitor and keep an electronic record of the completion of the *ELPAC Test Security Agreements* and the *ELPAC Test Security Affidavits* from all site ELPAC coordinators through TOMS. Utilize *Security Forms Status Report* in TOMS under the Report tab for tracking completions.
- STEP 3: Count all school and LEA boxes immediately upon receipt.** Verify that each school will receive the correct number of boxes according to the numbers shown on the box labels (for example, “1 of 10,” “2 of 10”).
- STEP 4: Report missing or damaged boxes.** Immediately contact the California Technical Assistance Center (CaTAC) if any boxes are missing, damaged, or if boxes addressed to another LEA were received.
- STEP 5: Inventory LEA test materials against the shipping notice(s).** Note any overages, shortages, or the incorrect receipt of test materials on the shipping notice(s).
 - Overages—receiving more or different test materials than stated on the shipping notice(s)

- Shortages—missing items or missing one or more boxes in the shipment

A copy of each LEA’s shipping notice(s), which provides documentation of the contents of the school boxes, is provided with the LEA packing list for reference.

Note: The site ELPAC coordinator must inventory the site’s own test materials. The LEA ELPAC coordinator should only inventory the contents of the school boxes if the school is closed.

STEP 6: Provide school materials to site ELPAC coordinators. Forward the boxes of materials to the schools identified on the box labels. Remind site ELPAC coordinators that they must retain the boxes for use in storing test materials.

STEP 7: Report overages and shortages. After the site ELPAC coordinators inventory test materials, they must report overages, shortages, or incorrect grade materials to the LEA ELPAC coordinator immediately.

Use LEA Overage Test Materials (as Needed)

LEAs will receive an overage of test materials in the boxes labeled for the LEA. Use these test materials for reference and provide them to schools as needed.

Prepare for Testing

To prepare for testing, the LEA ELPAC coordinator should do the following:

- Ensure that sites have adequate testing materials and materials are redistributed throughout the LEA as necessary.
- Send pre-coded GISs and Pre-ID labels to the appropriate site ELPAC coordinators. **IMPORTANT NOTE:** Only the pre-coded GIS sent with the Pre-ID labels, and those sent in the Coordinator kits, should be sent back with answer books for scoring. **Please do not use GISs from previous administrations.**
- Check on the progress of test examiner training in the Moodle training site.
- Ensure that the site ELPAC coordinator and the test examiner(s) are aware of the security, inventory, and tracking requirements for keeping all test materials in a secure location prior to, during, and after testing.

Responsibilities of the Site ELPAC Coordinator—Before Testing

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: Read through materials. Review this *2019–2020 Summative ELPAC Test Administration Manual* and the corresponding *Directions for Administration (DFA)* in their entirety. Become familiar with all testing and site administrative procedures.

STEP 2: Confirm security forms are being electronically signed. Use TOMS to monitor and keep an electronic record of the completion of the *ELPAC Test Security Affidavits* for test examiners. Proctors, along with all others handling ELPAC test materials, must also electronically sign the *ELPAC Test Security Affidavit* linked on the [Test Administration](#) web page on the [ELPAC](#) website prior to accessing the test materials. Coordinators will be emailed a copy for their records.

STEP 3: Locate the school shipping notice(s) enclosed in the test materials shipment. A shipping notice will be at the top of each box received.

STEP 4: Report overages and shortages to the LEA ELPAC coordinator.

Inventory all test materials against the shipping notice(s) immediately after receipt from the LEA. Report any overages, shortages, or receipt of the wrong material to the LEA ELPAC coordinator immediately.

- Overages—receiving more or different test materials than stated on the shipping notice(s)
- Shortages—missing or damaged items or boxes in the shipment

STEP 5: Retain boxes. Keep all test materials in a secure, locked location. Retain the original shipping boxes, as they will be used to store test materials until the end of the administration window.

STEP 6: Discuss security with all designated staff handling ELPAC test materials. Ensure that designated staff, such as test examiners and proctors, understand the security, inventory, and tracking requirements for keeping all test materials in a secure location prior to, during, and after testing.

Retain electronic records of all ELPAC-designated school staff's affidavits on site for 12 months.

Organize and Distribute Test Materials

Materials Provided for Site ELPAC Coordinators

Each school will receive sufficient test materials for the site to administer the ELPAC. Additionally, the school will receive the following materials:

- A site ELPAC coordinator kit including:
 - Return instructions
 - Packing tape
 - Paper bands

Materials for Test Examiners

Distribute test materials to the test examiners. Each test examiner must verify receipt of the appropriate test materials and access to the *DFAs* in TOMS.

Additional materials needed by test examiners:

- No. 2 pencils with erasers for test examiner and students (not provided)
- “Do Not Disturb” sign (not provided)



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

Prepare Test Books and Answer Books

Filling in Demographic Information

The front and back covers of the Answer Book are the demographics pages containing important student- and school-related information that must be filled in accurately. Site ELPAC coordinators or test examiners should ensure the demographics information is accurate and complete for all students.

Refer to [Figure 3](#) and the steps provided after the figure and in the following subsections for further information on how to ensure the demographics pages for students are complete. Specifically, staff should ensure there are no extraneous marks on the demographics pages and that all stray marks are erased completely because these pages are scanned.

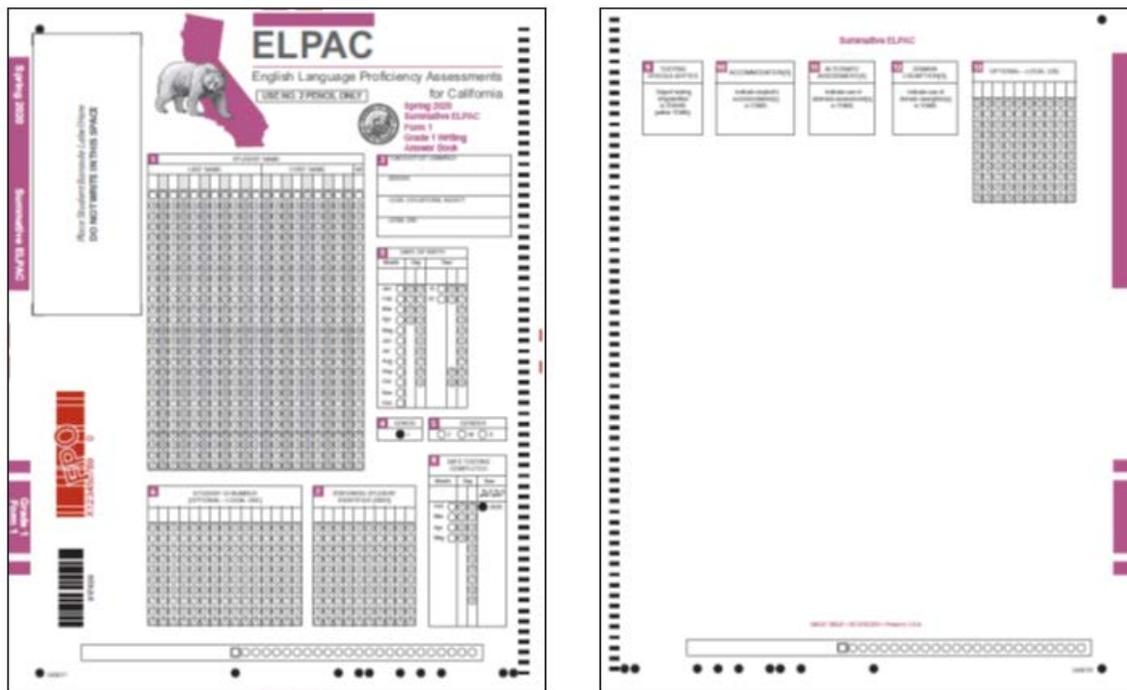


Figure 3. Sample Answer Book front and back cover fields

Refer to [Table 8](#) for a list of the demographic fields and their descriptions.

Table 8. Demographic Fields on Kindergarten through Grade Two Writing Answer Book

FIELD NAME	STEPS TO FOLLOW:																				
1 STUDENT NAME	<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 below.</p> <table border="1" style="margin: 10px auto; text-align: center;"> <tr> <td colspan="10">L A S T N A M E</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 “MI,” print the student’s middle initial. If the student does not have a middle initial, leave this space blank.</p> <p>Fill in the corresponding circles for each letter. Fill in the empty circles to indicate a blank space.</p>	L A S T N A M E										A	S	C	H	E	N	B	R	E	N
L A S T N A M E																					
A	S	C	H	E	N	B	R	E	N												
2 TEACHER/TEST EXAMINER, SCHOOL, LOCAL EDUCATIONAL AGENCY, LOCAL USE	<p>Print the name of the teacher, the name of the school, and the name of the LEA. The Local Use section may be used for any additional information needed for student identification or any purpose defined by the LEA.</p>																				
3 DATE OF BIRTH	<p>Print the “Month,” “Day,” and “Year” of the student’s Date of Birth in the appropriate spaces and fill in the corresponding circles.</p> <p>For “Day,” 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 “Year,” fill in circles for 19 or 20 before filling in remaining circles.</p> <table border="1" style="margin: 10px auto; text-align: center;"> <tr> <td>Month</td> <td>Day</td> <td>Year</td> </tr> <tr> <td style="width: 30px; height: 30px;"></td> <td style="width: 30px; height: 30px;"></td> <td style="width: 60px; height: 30px;"></td> </tr> </table>	Month	Day	Year																	
Month	Day	Year																			
4 GRADE	<p>This grade circle is prefilled depending on the grade to which the Answer Book applies.</p> <p>Ensure that the grade span of the Answer Book matches the student’s grade.</p>																				
5 GENDER	<p>Fill in the appropriate circle: F for Female, M for Male, and X for Non-binary.</p>																				

Table 8 (continuation one)

FIELD NAME	STEPS TO FOLLOW:										
6 STUDENT ID NUMBER (OPTIONAL—LOCAL USE)	<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.</p> <p>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>										
7 STATEWIDE STUDENT IDENTIFIER (SSID)	<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> <div data-bbox="630 787 945 898" style="border: 1px solid black; padding: 5px;"> <p>7 STATEWIDE STUDENT IDENTIFIER (SSID)</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 20px; height: 20px;"></td> </tr> </table> </div>										
8 DATE TESTING COMPLETED	<p>This field must be filled in for all students at the time of testing. Print the “Day” 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.</p> <p>For “Day,” 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>										
9 TESTING IRREGULARITIES	<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 or site ELPAC coordinator, who will then submit a report in the Security and Test Administration Incident Reporting System (STAIRS).</p>										
10 ACCOMMODATIONS	<p>If a student requires resources or an alternate setting to complete one or more domains, as noted in the student’s individualized education plan (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 Accessibility Resources section of this manual for the resources available for the paper-based forms.</p>										

Table 8 (continuation two)

FIELD NAME	STEPS TO FOLLOW:
11 ALTERNATE ASSESSMENT	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.
12 DOMAIN EXEMPTION	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 34 CFR 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 use of domain exemption(s) in TOMS.
13 OPTIONAL—LOCAL USE	This is an optional field for LEA use.

Responsibilities of the LEA ELPAC Coordinator—During and After Testing

The LEA ELPAC coordinator needs 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 [ELPAC Security Incidents and Appeals Procedure Guide](#) for further information about reporting irregularities and security breaches.

Receiving and Checking Test Materials

Check Answer Books Returned from Sites

The LEA ELPAC coordinator is responsible for:

- Coordinating the return of Answer Books from the sites back to the LEA
- Checking all materials for completeness
- Ensuring that the forms are completed properly

To accomplish these tasks, the LEA ELPAC coordinator should follow these steps:

- STEP 1: Ensure that required demographic information is completed and accurate on all Answer Books.** Having a Statewide Student Identifier (SSID) for every Answer Book for every student is critical for processing.
- STEP 2: Verify number of Answer Books.** Confirm that the correct number of Answer Books have been returned. The number of Answer Books should match the number gridded on the GIS.
- STEP 3: Confirm that each Answer Book has a pre-identification (Pre-ID) label properly affixed (if applicable) and that it matches the student name written on the Answer Book.**

Handling of Test Materials

To ensure the timely scoring of the Answer Books and analysis of scores for the test, **LEAs are asked to mail completed Answer Books to Educational Testing Service (ETS) at least twice a month** upon completion of a paper-based test administration. Refer to [Table 1](#) for key dates. It is not necessary to wait for all paper-based tests to be administered before returning completed Answer Books to ETS. For complete instructions for returning materials after testing, refer to the *2019–2020 Summative ELPAC Return Instructions* that was included with the paper test materials.

Responsibilities of the Site ELPAC Coordinator—After Testing

Review Answer Books

Prior to returning materials to the LEA ELPAC coordinator, the site ELPAC coordinator must review student responses on the Answer Books for completeness and ensure that

- the SSID number and student name are accurate;
- a Pre-ID label is affixed to every Answer Book and matches the written name on the Answer Book; and
- responses are filled in completely using a No. 2 pencil and that stray marks are erased completely.

Refer to [Table 9](#) for a list of the GIS form fields and their descriptions.

Table 9. GIS Form Fields

SECTION OF GIS FORM	INSTRUCTIONS
1 LOCAL EDUCATIONAL AGENCY/SCHOOL NAME	Clearly write the name of the LEA and school.
2 SCHOOL NAME	The circles under the school name have been pre-coded.
3 COUNTY-DISTRICT-SCHOOL CODE	The county-district-school code has been pre-coded.
4 CHARTER CODE	The Charter Code has been pre-coded for charter schools.
5 GRADE	Write in the grade of the group and fill in the corresponding circle.
6 NUMBER OF DOCUMENTS TO BE SCORED	Write in the exact number of documents to be scored for the grade group and fill in the corresponding circles.

Handling of Test Materials

The ELPAC test materials are secure test materials and must be treated as such. ELPAC scannable Answer Books that are used for student testing must be returned to ETS by the LEA ELPAC coordinator in accordance with the instructions provided in the *Summative ELPAC Return Instructions*.

Administering an Online Test Session for the Listening, Reading, Speaking Domains (All Grade Levels), and the Writing Domain (Grade Levels Three Through Twelve)

Additional Resources in This Manual:

- Test Operations Management System (TOMS) website—<https://mytoms.ets.org/>
- 2019–20 California Assessment of Student Performance and Progress (CAASPP) and ELPAC Technical Specifications and Configuration Guide for Online Testing web document—<https://www.elpac.org/s/pdf/CAASPP-ELPAC.tech-specs-and-config-guide.2019-20.pdf>
- Preparing for the Computer-based ELPAC Administration Technology Requirements web document—<https://www.elpac.org/s/pdf/ELPAC.Computer-based-ELPAC-Administration-Technology-Regs.2019-20.pdf>
- ELPAC Data Entry Interface (DEI) Score Entry Guide web document—<https://www.elpac.org/test-administration/instructions/>

WARNING

The California Department of Education (CDE) recommends that test examiners exercise extreme caution when selecting an assessment for a test session. To help with differentiating the tests, the assessments each have a differently colored background.

Online Assessments:

- **Green—Smarter Balanced Interim Assessments**
- **Pink—Smarter Balanced Summative Assessments**
- **Indigo—California Alternate Assessments (CAA)**
- **Brown—California Science Test (CAST)**
- **Mint—California Spanish Assessment (CSA)**
- **Gray—English Language Proficiency Assessments (ELPAC)**

Administering the Summative ELPAC to Students |
Administering an Online Test Session for the Listening, Reading, Speaking Domains (All Grade Levels), and the Writing Domain (Grade Levels Three Through Twelve)

Online Practice and Training Tests:

- **Pink—Smarter Balanced practice tests**
- **Purple—Smarter Balanced training tests**
- **Teal—CAA training tests**
- **Blue—CAA practice tests**
- **Gray—CAST practice test**
- **Orange—CAST training test**
- **Yellow—CSA practice test**
- **Mint—CSA training test**
- **Gray—(ELPAC) training test and practice test**

A test session must be created before students can log on to the secure student browser. In order for a student to take a specific test, the test must be included in the test session.

This section contains information on how to start a test session, add tests to the session, verify students' test settings, approve students for testing, and monitor their progress.



Warning: Check students' information, especially their grade level and test settings, before starting a test session.

- *If a student's information is incorrect, do not approve the student for testing. Contact the local educational agency (LEA) ELPAC coordinator or site ELPAC coordinator (as appropriate) to have the student's information updated.*

Entering Student Responses into the System

A student may enter their responses into the testing device using a mouse, keyboard, or other assistive technology.

In the Listening and Reading domains, students are required to select a response for an item before they can move on to the next item. All items must have responses before a student can submit their test. The Writing and Speaking domains do not require a student response for each item in order to submit the test.

Pause Rules

The pause rules that follow apply regardless of whether the student or the test examiner pauses the test, or there was a technical issue (for example, power outage or network failure) that resulted in the student being logged off. For the online ELPAC, there will only be pause rules for the Listening and Reading domains. This means:

- When a Listening or Reading test is paused for more than 20 minutes, the student must log back on to the student interface to resume testing. Upon resumption, the student is

automatically directed to the first page that has an unanswered item. If the pause expiration was not the fault of the student, then a Re-open Appeal may be requested to reopen the test for the student to change previously answered items.

- If the Listening or Reading test is paused for more than 20 minutes, the student will not be permitted to review or change any previously answered items, even if they are marked for review (except for items on a page that contains at least one item to which there is not a complete response), unless a Re-open Appeal is granted.
- Any highlighted text and notes in the digital notepad will be saved when a test is paused.
- When a Listening or Reading test is paused for less than 20 minutes, the student must still log back on to the student interface to resume testing, but the student will be able to review and change any previously answered items.

The Writing domain, for grade levels three through twelve, and the Speaking domain will not have pause rules. This means:

- When the Writing or Speaking test is paused for more than 20 minutes, the student must log back on to the student interface to resume testing. In addition, the student can continue entering responses or review or change any previously answered items.
- Any highlighted text and notes entered in the digital notepad will be saved when a test is paused.

Test Timeout (Due to Inactivity)

As a security measure, students and test examiners are automatically logged off after 30 minutes of test inactivity. For students, *activity* is defined as selecting an answer or navigation option in the assessment (for example, selecting **[Next]** or **[Back]** or using the *Questions* drop-down list to navigate to another item). Moving the mouse or selecting an empty space on the screen is not considered activity. This timeout also results in the test being paused automatically.

For test examiners, *activity* means that a student or students are registering test activity. As long as students are testing, the test examiner will not be logged off.

Before the secure browser logs the student off the test, a warning message will be displayed on the screen (If **[OK]** is not selected within 60 seconds after this message appears, the student will be logged off. Selecting **[OK]** will restart the 30-minute-inactivity timer.

Administering the Summative ELPAC to Students |
Administering an Online Test Session for the Listening, Reading, Speaking Domains (All Grade Levels), and the
Writing Domain (Grade Levels Three Through Twelve)

[Figure 5](#) provides an example of the message that appears in a test timeout warning:

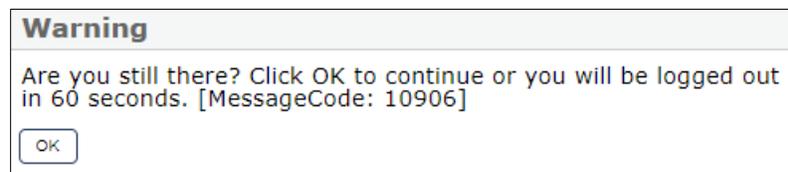


Figure 5. Test timeout warning message

Test Expiration Rules

Opportunities refers to the number of times a student can take a test within a range of dates. For the Summative ELPAC, a student only has one opportunity to take each domain of the test. The test remains active until the student completes and submits the test or until the test expires, whichever occurs sooner. The expiration rule is 45 days after a student first accesses the test for the Listening and Reading domains, and 20 days for the Speaking and Writing domains. Once a test opportunity expires, the student cannot complete or review the test unless an Appeal is submitted through STAIRS.

Beginning the Test

Follow these instructions to administer the Summative ELPAC. The test examiner must create a test session before students can log on to the secure browser (**but no more than 30 minutes prior or the system will time out**). When a test examiner creates a test session, a unique session ID is randomly generated. This session ID must be provided to the students before they log on and should be written down. **A walkthrough of these log on instructions is also provided in the *Directions for Administration (DFA)*.**

The basic workflow for administering online tests is as follows:

1. The test examiner selects tests and starts a test session in the Test Administrator Interface.
2. Students sign in and request approval for tests in the secure browser.
3. The test examiner reviews students' requests and approves them for testing.
4. Students complete and submit their tests.
5. The test examiner stops the test session and logs off.

- 1. Test Examiner** Navigate to the ELPAC website at <https://www.elpac.org/> on a supported web browser.

- 2. Test Examiner** Select the [**Test Administrator Interface for All Online Tests**] button, as shown in [Figure 6](#).



Figure 6. [Test Administrator Interface for All Online Tests] button

- 3. Test Examiner** For training test administration, select the [**Practice & Training Tests**] button.

- 4. Test Examiner** Log on to the Test Administrator Interface using the test examiner’s TOMS sign-in credentials, as shown in [Figure 7](#).

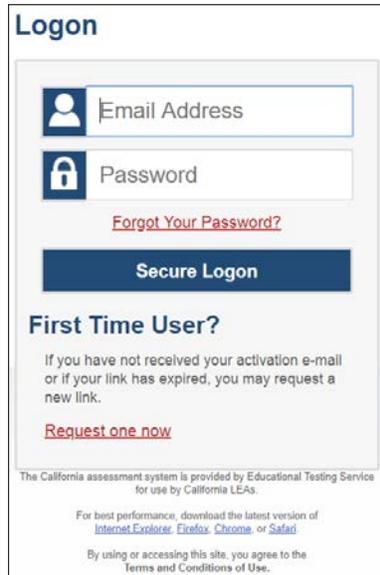


Figure 7. Test Administrator Interface Logon screen

- 5. Test Examiner** If the test examiner is associated with multiple institutions, an “Important!” message appears when the test examiner logs on. The test examiner must select the appropriate institution from the drop-down list in this message and select the [**Go**] button, as shown in [Figure 8](#). The test examiner may only select one institution at a time. The test examiner will only be able to administer tests available for the selected institution. To select a different institution, the test examiner must log off and then log back on.

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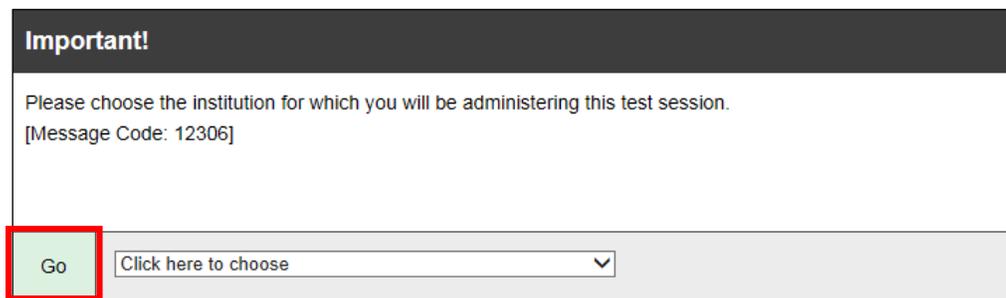


Figure 8. Message from the Test Administrator Interface

6. Test Examiner The **Test Selection** window, as shown in [Figure 9](#), color-codes tests and groups them into various categories. A test group may include one or more subgroups. All test groups and subgroups appear collapsed by default.

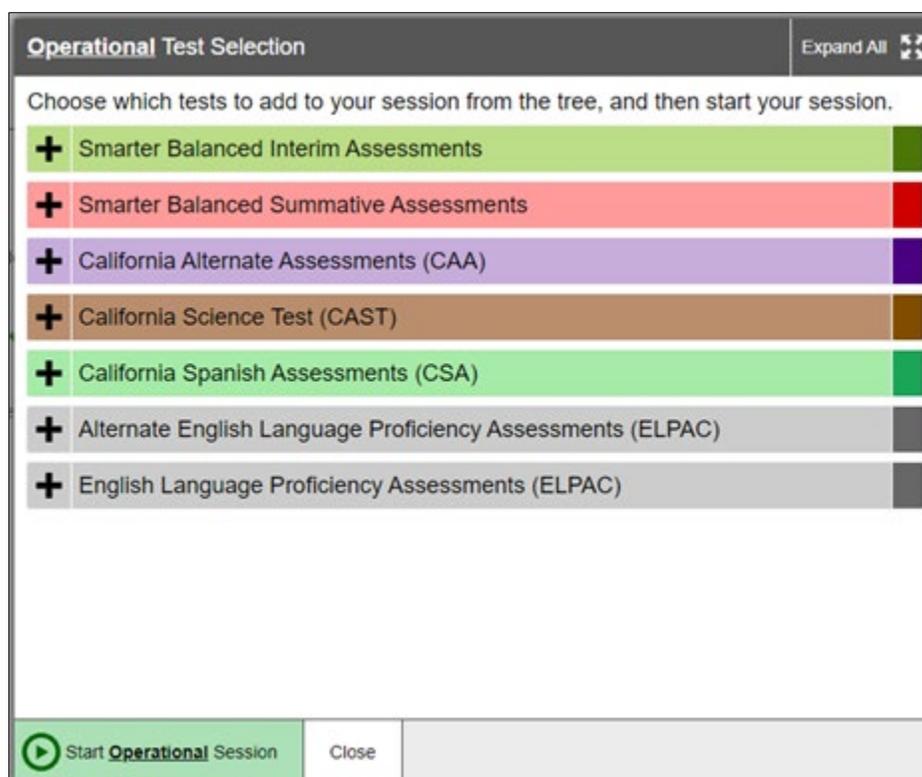


Figure 9. Operational Test Selection window

7. Test Examiner To select tests for the session, do one of the following:

1. To expand a collapsed test group, select the **[Plus]** plus-sign **[+]** icon (or **[Expand All]**).

2. To collapse a test group, select the **[Minus]** minus-sign **[—]** icon (or **[Collapse All]**).
3. To select individual tests, mark the checkbox for each test that is to be included.

8. Test Examiner Select the **[Start Operational Session]** button, as shown in [Figure 10](#).

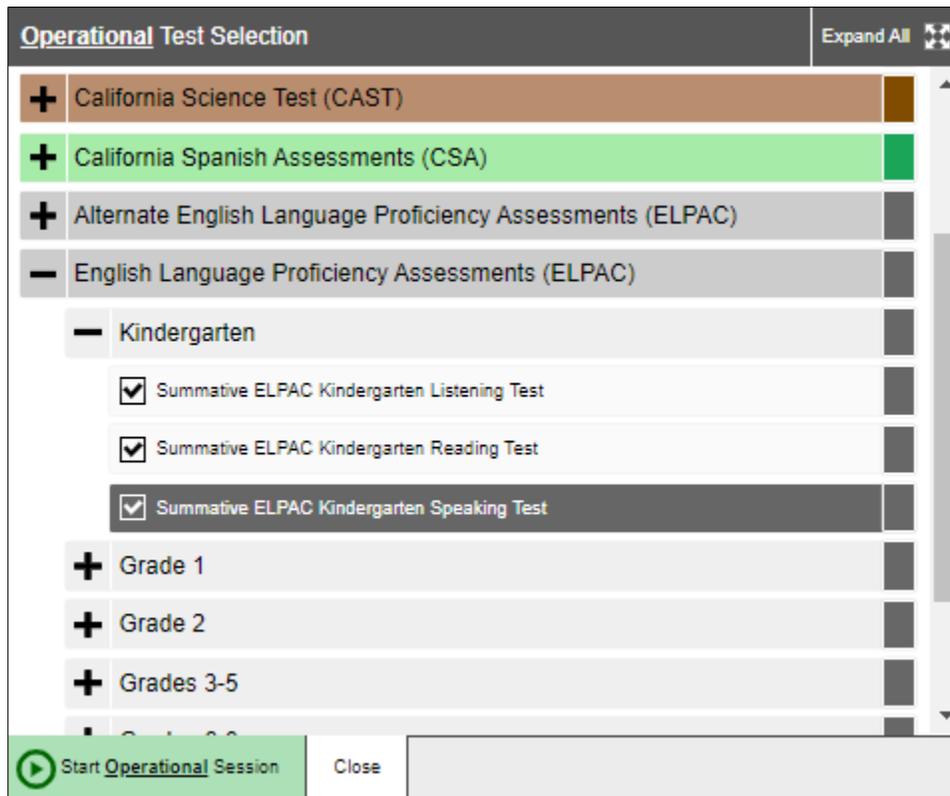


Figure 10. Sample Operational Test Selection screen

9. Test Examiner Inform students of the test session ID. The session ID is automatically generated upon selecting the **[Start Operational Session]** button in the previous step. Write the session ID, as shown in [Figure 11](#), in a place where all students can clearly view for group administrations; provide the written session ID directly to the student for one-on-one administrations; or for kindergarten through grade two students, enter the session ID directly into the secure browser to help them log on.

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Figure 11. Top of the Test Administrator Interface

10. Test Examiner Instruct students to open the secure browser, if it isn't open already, and log on using the *Student Sign In* web form. For kindergarten through grade two students, perform the sign-in steps for them.

1. Student Sign in using the *Student Sign In* web form, as shown in [Figure 12](#). Students enter their first name and their Statewide Student Identifier (SSID) as it appears in the California Longitudinal Pupil Achievement Data System (CALPADS). Students enter the session ID as it appears on the Test Administrator Interface.

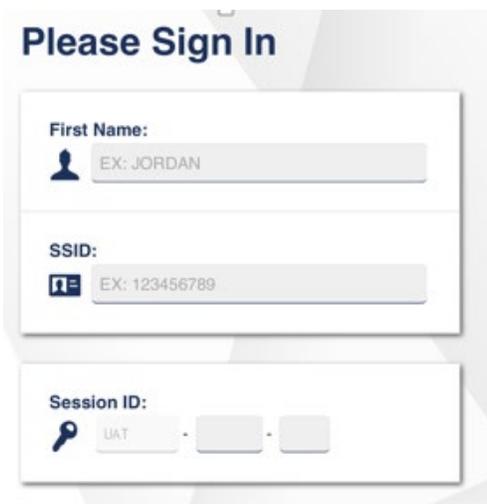
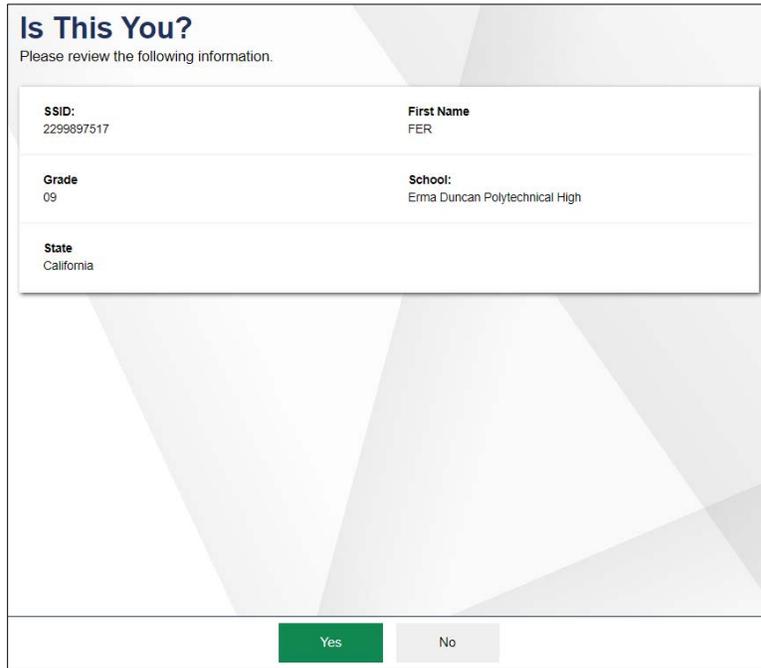


Figure 12. Student Sign In web form

11. Test Examiner Ensure that all students have successfully entered their information.

2. Student Verify identity by selecting [Yes] or [No], or as shown in [Figure 13](#).



Is This You?
Please review the following information.

SSID: 2299897517	First Name FER
Grade 09	School: Erma Duncan Polytechnical High
State California	

Yes No

Figure 13. Is This You? screen

12. Test Examiner Inform students of the test type (for example, ELPAC Grades 9–10 Reading Test (F1)) in which they are participating today.



Note: Only the tests that the test examiner selected for the test session for which students are eligible are selectable by students.

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3. Student Select the test to take, as shown in [Figure 14](#). Note that after a student has taken a domain test, that test can no longer be selected.

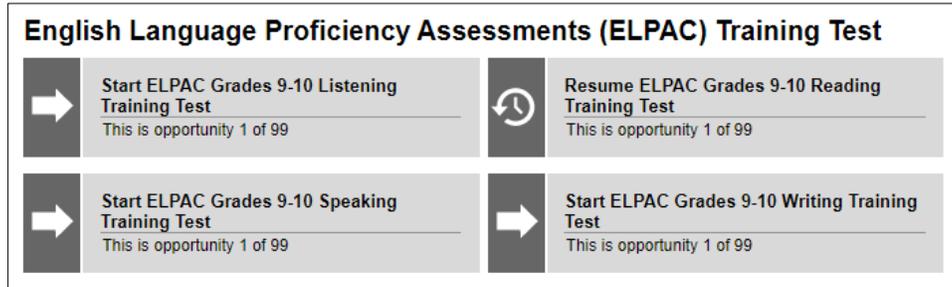


Figure 14. Your Tests selection box

4. Student Wait for the test examiner’s approval, as shown in [Figure 15](#).

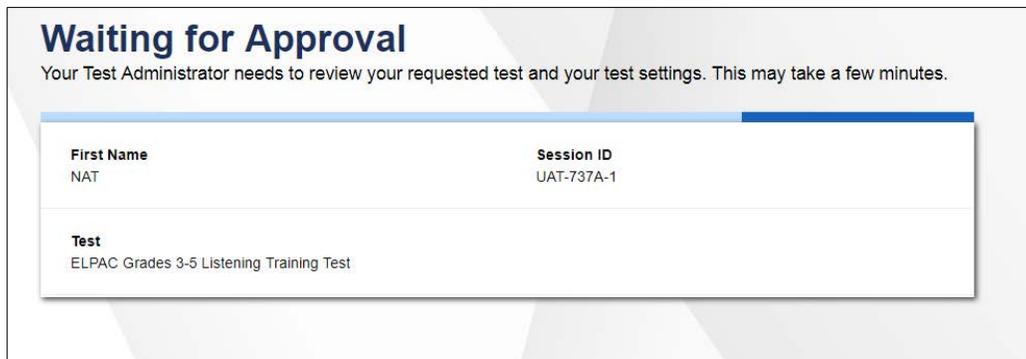


Figure 15. Waiting for TA Approval dialog box

13. Test Examiner Approve students for testing by selecting the [Approve] checkmark [✓] icon in the *Actions* column for individual students or the [Approve all Students] button, as shown in [Figure 16](#).

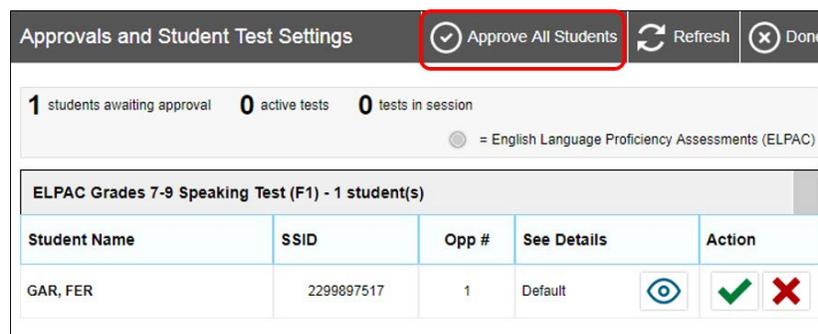


Figure 16. Approvals and Student Test Settings screen

14. Test Examiner Select **[Details]** eye [👁️] icon, as shown in [Figure 17](#), to view and adjust the student’s test settings for the current test opportunity. “Custom” in the *Details* column indicates the student has been assigned test settings. Refer to the [Accessibility Resources](#) section of this manual for the embedded resources that are available for the Summative ELPAC.

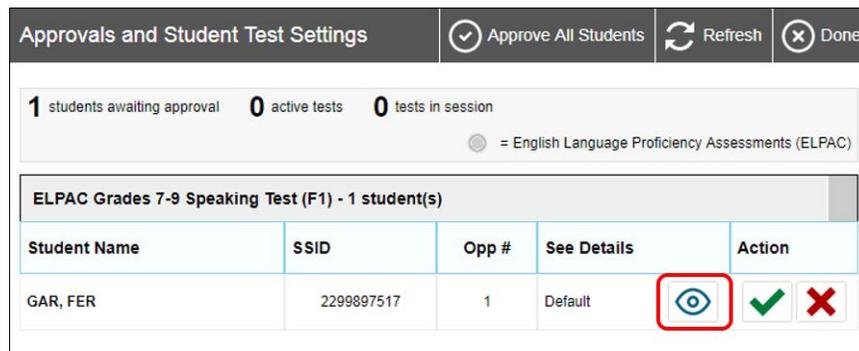


Figure 17. Approvals and Student Test Settings screen

15. Test Examiner Follow one of the following steps; buttons are shown in [Figure 18](#).

- To confirm the settings, select **[Set]** at the top of the student’s *Test Setting* screen. The test examiner must still approve the student for testing.
- To confirm the settings and approve the student, select the **[Set & Approve]** button.
- To return to the **Approvals and Student Test Settings** window without confirming settings, select **[Cancel]**.

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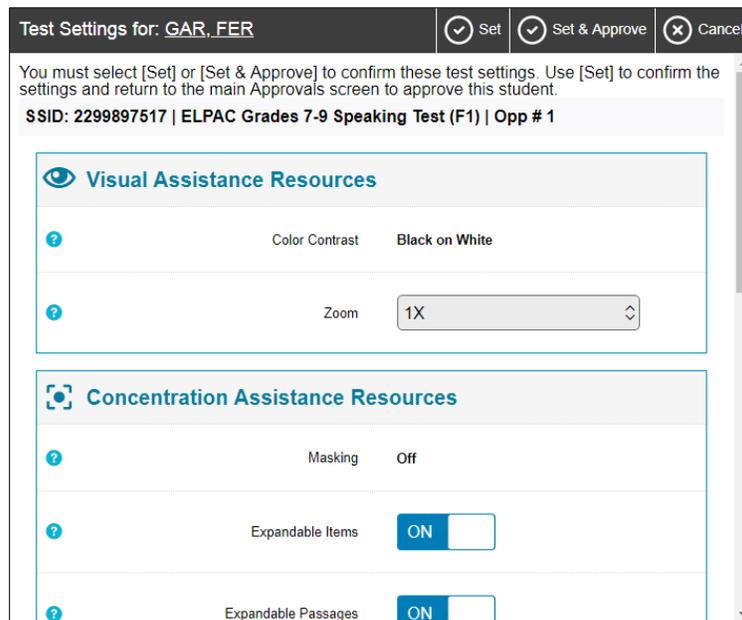


Figure 18. Part of the Test Settings page for a selected student

16. Test Examiner If the settings are incorrect, the test examiner should select [**Cancel**]. The test examiner must report the incorrect test settings to the site ELPAC coordinator, who will update them as required in TOMS and reschedule the student’s testing. The update, once made, may take up to 24 business hours to appear in the Test Administrator Interface. After a student’s test settings are corrected, the student must sign in and request approval again.

17. Test Examiner For the Listening, Reading and Writing (grade levels three through twelve) domains, have students run the Sound and Video Playback Check.

If audio issues occur, do the following:

- Ensure headphones are securely plugged in to the correct jack or USB port.
- If the headphones have a volume control, ensure the volume is not muted.
- Ensure that the audio on the device is not muted (often via a control panel or settings window). **This requires logging off the secure browser to check the device’s volume settings and then logging back on to the secure browser.**

If the student is still experiencing issues, contact the site ELPAC coordinator or school technology coordinator.

- 5. Student** The **Sound and Video Playback Check** page (that is, the screen) appears for tests with audio files ([Figure 19](#)).

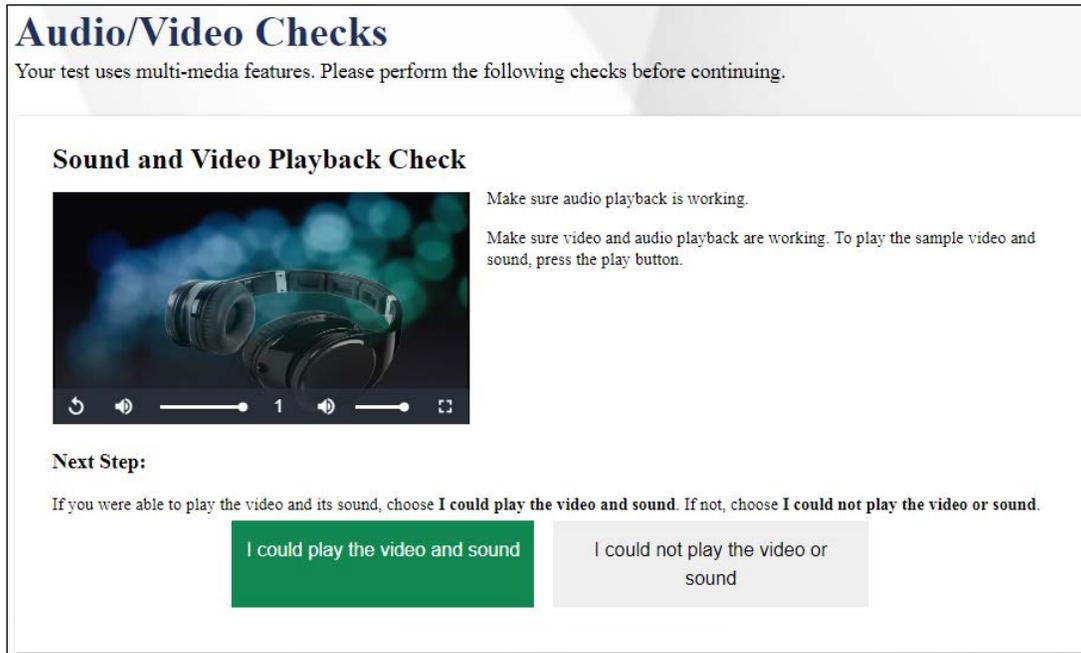


Figure 19. Sound and Video Playback Check page

To check audio and video settings:

1. **Students play the video and listen to the audio by selecting the [Play] arrow**  **icon.**
2. Depending on the sound and video quality, students do one of the following:
 - a. If the student can view the video and hear the sound, students select [**I could play the video and sound**]. The *Instructions and Help* page appears.
 - b. If the student cannot view the video and hear the sound, students select [**I could not play the video or sound**]. The *Video Playback Problem* page appears, giving students two options:
 - Students can select [**Try Again**]. They will return to the *Sound and Video Playback Check* page.
 - Students can select [**Log Out**]. The test examiner should troubleshoot the device and headphones or move the student to another device with working audio and video.

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6. Student

If the Speaking test was selected, there will be a Recording Device Check before the Sound and Video Playback Check (Figure 20). Follow the on-screen instructions to make sure the recording device is working. If the student’s testing device does not have the ability to record, the student may select the **[Skip Recording Check]** button. Please note that once the test has started, the instance of a red rectangular box with an X in place of the **[Microphone]** button may indicate either that the device is not capable of recording or that there is a poor network connection. The test may need to be resumed after the issues have been resolved. The Speaking test must still be administered and scored locally.

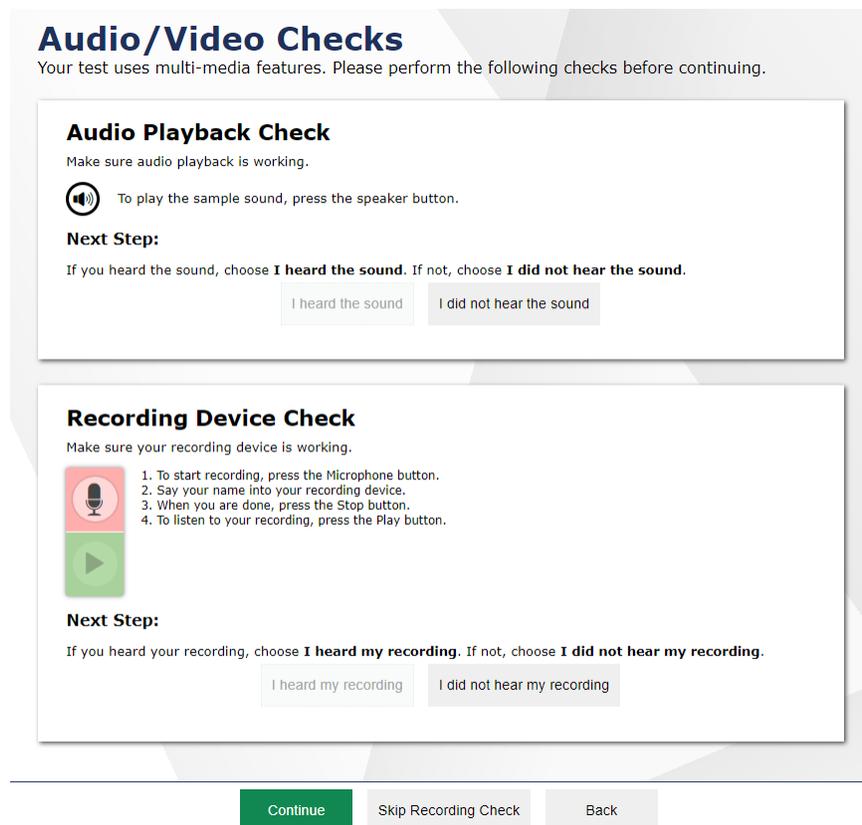


Figure 20. Recording Device Check page

7. Student

If the student has the text-to-speech (TTS) accommodation set up in the test settings screen in TOMS, the **Text-to-Speech Sound Check** page appears ([Figure 21](#)). On this page, students verify that TTS is working properly on their device. Students can only use TTS within a supported secure browser.

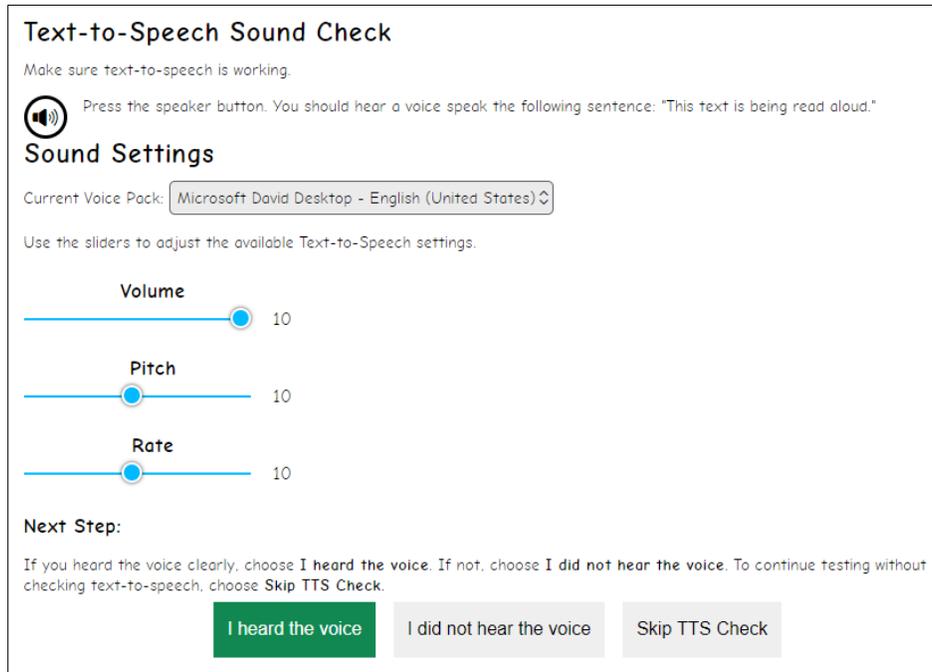


Figure 21. Text-to-Speech Sound Check page



Note: When TTS is enabled, students may adjust the volume, pitch, and rate settings once the test begins by selecting the System Settings menu (cog wheel icon, [⚙️]) in the upper-right corner of the screens. They do not have to exit the test to do so.

To check TTS functionality:

Students select the [TTS Speaker] speaker [🔊] icon and listen to the audio.

- If the voice is clearly audible, students select [I heard the voice].
- If the voice is not clearly audible, students adjust the settings using the sliders and select the [TTS Speaker] icon again.

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- If students still cannot hear the voice clearly, they select [**I did not hear the voice**] and close the secure browser. The test examiner can work with students to adjust their audio or headset settings. They can sign in again when the issue is resolved.
- To continue without testing text-to-speech, students select [**Skip TTS Check**].

8. Student The *Instructions and Help* page is the last step of the sign-in process ([Figure 22](#)).

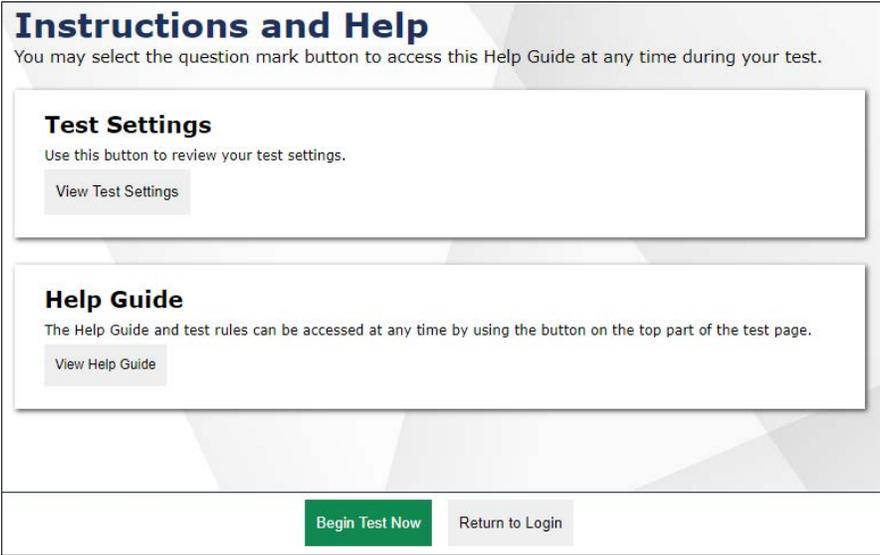


Figure 22. Instructions and Help page

8. Student (continuation) Students may use the Test Settings page to review settings that were approved for the student to use during the test ([Figure 23](#)). Students may use the Help Guide to understand how to navigate the test and use test tools.

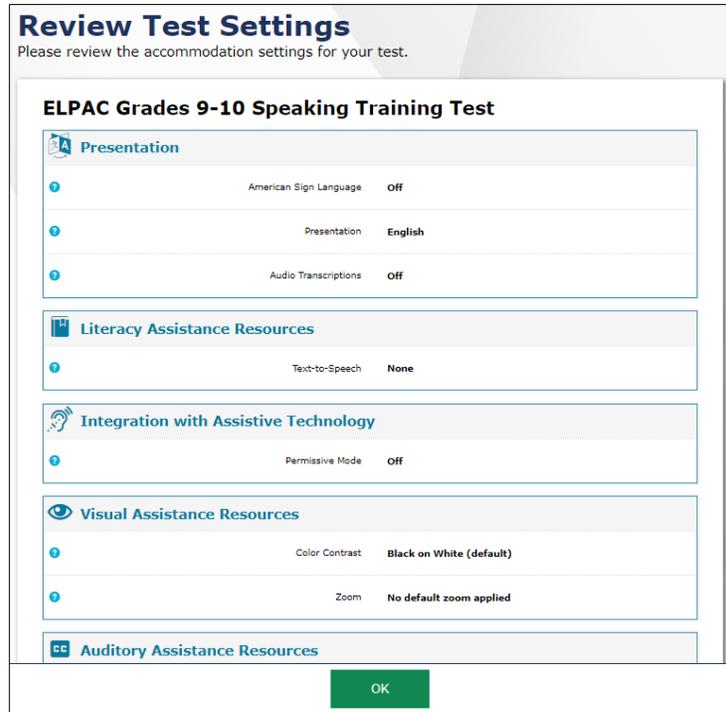


Figure 23. Review Test Settings screen

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9. Student Select [**Begin Test Now**] ([Figure 24](#)) to begin testing.

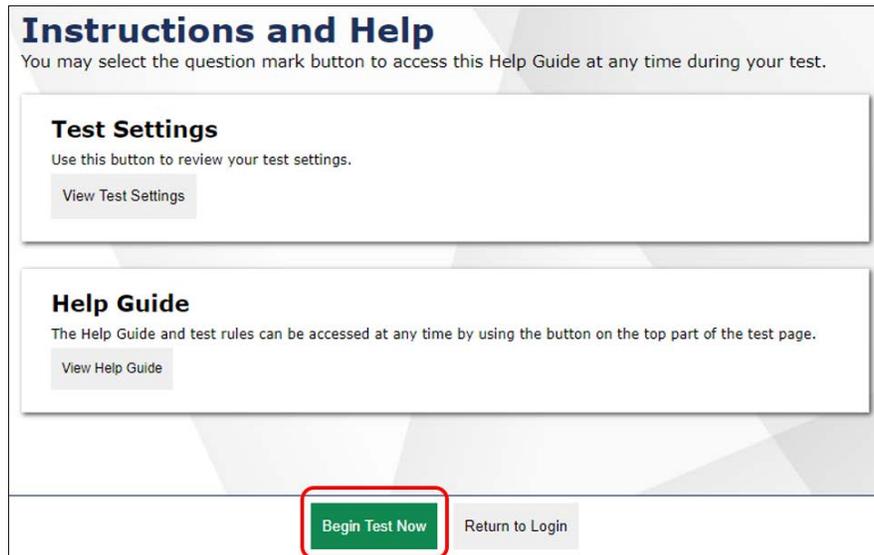


Figure 24. Instructions and Help Screen

18. Test Examiner Follow the scripts in the *DFA* as the administration gets underway. Please note, the lower grade *DFAs* contain stopping markers, which are instructions placed at various items. They indicate that the test may be stopped if the student has not answered any questions correctly, or has not responded to any questions up until that item. If this occurs, the test examiner should select the [**Pause**] button at the top left on the student testing interface to log out of the test. No more testing is required for the student in that domain. Continue with the instructions in the next subsections, [Monitoring Student Progress](#) and [Ending a Test Session](#).

Monitoring Student Progress

Test Administrator Site Layout

Figure 25 displays the layout of the Test Administrator site during an active test session.

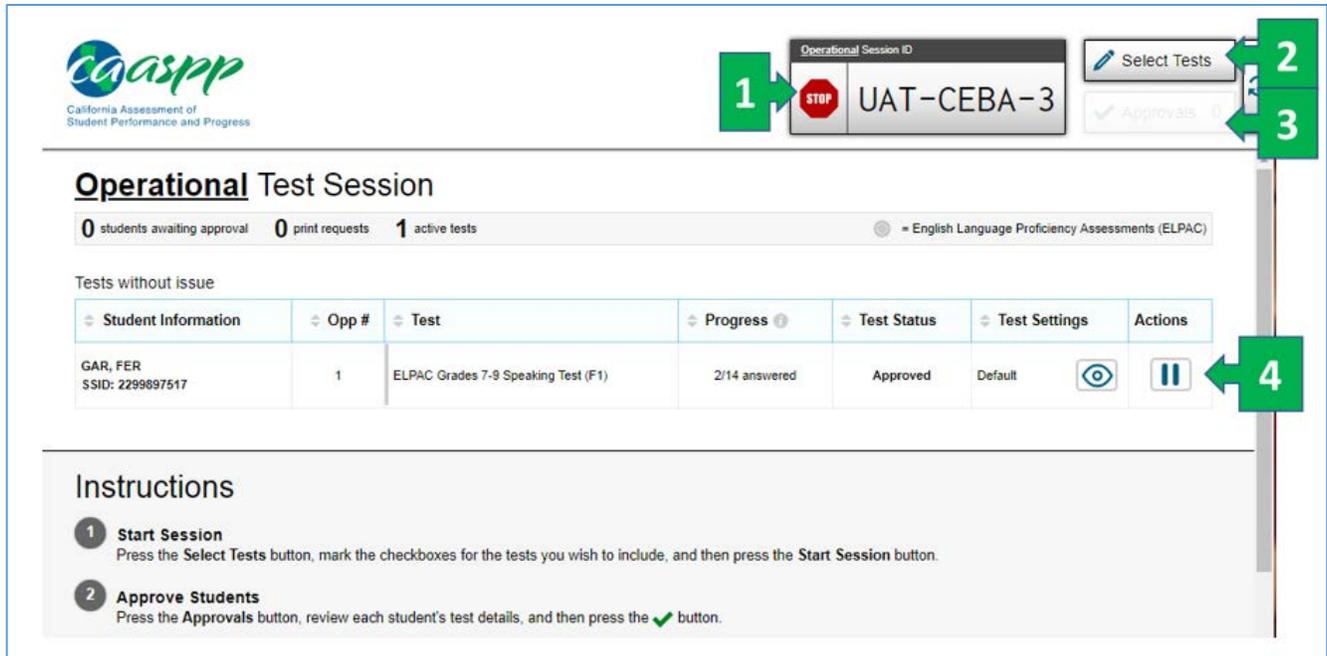


Figure 25. Test Administrator Site layout

Essential Features

The following are essential features in the Test Administrator Site:

1. Session ID
2. [Select Tests] button
3. [Approvals] button
4. *Students in Your Operational Test Session* table

Figure 26 and Table 10 provide an overview of the major features available in the Test Administrator Site.

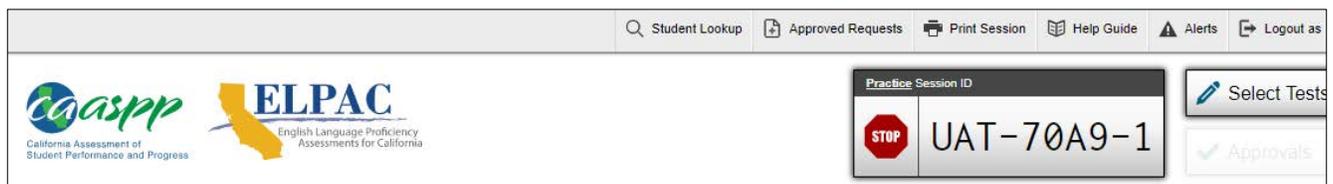


Figure 26. Top of Test Administrator Interface screen

Table 10. Test Administrator Site Features

Feature	Description or More Information
[Student Lookup] button	Searches for student information
[Approved Requests] button	Displays a list of print requests approved during the current session
[Print Session] button	Prints the screen
[Help Guide] button	Displays an online help guide
[Alerts] button	Displays alert messages from the CDE
[Log Out] button	Logs off the Test Administrator Site
[Stop Session] button*	Ends the test session
Session ID*	Displays the unique ID generated for the test session
[Select Tests] button	Opens the Test Selection window
[Approvals] button*	Opens the Approvals and Student Test Settings window
[Refresh] button*	Updates the on-screen information
[Students in Your Test Session] table**	Displays the testing progress for students in the test session

* Feature appears after starting a test session.

** Feature appears after approving students for testing.

Test Selection

It is very important that test examiners monitor student progress throughout the test session. This includes verifying that students are participating in the appropriate domain and type of test (that is, ELPAC Grades 9–10 Listening Test (F1)). The test examiner monitors the test each student is taking by referring to the *Students in Your Operational Test Session* table in the Test Administrator Interface ([Figure 27](#)). Note that the list of student names can be sorted by linked (underlined) column headings.

Test examiners should verify that they have selected the correct test forms at the correct grade level when starting a test session, and that the student has selected the correct test form and grade level as well.

In the event a student is taking an incorrect test, the test examiner should pause the student’s test. The test examiner should then instruct the student to log off and log on again to select the correct test. The *Test* column is indicated in [Figure 27](#).

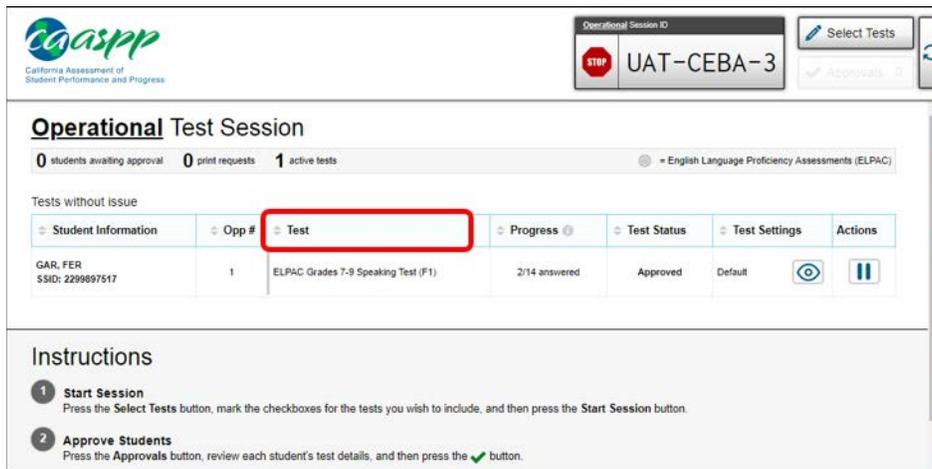


Figure 27. Monitoring student progress in the Test Administrator Interface



Note: To reset a test, the LEA ELPAC coordinator or site ELPAC coordinator must submit the Security and Test Administration Incident Reporting System form. Then, if warranted, the coordinator will need to file an appeal. The CDE will determine the impact of resetting a test and will either approve or deny a request to reset within two business days of receiving the request.

How to Monitor Student Testing

A test examiner may also use the Test Administrator Interface to view the testing progress of any student. This screen will not show test questions or scores, but will display a progress bar so that the test examiner can track the student’s progress through the domain.

While the Test Administrator Interface is designed to refresh automatically every minute, the test examiner can refresh it manually at any time by selecting the **[Refresh]** arrows  icon in the upper-right corner.



Warning: Do **not** use the web browser’s **[Refresh]** button to refresh the Test Administrator Interface.

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Warnings: Always write down the session ID for possible future use:

- If the Test Administrator Interface is accidentally closed while students are still testing, the session will remain open for 30 minutes before timing out. The test examiner can open the web browser and navigate back to the Test Administrator Interface. The test examiner will be prompted to enter the active session ID.
- As a security measure, test examiners are automatically logged off the Test Administrator Interface after 30 minutes of test examiner user inactivity and student inactivity in the test session, which will result in closure of the test session. If this occurs, the test examiner will have to create a new session and if any students still need to test, they will have to log on to the new session. When starting a new session, the test examiners should give the students the new session ID.

The *Student Status* column is called out in [Figure 28](#). Student sessions can be sorted by selecting any of the linked column heads.

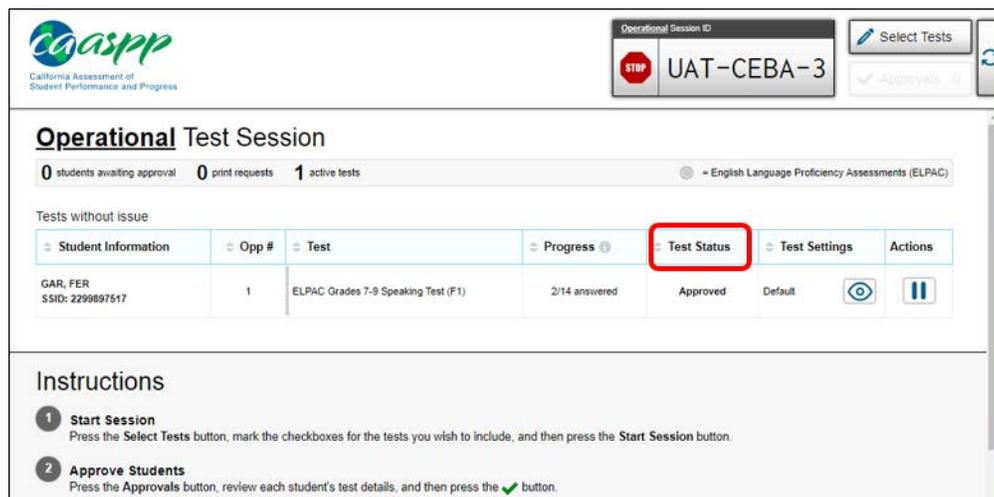


Figure 28. Monitoring student status in the Test Administrator Interface

[Table 11](#) describes the columns in the *Student Status* table. To sort the table by a given column, select that column header.

Table 11. Columns on the Operational Test Session Screen

Column	Description
Student Information	The first name, last name, and SSID of the student in the session (as it appears in CALPADS and TOMS).
Opp #	Opportunity number for the student's selected test. <i>Each student has only one opportunity for each domain.</i>
Test	Name of the test the student selected.
Progress	A progress bar shows the student's progress through the test.
Test Status	Current status for each student in the session (refer to Table below.)
Test Settings	<p>This column displays one of the following:</p> <p>Standard: Default test settings are applied for this test opportunity; there were no additional test settings assigned in TOMS for this student.</p> <p>Custom: One or more of the student's test settings or universal tools, designated supports, or accommodations differ from the default settings.</p> <p>To view the student's settings for the current test opportunity, select [Details] [].</p>

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Table 11 (continuation)

Column	Description
Actions	<p>The icons in this column allow performance of an available action for an individual student's test.</p> <p>Select the [Pause] button to pause a student's test. When a test pauses, this column displays an information button that opens a pop-up message explaining how the test became paused. <i>For more information, refer to the Pause Rules subsection for information on pause time limits and students' ability to review previously answered items.</i></p> <p>When a student approved for and assigned the print-on-demand designated support requests a printout of a reading passage or other test material, a [Print] button will appear in this column. Select the [Print] button to review and authorize or deny the student's request. For more information, refer to the subsection How to Approve Print Requests.</p>

[Table 12](#) describes the codes in the *Status* column of the *Students in Your Operational Test Session* table.

Table 12. Student Testing Statuses

Status	Description
Started	The student started the test and is actively testing.
Review	The student had gone through all questions and is currently reviewing answers before completing the test.
Reported	The test passed quality assurance and is undergoing further processing.
Paused*	The student's test is paused. The time listed indicates how long the test has been paused.

Table 12 (continuation)

Status	Description
Expired*	The test was not completed by the end of the testing window and the opportunity expired.
Pending*	The student is awaiting approval for a new test opportunity.
Suspended*	The student is awaiting approval to resume a test opportunity.

* Statuses marked with an asterisk (*) appear when the student is not actively testing. The student’s row grays out in such cases.

Test Security

Once students have started their online ELPAC test, the test examiner should monitor the room to ensure that all test security conditions are maintained. If the test examiner witnesses or suspects the possibility of a test security incident, the site ELPAC coordinator and LEA ELPAC coordinator should be contacted immediately in accordance with the security guidance provided in the [Test Security for the Summative ELPAC](#) section of this manual.

How to Approve Print Requests

Students using the print-on-demand tool can request printouts of test passages and questions. When students send print requests, the request notification appears in the *Students in Your Test Session* table ([Figure 29](#)). The print-on-demand designated support must be assigned in the test settings in TOMS and is available by preapproval only after the LEA ELPAC coordinator contacts the California Technical Assistance Center (CaITAC).



Warning: Before approving a student’s request to print a test item or stimulus, ensure that the printer is on and is monitored by staff who have been trained using the test examiner training modules for the test.

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To approve print requests:

1. Select the **[Print]** printer  icon in the *Actions* column of the *Students in Your Test Session* table. The *Student Print Request* window appears ([Figure 29](#)).

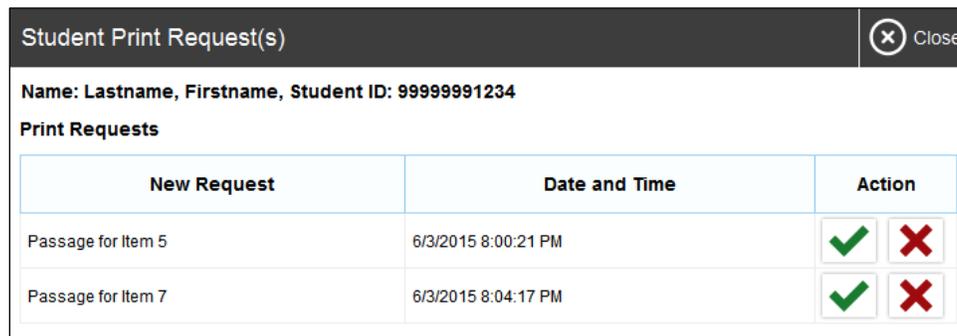


Figure 29. Student Print Request window

2. Review the print request and take one of the following actions in the *Student Print Request* window ([Figure 29](#)):
 - To approve the request, select the **[Approve]** checkmark  icon in the *Action* column. Proceed to step [3](#).
 - To deny the request, select the **[Deny]** “X”  icon in the *Action* column. In the window that appears, enter a brief reason for denying the request and select the **[Deny]** button. Entering a reason for denial is optional. Do not proceed to step [3](#).
3. A printer dialog box opens with a cover page and the items that were selected to print.
4. Select **[Print]** to print the requested test elements.

Viewing Approved Requests

To view approved requests:

1. Select **[Approved Requests]** from the banner at the top of the Test Administrator Interface. The *Print Requests* window opens ([Figure 30](#)), listing print requests by student.

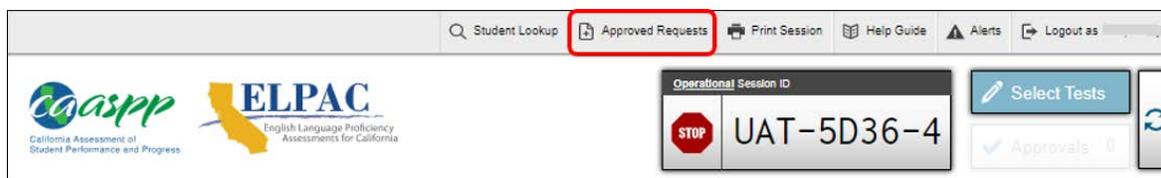
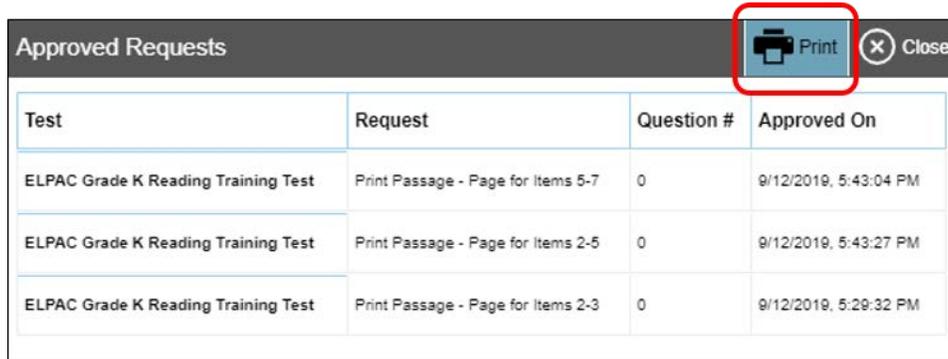


Figure 30. [Approved Requests] button on Test Administrator Interface

2. The *Approved Requests* window opens, listing print requests by student. To print the list of approved requests, select the **[Print]** button ([Figure 31](#)).



Test	Request	Question #	Approved On
ELPAC Grade K Reading Training Test	Print Passage - Page for Items 5-7	0	9/12/2019, 5:43:04 PM
ELPAC Grade K Reading Training Test	Print Passage - Page for Items 2-5	0	9/12/2019, 5:43:27 PM
ELPAC Grade K Reading Training Test	Print Passage - Page for Items 2-3	0	9/12/2019, 5:29:32 PM

Figure 31. *Approved Requests* window

Ending a Test Session

After answering the last item in each domain and selecting the **[End Test]** button—a red square in the top left corner of the screen—each student is presented with the *End Test* screen prompting the student to review answers for all items available to the student prior to submitting the test. Mark for Review, noted by a blue flag, is provided as a reminder to a student that the student had a question or concern about a particular item. However, the student is permitted to review all items—marked or unmarked—within the constraints of the pause rule. Students may return to a previous question and modify their response if the test was not paused for more than 20 minutes.

Once students have reviewed their answers, must select **[Submit Test]** on the *End Test* screen to submit their tests ([Figure 32](#)). Once students have selected **[Submit Test]**, students will not be able to review answers. In the case of one-on-one administration (kindergarten through grade two and speaking domain), the test examiner selects the **[Submit Test]** on the *End Test* screen to submit the tests.

Note: For the Speaking test, the review screen will indicate red triangles for every question that the audio capture was not used. The test examiner **should not** go back and record any responses to remove the red triangles once the test is completed. The test examiner can confirm that all items have been administered and scored through the scoresheet or the DEI. The test examiner should submit the test with the red triangles.

Administering the Summative ELPAC to Students |
 Administering an Online Test Session for the Listening, Reading, Speaking Domains (All Grade Levels), and the Writing Domain (Grade Levels Three Through Twelve)

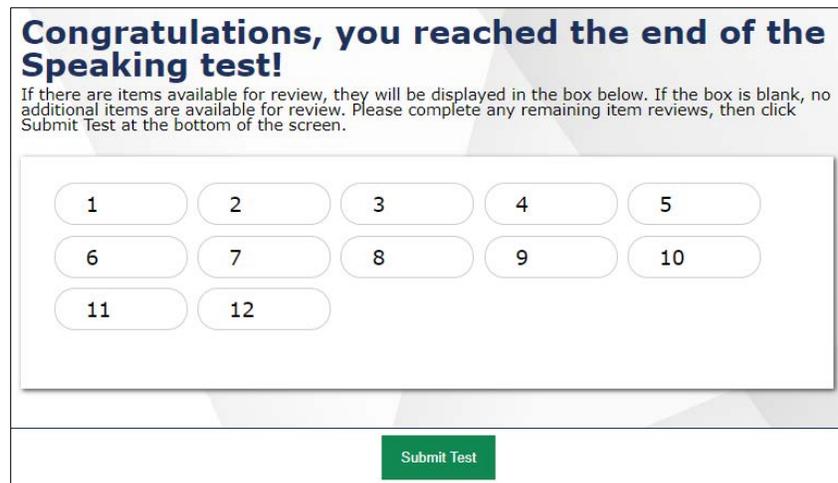


Figure 32. End Test page

After students submit the test, the *Test Summary* page (that is, screen) appears, displaying the student’s name, the test name, and the completion date ([Figure 33](#)).

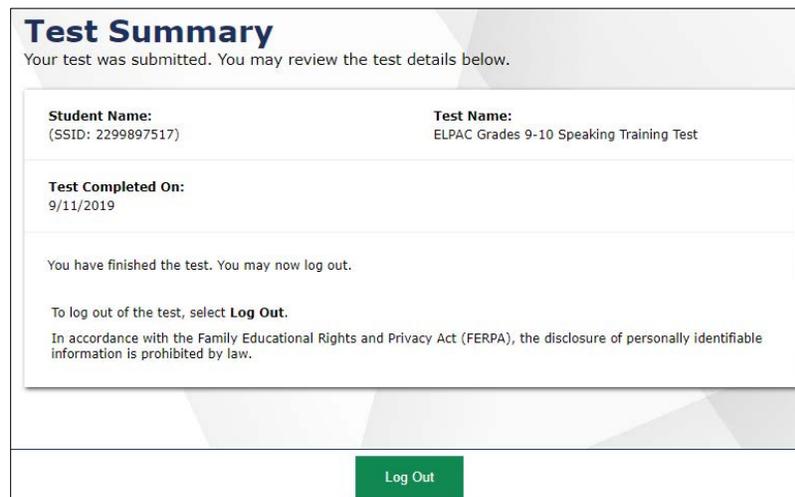


Figure 33. Test Summary page

Test examiners should select the [**Stop**] stop sign  icon ([Figure 30](#)), in the upper-right corner of the *Students Awaiting Approval* screen, to end the test session. Please note, ending the test session will pause any student test in the session that is still in progress. When finished, test examiners can log off the Test Administrator Interface by selecting [**Logout as Name**] at the top right. Test examiners should also collect any scratch paper and follow procedures for local secure destruction as outlined in the *Secure Handling of Printed Materials Section*.

Logging Off

Use caution when logging off the Test Administrator Interface as this will log off other related systems (for example, TOMS). To log off the Test Administrator Interface, select the [**Logout as Name**] button in the top-right corner of the screen on the Test Administrator Interface system banner ([Figure 34](#)).



Figure 34. Test Administrator Interface system banner

The session will close and the test examiner will be directed to the ELPAC website after the test examiner logs off.



Alert:

- This scenario also occurs when a test examiner navigates to another site from the Test Administrator Interface. If the test examiner needs to access TOMS or another application, the test examiner is encouraged to open a separate browser window and use that window for other applications.
- **If a test examiner unintentionally logs off the Test Administrator Interface while students are still testing, all in-progress tests will be paused, and the students will be logged off.** To return to the test session in the Test Administrator Interface, log back on, enter the active session ID, and provide the session ID to students who need to log back on and resume testing.

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Appendices

Appendix A. LEA ELPAC Coordinator Checklist

LEA ELPAC Coordinator Checklist

✓	LEA ELPAC Coordinator Activities	Target Completion Date
<input type="checkbox"/>	Add Site ELPAC coordinators and monitor that they sign the Test Security Agreement and Test Security Affidavit in the Test Operations Management System (TOMS).	As soon as possible
<input type="checkbox"/>	Coordinate the scheduling of testing for all eligible students with the site ELPAC coordinators at each school, taking into consideration the following factors: <ul style="list-style-type: none"> • The number of available testing devices and testing stations • The time required to complete testing in a domain • The number of students being tested 	As soon as possible
<input type="checkbox"/>	Learn about the Summative ELPAC: <ul style="list-style-type: none"> • Watch the Computer-based ELPAC training videos. • Review this manual. 	As soon as possible
<input type="checkbox"/>	Verify student test assignment, updating where necessary in TOMS.	As soon as possible
<input type="checkbox"/>	Order Writing Answer Books for students in kindergarten through grade two during the appropriate ordering windows.	Primary ordering window— November 1 to December 20, 2019 Supplemental ordering window— January 15 to May 15, 2020
<input type="checkbox"/>	Coordinate the distribution of K–2 Writing Answer Books, Group Identification Sheets (GIS) , and Pre-ID labels to schools with eligible students in kindergarten through grade two.	As soon as possible after materials are received
<input type="checkbox"/>	Ensure that site ELPAC coordinators have installed supported web browsers and secure browsers on student testing devices.	2 weeks before testing
<input type="checkbox"/>	Communicate with the site ELPAC coordinators and ELPAC test examiners to identify the number of headsets needed to take the listening portions of the assessment.	2 weeks before testing

LEA ELPAC Coordinator Checklist (*continuation one*)

✓	LEA ELPAC Coordinator Activities	Target Completion Date
<input type="checkbox"/>	<p>Ensure that site ELPAC coordinators have familiarized themselves and their ELPAC test examiners with the five components they need for online ELPAC testing:</p> <ol style="list-style-type: none"> 1. Secure browser (through which students will access the testing interface) 2. Test Administrator Interface 3. Data Entry Interface (DEI) 4. <i>Directions for Administration (DFA)</i> posted in TOMS and <i>Examiner’s Manuals</i> for paper-pencil test administration 5. Training on the administration and scoring and access to the Moodle Training Site 	3–5 days before testing
<input type="checkbox"/>	Work with LEA technology coordinators to ensure timely device setup.	Two weeks before testing.
<input type="checkbox"/>	Work with schools to review and verify California Longitudinal Pupil Achievement Data System (CALPADS) student demographic data in TOMS.	Two weeks before testing and during testing.
<input type="checkbox"/>	Work with site ELPAC coordinators to ensure that consistent processes are used to document the selection and assignment of appropriate accessibility resources for students.	Two weeks before testing.
<input type="checkbox"/>	Work with your site ELPAC coordinators to ensure that a request for unlisted resources have been submitted for students who require them.	Two weeks before testing.
<input type="checkbox"/>	Work with the site ELPAC coordinators to identify students who will need specialized equipment for accommodations.	Two weeks before testing.
<input type="checkbox"/>	Investigate all testing irregularities, breaches, and incidents reported by test examiners.	Ongoing
<input type="checkbox"/>	Monitor with the LEA technology coordinator any technical problems to apply resolutions or disseminate information at other school sites prior to testing.	Ongoing throughout the testing window.
<input type="checkbox"/>	Use the Completion Status system to monitor test completion rates.	Ongoing throughout the testing window.

LEA ELPAC Coordinator Checklist (*continuation two*)

✓	LEA ELPAC Coordinator Activities	Target Completion Date
<input type="checkbox"/>	Coordinate the return of K–2 Writing Answer Books to Educational Testing Service (ETS)	At least twice a month from February to May 2020 and final return in June 2020.
<input type="checkbox"/>	Assume general oversight responsibilities for the Summative ELPAC including paper-based K–2 Writing administration activities in LEA schools. Refer to LEA ELPAC Coordinator Checklist on ELPAC.org Resources tab for more details.	February 3–May 31, 2020
<input type="checkbox"/>	Ensure that site ELPAC coordinators, and test examiners in the LEA are appropriately trained and aware of policies and procedures, especially related to security.	At least three weeks before testing.
<input type="checkbox"/>	Verify that site ELPAC coordinators, and test examiners have reviewed student information in TOMS and are verifying student settings for designated supports and accommodations in TOMS.	At least two weeks before testing.
<input type="checkbox"/>	You or your designee must be available during your testing window for questions and problem solving.	During the entire testing window for your LEA.
<input type="checkbox"/>	Communicate regularly with site ELPAC coordinators any emerging trends or issues.	During the entire testing window for your LEA.

Appendix B. Site ELPAC Coordinator Checklist

Site ELPAC Coordinator Checklist

✓	Site ELPAC Coordinator Activities	Target Completion Date
<input type="checkbox"/>	Inform staff at the test site about the Summative ELPAC.	As soon as possible
<input type="checkbox"/>	Attend trainings that your local educational agency (LEA) offers and review all policy and test administration documents.	At least three weeks before testing.
<input type="checkbox"/>	Coordinate the scheduling of testing for all eligible students with the LEA ELPAC coordinator, taking into consideration the following factors: <ul style="list-style-type: none"> • The number of available testing devices and testing stations • The time required to take the assessment • The number of students being tested 	As soon as possible
<input type="checkbox"/>	Learn about the Summative ELPAC: <ul style="list-style-type: none"> • Watch the Computer-based ELPAC training videos. • Review this manual. 	As soon as possible after materials are available
<input type="checkbox"/>	Identify ELPAC test examiners at each school: <ul style="list-style-type: none"> • Prepare ELPAC test examiners. • Provide ELPAC test examiners with Test Operations Management System (TOMS) user accounts. • Direct ELPAC test examiners to this manual and training resources, including access to the administration and scoring activities in the Moodle Training Site. 	As soon as possible after materials are available
<input type="checkbox"/>	Identify student testing devices and ensure the installation of a secure browser. Identify an equal number of devices that ELPAC test examiners are to use to start test sessions using the Test Administrator Interface.	Two weeks before testing
<input type="checkbox"/>	Communicate with the ELPAC test examiners to identify the number of headsets needed to take the listening portions of the assessment.	Two weeks before testing

Site ELPAC Coordinator Checklist (*continuation one*)

✓	Site ELPAC Coordinator Activities	Target Completion Date
<input type="checkbox"/>	<p>Ensure that the site ELPAC coordinator and ELPAC test examiners have been familiarized with the five components needed for the Summative ELPAC:</p> <ol style="list-style-type: none"> 1. Secure browser 2. Test Administrator Interface 3. Data Entry Interface (DEI) 4. <i>Directions for Administration (DFA)</i> posted in TOMS 5. Computer-based ELPAC training and calibration activities in the Moodle Training Site 	Three to five days before testing
<input type="checkbox"/>	Work with technology personnel to ensure timely device setup: conduct network diagnostics; download secure browser; verify that the school met the minimum technology requirements; ensure other technical issues are resolved before and during testing.	At least three to four weeks before testing.
<input type="checkbox"/>	Work with the LEA ELPAC coordinator to ensure that consistent processes are used to document the selection and assignment of appropriate accessibility resources for students.	At least two weeks before testing.
<input type="checkbox"/>	Work with your LEA ELPAC coordinator to ensure that requests for unlisted resources have been submitted for students who require them.	At least two weeks before testing.
<input type="checkbox"/>	Work with test examiners to identify students who will need specialized equipment for accommodations.	At least two weeks before testing.
<input type="checkbox"/>	Work with test examiners to review student information in TOMS before students are tested to ensure that correct student information and test settings for designated supports and accommodations are applied.	At least two weeks before testing.
<input type="checkbox"/>	Establish a place to test those students who need a separate test setting.	At least one to two weeks before testing.
<input type="checkbox"/>	Download (or have test examiners download) the correct version of the secure ELPAC <i>Directions for Administration (DFA)</i> from TOMS for each grade being tested at the school.	At least one to two weeks before testing.

Site ELPAC Coordinator Checklist (*continuation two*)

✓	Site ELPAC Coordinator Activities	Target Completion Date
<input type="checkbox"/>	Ensure proper handling of all printed test materials and scratch paper. Collect all test materials on each day of testing to keep in a secure location until after the test session, and then destroy according to the security policy outlined in the <i>Online Test Administration Manual</i> or the <i>Summative ELPAC Return Instructions</i> .	Complete during and after the testing window.
<input type="checkbox"/>	Document any testing irregularity, or breach and report to the LEA CAASPP coordinator immediately after learning of the incident.	Ongoing
<input type="checkbox"/>	Return Answer Books and other paper test materials (for example, extra Pre-ID labels) to the LEA after testing is complete.	As soon as possible after testing is complete
<input type="checkbox"/>	Assume general oversight responsibilities for the Summative ELPAC including paper-based K–2 Writing administration activities at the school.	February 3–May 31, 2020
<input type="checkbox"/>	Monitor testing progress during the testing window and ensure that all students participate as appropriate, addressing student issues as needed.	Ongoing
<input type="checkbox"/>	Raise any technical issues with the school technology coordinator for resolution.	Ongoing
<input type="checkbox"/>	Use the Completion Status system to monitor test completion rates.	Ongoing throughout the testing window.
<input type="checkbox"/>	Assist test examiners in taking proper measures to ensure that students have access only to allowable non-embedded resources during testing.	One to two weeks before testing.

Appendix C. ELPAC Test Examiner Checklist

ELPAC Test Examiner Checklist

✓	ELPAC Test Examiner Activities	Target Completion Date
<input type="checkbox"/>	Work with the site ELPAC coordinator or local educational agency (LEA) ELPAC coordinator to obtain a username and password for Test Operations Management System (TOMS), which will enable access to the Test Administrator Interface.	One to two weeks before testing
<input type="checkbox"/>	Read and electronically sign the <i>ELPAC Test Security Affidavit</i> in TOMS.	As soon as possible
<input type="checkbox"/>	Learn about the Summative ELPAC: <ul style="list-style-type: none"> • Watch the Computer-based ELPAC training videos. • Review this manual. 	One to two weeks before testing
<input type="checkbox"/>	Become familiar with the Summative ELPAC testing systems and tools: <ul style="list-style-type: none"> • Secure browser • Test Administrator Interface (to administer test sessions) • Data Entry Interface (DEI) • <i>Directions for Administration (DFA)</i> posted in TOMS • Computer-based ELPAC training and calibration activities in the Moodle Training Site 	One to two weeks before testing
<input type="checkbox"/>	Verify that students have access to headsets needed to take the listening portions of the online assessment.	Two weeks before testing
<input type="checkbox"/>	Confirm the students being tested are correctly assigned in TOMS.	One to five days before testing
<input type="checkbox"/>	Confirm possession of the Writing Answer Books if testing students in kindergarten through grade two. Or Ensure devices are turned on and the testing system is working for online testing.	Day of testing (before sitting student for testing)

ELPAC Test Examiner Checklist (*continuation one*)

✓	ELPAC Test Examiner Activities	Target Completion Date
<input type="checkbox"/>	For online testing, start a test session in the Test Administrator Interface and ensure that students are logged on using the secure browser on the testing device.	Day of testing, with student present.
<input type="checkbox"/>	For both paper and computer-based testing, begin the test administration with students. Follow the directions and scripts in the <i>DFA</i> posted in TOMS.	Day of testing, with student present.
<input type="checkbox"/>	Work with the site ELPAC coordinator to identify students who will need specialized equipment for accommodations.	At least two weeks before testing.
<input type="checkbox"/>	Work with your site ELPAC coordinator to obtain the correct version of the secure <i>Summative ELPAC Directions for Administration (DFA)</i> from TOMS for each grade you are administering.	One to two weeks prior to testing.
<input type="checkbox"/>	Carefully review the <i>DFA(s)</i> for each grade you are administering.	Complete prior to administering the Summative ELPAC.
<input type="checkbox"/>	Create logon tickets for students that include their legal first name and their SSID. (It is also permissible to include a photo of the student or include the student's last name with the logon information as additional safeguards to ensure that the students receive the correct logon information.)	At least one to two weeks before testing.
<input type="checkbox"/>	Confirm each student's test settings for designated supports and accommodations in TOMS against the student's individualized education program (IEP), Section 504 plan, or other relevant documentation as appropriate.	At least one to two weeks before testing.
<input type="checkbox"/>	Ensure that the secure browser has been downloaded to any device(s) on which students will be testing.	At least one to two weeks prior to testing <i>and again</i> the day before testing or morning of testing.
<input type="checkbox"/>	Prior to administration, check all devices that will be used and close all applications except those identified as necessary by the school's technology coordinator or the student's IEP or Section 504 plan.	Complete the morning of testing.

ELPAC Test Examiner Checklist (*continuation two*)

✓	ELPAC Test Examiner Activities	Target Completion Date
<input type="checkbox"/>	Review all guidelines for creating a secure test environment.	Complete prior to and during day(s) of testing.
<input type="checkbox"/>	On the day of testing, verify that the students have their logon information (first name, SSID, and session ID). Logon tickets are secure testing material until testing is completed; these should be securely destroyed after testing.	Complete the day(s) of testing.
<input type="checkbox"/>	Administer the Summative ELPAC, following the script and directions for administration. Provide any necessary non-embedded designated supports and accommodations.	Complete the day(s) of testing.
<input type="checkbox"/>	Report any testing irregularities, and breaches to the site ELPAC coordinator immediately following an irregularity or breach. The site ELPAC coordinator will report the incident using the online <i>ELPAC Security and Test Incident Reporting System</i> form to submit a report.	Complete as soon as possible during or immediately following testing.
<input type="checkbox"/>	Securely dispose of all printed testing materials, including student logon information, print-on-demand documents, and scratch paper.	Complete after testing.

Appendix D. Frequently Used Terms

This table defines frequently used terms that are related to the English Language Proficiency Assessment for California (ELPAC).

Term	Definition
Accommodation	<p>Change in procedures or materials that increase equitable access during the administration of the ELPAC. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Accommodations are available for students with documented individualized education programs (IEPs) or Section 504 plans. Approved accommodations do not compromise the learning expectations, construct, grade-level standard, or intended outcome of the assessments.</p> <p>Refer to the Matrix Four: English Language Proficiency Assessments for California Accessibility Resources for complete information.</p>
Appeal	<p>Authorized users—local educational agency (LEA) ELPAC coordinators and site ELPAC coordinators—may submit and view requests for resetting, reopening or invalidating students’ summative assessments in accordance with state policy. These requests must result from a test security incident or incorrect test setting that impacted summative testing that is reported using the Security and Test Administration Incident Reporting System (STAIRS)/Appeals process; Appeals are also submitted through the Test Operations Management System (TOMS). Appeal requests must be approved either by the California Department of Education (CDE) (Grace Period Extension or Invalidate) or the California Technical Assistance Center (CaITAC) (Reset, Restore, and Re-open).</p>
Break	<p>There is no limit on the number of breaks or the length of a break that a student may be given according to the student’s unique needs. However, for some portions of the test, breaks of more than 20 minutes will prevent the student from returning to items already attempted by the student.</p>

Frequently Asked Questions (*continuation one*)

Term	Definition
<p>Site ELPAC Coordinator</p>	<p>School staff member responsible for monitoring the test schedule, process, and test examiners. Site ELPAC coordinators are also responsible for ensuring that test examiners have been appropriately trained and that testing is conducted in accordance with the test security and other established policies and procedures. Site ELPAC coordinators must have a signed <i>ELPAC Test Security Agreement</i> and <i>Test Security Affidavit</i> in TOMS.</p>
<p>Designated Supports</p>	<p>Accessibility resource of the assessments available for use by any student for whom the need has been indicated by an educator (or team of educators working with the parent/guardian and student).</p> <p>Refer to the Matrix Four: English Language Proficiency Assessments for California Accessibility Resources for complete information.</p>
<p>Grace period extension</p>	<p>An Appeal that allows the student to review previously answered questions upon logging back on to the assessment after expiration of the pause rule.</p> <p>Note: A grace period extension will only be granted in cases where there was a disruption to a test session, such as a technical difficulty, fire drill, schoolwide power outage, earthquake, or other act beyond the control of the test administrator.</p>
<p>Item</p>	<p>A test question or stimulus presented to a student to elicit a response.</p>
<p>LEA ELPAC Coordinator</p>	<p>LEA-level staff member who is responsible for the overall administration of the summative assessments in an LEA. LEA ELPAC coordinators should ensure that the site ELPAC coordinators, and test examiners in their LEAs are appropriately trained and aware of policies and procedures. LEA ELPAC coordinators are designated by their LEA superintendents or the administrator of their independently testing charter school and must have a signed <i>ELPAC Test Security Agreement</i> and <i>Test Security Affidavit</i> in TOMS.</p>

Frequently Asked Questions (*continuation two*)

Term	Definition
Pause	<p>Action taken by a student, or test examiner to temporarily halt the test during any part of the test, as needed. Pauses of more than 20 minutes will prevent the student from returning to items already attempted, completed, flagged for review, or any combination of these statuses in the Listening and Reading domains.</p>
Re-open	<p>A specific appeal for Summative ELPAC in the Appeals System. It applies to a test that has already been submitted or has expired and allows the student to access the previously closed test.</p> <p>For example, a domain(s) may be reopened if a student started a test and became ill and was unable to resume testing until after the testing opportunity expired.</p> <p>Permission for a Re-open is initiated by first reporting an incident and then submitting an Appeal using the online STAIRS/Appeals process through TOMS. Refer to the ELPAC Security Incidents and Appeals Procedure Guide for more information on the Appeals process.</p>
Reset	<p>A specific appeal for Summative ELPAC in the Appeals System. Resetting a student’s test removes that test from the system and enables the student to start a new test. Any work previously done on the test would be lost.</p> <p>Valid reasons for a reset would be if a student’s test event was administered inconsistently with the student’s IEP (this would include both embedded and non-embedded accommodations).</p> <p>Permission for a reset is initiated by first reporting an incident and then submitting an Appeal using the online STAIRS/ Appeals process in TOMS. Refer to the ELPAC Security Incidents and Appeals Procedure Guide for more information on the Appeals process.</p>
Restore	<p>A specific appeal for Summative ELPAC in the Appeals System. Restore a test from the “Reset” status to its prior status. This action can only be performed on assessments that have been reset by the LEA.</p> <p>An LEA ELPAC coordinator must contact CalTAC for permission to restore a test(s).</p>

Frequently Asked Questions (*continuation three*)

Term	Definition
Secure Browser	A web browser that is downloaded and installed on a device prior to a student beginning the test. The secure browser is specifically designed for use with the ELPAC online assessments to provide secure access and prevent students from accessing specific hardware and software functions (for example, other web browsers, screenshot programs) that are not allowed during the assessments.
Security and Test Administration Incident Reporting System (STAIRS)/ Appeals Process	The STAIRS/Appeals process is the means by which LEAs and schools report a test security incident or other testing issue that interferes with the administration and completion of the summative assessments and then, if required, submit an Appeal request. The first step is reporting the incident using the STAIRS/Appeals process in TOMS; an Appeal cannot be requested without the submission of this web form. The system returns an email with a summary of the information submitted that the recipient should retain for at least a year. The STAIRS/Appeals process is used to report incidents that occur with Summative ELPAC.
Session	A timeframe in which students actively test in a single sitting. A test session may vary per domain and type of administration (group versus one-on-one). The Summative ELPAC domain tests are not timed, and an individual student may need more or less time overall. Further, individual students will have unique needs regarding the length of a test session.
Statewide Student Identifier (SSID)	A unique, non-personally-identifiable number linked to a given individual student within the California public kindergarten through grade twelve educational system. SSIDs are used to maintain data on individual students, such as linking students to statewide assessment scores and tracking students in and out of schools and LEAs in order to determine more accurate dropout and graduation rates.
Stimulus/Stimuli	Material or materials used in the test context that form the basis for students to answer connected test items. Many items or tasks for the assessments include a stimulus along with a set of questions to which the student responds. Examples of stimuli include: traditional reading passages or texts viewed on a computer screen; images with audio presentations for students to listen to; and charts and graphs for certain task types.

Frequently Asked Questions (*continuation four*)

Term	Definition
<p>Test Examiner</p>	<p>An ELPAC test examiner is an employee or contractor of an LEA or of a nonpublic, nonsectarian school, who has been trained to administer the Summative ELPAC in a secure manner in compliance with the policies and procedures outlined in this manual and the secure <i>Directions for Administration</i>. Test examiners are required to sign the <i>ELPAC Test Security Affidavit</i> in TOMS.</p>
<p>Test Operations Management System (TOMS)</p>	<p>The management system used for the CAASPP and ELPAC assessments. This is the system through which users interact with and inform the test delivery system. This management system provides administrators with the tools to add and manage users and students participating in the Summative ELPAC and Smarter Balanced assessments, including assigning tests and student test settings, ordering test materials and user roles. This system uses a role-specific design to restrict access to certain tools and applications based on the user’s designated role.</p> <p>Refer to the CAASPP and ELPAC Test Operations Management System (TOMS) User Guide for additional information.</p>
<p>Testing Breach</p>	<p>A security event that poses a threat to the validity of the summative assessments. Examples may include such situations as a release of secure materials or a security or system risk. These circumstances have external implications for Educational Testing Service (ETS), the CDE, or both, and may result in a decision to remove the test item(s) from the available secure bank. The LEA ELPAC coordinator must report the breach by calling either CalTAC at 800-955-2954 if the breach is due to social media exposure on the part of a student or adult; or by sending an email to the CDE at elpac@cde.ca.gov for all other breaches. In addition, the LEA ELPAC coordinator must report the incident in STAIRS within 24 hours.</p> <p>For more information on how to proceed using the STAIRS/Appeals process when an incident has occurred, please refer to the subsection Using the Security and Test Administration Incident Reporting System of this manual and the ELPAC Security Incidents and Appeals Procedure Guide.</p>

Frequently Asked Questions (*continuation five*)

Term	Definition
<p>Testing Irregularity</p>	<p>An unusual circumstance that impacts an individual or group of students who are taking Summative ELPAC and may potentially affect student performance on the tests, test security, or test validity. These circumstances can be corrected and contained at the local level, but reported using the STAIRS/Appeals process for resolution of the Appeal. For specific details on how to proceed using the STAIRS/Appeals process when an incident has occurred, please refer to the subsection Using the Security and Test Administration Incident Reporting System of this manual and the ELPAC Security Incidents and Appeals Procedure Guide.</p>
<p>Universal Tools</p>	<p>Available to all students based on student preference and selection. Refer to the Matrix Four: English Language Proficiency Assessments for California Accessibility Resources for complete information.</p>
<p>Unlisted Resources</p>	<p>An instructional resource that a student regularly uses in daily instruction, assessment, or both that has not been previously identified as a universal tool, designated support or accommodation. Unlisted resources shall be made available if specified in the eligible student’s IEP or Section 504 plan and only on approval by the California Department of Education. Refer to the Matrix Four: English Language Proficiency Assessments for California Accessibility Resources for complete information.</p>

Change Log

The Change Log table lists significant changes since the last version of this manual was released.

Change(s)	Section(s)	Date
Clarified that Round 2 pre-identification labels are printed for kindergarten through grade two.	Table 1 (Summative English Language Proficiency Assessments for California Overview > Test Design and Administration Guidelines > Test Scheduling)	February 24, 2020
Removed responsibility for creating student rosters from definitions of the LEA ELPAC coordinator and site ELPAC coordinator.	Summative English Language Proficiency Assessments for California Overview > Test Administration Roles and Responsibilities > LEA ELPAC Coordinator Responsibilities and Site ELPAC Coordinator Responsibilities	February 24, 2020
Added definition for a testing impropriety.	Table 7 (Test Security > Identifying Testing > Impact and Definitions)	February 24, 2020
Amended the definition for “Breach.”	Table 7 (Test Security > Identifying Testing > Impact and Definitions) and Appendix D Frequently Used Terms	February 24, 2020