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# ELPAC

English Language Proficiency  
Assessments for California



## Listening, Speaking, Reading, and Writing: Preparing for Administration



Spring 2023  
Summative ELPAC  
Grades 3–12

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## ELPAC Administration Notes

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### Notes to ELPAC Coordinators and Test Examiners:

- Local educational agency (LEA) ELPAC coordinators and site ELPAC coordinators must electronically sign the *Test Security Agreement* and the *Test Security Affidavit* (found within the Test Operations Management System [TOMS] that can be accessed through the [ELPAC website](#)) prior to accessing the test materials.
- Test examiners that have access to TOMS must electronically sign the *Test Security Affidavit* prior to accessing the test materials or administering the test.
- Proctors and anyone handling test and training materials that do not have access to TOMS must sign the [Test Security Affidavit for Non-TOMS Users](#) prior to accessing the test materials or administering the test.
- All testing materials must be kept secure.
- Only trained test examiners may administer the ELPAC.
- Students must not be exposed to the test questions or content before the actual testing.

### For Questions Regarding the ELPAC or for Additional Assistance:

- Site ELPAC coordinators, test examiners, and other school personnel should contact their LEA ELPAC coordinator.
- LEA ELPAC coordinators should contact their LEA Success Agent. Refer to the [LEA Success Agent](#) web page to look up the name and contact information for the LEA's assigned representative or the [California Outreach](#) web page for all support options.

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# What's New for the 2022–23 Summative ELPAC

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- The *Directions for Administration (DFAs)* have been reorganized to mainly include day of testing information and domain-specific instructions.
- The *Preparing for Administration (PFA)* document is a new nonsecure document that contains the planning and preparation content from the *DFAs* and is posted in TOMS and on the Manuals and Instructions web page on the ELPAC website. It should be used to prepare for the administration and to become familiar with testing guidelines. There is one *PFA* for kindergarten through grade 2 and one *PFA* for grades three through twelve.
- The logon instructions have been removed from the *DFAs*, except for the Speaking domain, so a new printable How to Start an ELPAC Test Session document is posted with the *Summative ELPAC Online Test Administration Manual* in the Administering a Computer-based Test Session section and in Moodle. It can be used during testing.
- There are no longer separate *DFAs* for remote testing. The remote testing instructions have been embedded in the in-person testing *DFAs*.
- All *DFAs* now include domain-specific page banners on the even pages.
- The Speaking domain practice question has been revised in both the *DFAs* and in the Test Delivery System to ask the student about the student's favorite food.

# Helpful Links

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## Important Online Resources for the Administration of the ELPAC

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- [Summative ELPAC Online Test Administration Manual](#)
- [How to Start an ELPAC Test Session](#)
- [Moodle Training Site](#)
- [Test Administration Roles and Responsibilities](#) in the *Online Test Administration Manual*
- [Summative ELPAC Estimated Testing Time](#) web page
- [Using the DEI](#) chapter in the *Online Test Administration Manual*
- [Directions for Administration \(DFAs\)](#)

## Remote Testing Resources

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Remote administration is intended as an option for LEAs only when students are receiving remote instruction or have health concerns that require remote testing. Students receiving in-person instruction should be tested in person.

Remote testing administration demonstration videos are located in the Videos and Quick Reference Guides section of the Remote Testing chapter of the *Summative ELPAC Online Test Administration Manual*. Test examiners are encouraged to watch these videos prior to administering the Summative ELPAC remotely:

- [How to Give a Remote Group Test](#) (Video; 11:32)
- [Summative ELPAC: Starting a One-on-One Remote Test Session](#) (Video; 07:11)
- [Scheduling, Starting, and Stopping a Remote Test Session](#) (Video; 12:07)
- [Monitoring a Remote Test Session](#) (Video; 08:25)
- [Summative ELPAC: K–12 Remote Test Administration for the Speaking Domain](#) (Video; 16:35)
- [Conducting a Practice Test Session with Students](#) (Video; 12:47)

## Remote Testing Materials

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- [How to Start a Remote ELPAC Test Session—Grades 3–12](#)

# Helpful Links (cont.)

**Table 1. ELPAC Resources Listed in this Document**

Resource	URL
<i>CAASPP and ELPAC Accessibility Guide for Online Testing</i>	<a href="https://ca-toms-help.ets.org/accessibility-guide/introduction/manual-content/">https://ca-toms-help.ets.org/accessibility-guide/introduction/manual-content/</a>
California Assessment Accessibility Resources Matrix	<a href="https://www.cde.ca.gov/ta/tg/ca/accessibilityresources.asp">https://www.cde.ca.gov/ta/tg/ca/accessibilityresources.asp</a>
California Outreach	<a href="https://ca-toms-help.ets.org/contact">https://ca-toms-help.ets.org/contact</a>
Conducting a Practice Test Session with Students	<a href="https://www.youtube.com/watch?v=rF-kJXNypt0">https://www.youtube.com/watch?v=rF-kJXNypt0</a>
Data Entry Interface (DEI)	<a href="https://ca.cambiumtds.com/student/?a=ResponseEntry">https://ca.cambiumtds.com/student/?a=ResponseEntry</a>
<i>Directions for Administration (DFAs)</i>	<a href="https://mytoms.ets.org/">https://mytoms.ets.org/</a>
ELPAC Website	<a href="https://www.elpac.org">https://www.elpac.org</a>
How to Give a Remote Group Test	<a href="https://www.youtube.com/watch?v=1rypwJLTiBk">https://www.youtube.com/watch?v=1rypwJLTiBk</a>
<i>How to Start a Remote ELPAC Test Session—Grades 3–12</i>	<a href="https://ca-toms-help.ets.org/s/pdf/How-to-Start-a-Remote-ELPAC-Test-Session-Grades-3-12.pdf">https://ca-toms-help.ets.org/s/pdf/How-to-Start-a-Remote-ELPAC-Test-Session-Grades-3-12.pdf</a>
<i>How to Start an ELPAC Test Session</i>	<a href="https://ca-toms-help.ets.org/s/pdf/How-to-Start-an-ELPAC-Test-Session.pdf">https://ca-toms-help.ets.org/s/pdf/How-to-Start-an-ELPAC-Test-Session.pdf</a>
LEA Success Agent	<a href="https://ca-toms-help.ets.org/contact/lea-success-agents/">https://ca-toms-help.ets.org/contact/lea-success-agents/</a>
Monitoring a Remote Test Session	<a href="https://www.youtube.com/watch?v=MFdAkWBpLmE">https://www.youtube.com/watch?v=MFdAkWBpLmE</a>
Moodle Training Site	<a href="https://moodle.caaspp-elpac.org/">https://moodle.caaspp-elpac.org/</a>
Scheduling, Starting, and Stopping a Remote Test Session	<a href="https://www.youtube.com/watch?v=QukThDxsFzc">https://www.youtube.com/watch?v=QukThDxsFzc</a>
Summative ELPAC Estimated Testing Time web page	<a href="https://www.elpac.org/test-administration/sa-estimated-test-time/">https://www.elpac.org/test-administration/sa-estimated-test-time/</a>
<i>Summative ELPAC Online Test Administration Manual</i>	<a href="https://ca-toms-help.ets.org/summ-elpac-otam/">https://ca-toms-help.ets.org/summ-elpac-otam/</a>
Summative ELPAC: K–12 Remote Test Administration for the Speaking Domain	<a href="http://youtube.com/watch?v=D-zHFA8Sbks">http://youtube.com/watch?v=D-zHFA8Sbks</a>
Summative ELPAC: Starting a One-on-One Remote Test Session	<a href="https://www.youtube.com/watch?v=P6m4V2RSBTM">https://www.youtube.com/watch?v=P6m4V2RSBTM</a>
Technology Readiness Checker for Students	<a href="https://www.elpac.org/resources/trcs/">https://www.elpac.org/resources/trcs/</a>
Test Administration Roles and Responsibilities in the <i>Online Test Administration Manual</i>	<a href="https://ca-toms-help.ets.org/summ-elpac-otam/overview/test-admin-roles-and-responsibilities/">https://ca-toms-help.ets.org/summ-elpac-otam/overview/test-admin-roles-and-responsibilities/</a>
<i>Test Security Affidavit for Non-TOMS Users</i>	<a href="https://www.elpac.org/s/pdf/ELPAC--Non-TOMS-Test-Security-Affidavit-2022-23.pdf">https://www.elpac.org/s/pdf/ELPAC--Non-TOMS-Test-Security-Affidavit-2022-23.pdf</a>
Using the DEI chapter in the <i>Online Test Administration Manual</i>	<a href="https://ca-toms-help.ets.org/summ-elpac-otam/using-dei/overview/">https://ca-toms-help.ets.org/summ-elpac-otam/using-dei/overview/</a>

# Test Materials

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## Assembling Test Materials

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Before testing begins, the test examiner should assemble the following materials:

- This PFA, if needed
- Printed or electronic copy of the *DFA*
- Electronic device for the student and test examiner to access the test
- Electronic device for the test examiner to begin the testing session
- Headsets (if preferred)
- For the Speaking domain, headsets and splitter for the test examiner and student (if preferred)
- Access to the [Data Entry Interface \(DEI\)](#) if you plan to enter the scores during testing of the Speaking domain
- A copy of the Student Score Sheet (if preferred), which can be found in the Speaking domain of the *DFA*
- Pencil and eraser for test examiner and student
- The student's required logon information (Statewide Student Identifier or SSID and first name as listed in TOMS), or for Listening, Reading, and Writing, logon tickets containing each student's required logon information for group administration

## Additional Information for Remote Administration—Assembling Test Materials

Before remote testing begins, confirm that the student will have access to the following materials:

- Electronic device
- Headphones



# Test Materials (cont.)

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## **Additional Information for a Braille Administration—Assembling Test Materials**

Before testing begins for a braille administration, the test examiner should also assemble the following additional materials:

- Pencil with eraser and paper for students with low vision. Test examiners may use pencils to point, if applicable.
- Scratch paper and pencil for note-taking, or braille slate and stylus, or other approved note-taking device
- For test takers who have low vision, screen-magnification software may be necessary. Please refer to the [CAASPP and ELPAC Accessibility Guide for Online Testing](#) for necessary settings when launching with assistive technology.
- For test takers who are blind, a screen reader with a refreshable braille device
- [CAASPP and ELPAC Accessibility Guide for Online Testing](#) for instructions on accessing necessary settings when launching with assistive technology
- Perkins Braille, if applicable
- Embosser, if applicable

**NOTE:** Job Access with Speech (JAWS), NonVisual Desktop Access (NVDA), and voiceover may be used as an accommodation; however, please note that these programs may read everything on the screen depending on the testing device being used.

# Administering the Test

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The test administration of the Listening, Reading, and Writing domains of the ELPAC can be in a group or individual setting. If there are multiple students testing with the braille accommodation they should be tested in their own group and the test examiner should use the braille/visual impairment *DFA*.

**The Speaking portion of the ELPAC is administered by the test examiner. Each student will be tested individually.**

## Before Testing

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Before administering the test, the test examiner must do the following:

- Make sure to have a copy of the *DFA* for use during test administration.
- Make sure to keep the content of the Summative ELPAC secure. Information about items cannot be shared with students or other educators who are not involved in the test administration.
- Prepare testing devices and materials for the students and test examiners. Be mindful of the 30-minute session time-out that could occur between logon and sound check.
- Select a quiet area to administer the test. Eliminate distractions (e.g., extraneous noises, windows, students who are not testing, etc.).
- Check the volume on the student’s device prior to logon. After logon, the maximum volume cannot be increased.
- Read through the instructions in the *DFA* that are specific to each domain (Listening, Speaking, Reading, and Writing).
- For the Listening, Reading, and Writing domains, produce logon tickets for the students in your testing session.
- In order to determine if the student is able to navigate the Student Interface independently, students can utilize the [Technology Readiness Checker for Students \(TRCS\)](#). The TRCS is an engaging, game-like tool that allows students the opportunity to navigate through a variety of screens and create a storyboard. The movements the students use while navigating through the TRCS are similar to the movements used in a computer-based assessment. The TRCS is not an assessment, does not provide scores, and is entirely optional.
- Be sure to set the appropriate test settings (e.g., masking, etc.) in the student’s profile in the Test Operations Management System (TOMS) at least 24–48 hours prior to the test administration. Domain exemption test assignments must also be set in TOMS.
- If desired, set up any additional accessibility resources (e.g., large mouse cursor) to facilitate administration of the computer-based ELPAC.
- If a student will require the designated support of a Designated Interface Assistant (DIA), that test setting should be set in TOMS prior to testing. A DIA can only be used during a one-on-one administration. For more information on a DIA, refer to the ELPAC Test Navigation Assistant and Designated Interface Assistant Use Scenarios document and video on the ELPAC website.

# Administering the Test (cont.)

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- If you prefer to enter the Speaking scores after the administration, make copies of the Student Score Sheet located at the end of the *DFA*.

## **Additional Information for Remote Administration—Before Testing**

Remote administration is intended as an option for LEAs only when students are receiving remote instruction or have health concerns that require remote testing. Students receiving in-person instruction should be tested in person.

Before administering the test remotely, the test examiner must also do the following:

- View the remote administration demonstration videos located in the Videos and Quick Reference Guides section of the *Online Test Administration Manual* and on the Moodle Training Site.
- It is recommended that the cursor be enlarged prior to a remote test administration in order for the student to see where the test examiner is pointing.

## **Remote Testing: Individual vs. Group**

- Speaking is always administered one-on-one for both an in-person administration and a remote administration. For the Speaking test, the test examiner is going to remain in full control of the web-based student testing interface. The test examiner will display the test through a non-secure video conferencing platform.
- Listening, Reading, and Writing may be administered in groups and students will use the secure browser.
- For remote testing, it is recommended to test no more than 20 students remotely at a time. In-person testing requires an additional proctor for groups larger than 20 students. Only one proctor is supported by the system. An additional test session would need to be opened by another test examiner if there are more than 20 students.
- Group size is a local decision. In the Test Administrator Interface, a test examiner can only see a maximum of 10 students in the gallery view and grid view depending on the size of the test examiner's computer screen or monitor.

# Administering the Test (cont.)

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## During Testing

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- Greet the student and read the information from the administration script in the *DFA* for that domain (i.e., Listening, Speaking, Reading, or Writing).
- Only students who are testing should be in the room.
- The student may not use books, technology outside what is being used for testing unless used for medical purposes and documented in TOMS, or other reference materials during testing. The student's desk should be clear of all items except for the test materials provided by the test examiner.
- If headsets are desired for in-person testing of the Speaking domain, use a splitter to plug in one pair of headphones for the student and one pair for the test examiner so that they can listen to the test together.
- The universal tools (e.g., zoom, line reader, etc.) introduced during test examiner training and described in the [California Assessment Accessibility Resources Matrix](#) are available in the TDS for students who need them.
  - During the Listening, Reading, and Writing sections of the ELPAC, the test examiner should monitor students during the testing session and give reminders or recommendations to individual students as appropriate about the availability of universal tools.
  - During the Speaking section of the ELPAC, the test examiner should use the universal tools on the student's behalf. For example, the zoom is a tool that can make the graphics and text larger on the screen.
  - During the Listening, Reading, and Writing sections, the test examiner may act as a Test Navigation Assistant (TNA) to support students' interaction with the technology. If a student needs assistance typing their writing responses or selecting answer choices, pause the test, select the non-embedded designated support, DIA, in TOMS, and resume testing. For more information, refer to the Test Navigation Assistant and Designated Interface Assistant Use Scenarios document and video on the ELPAC website.
- Verify the student's test settings in the Test Administrator Interface.

## Additional Information for Remote Administration—During Testing


- Greet the student in a video meeting and read the information from the administration script for that domain (i.e., Listening, Speaking, Reading, or Writing).
  - For the Speaking domain, remind students that they should keep their camera on throughout the duration of the test.
  - For the Listening, Reading, and Writing domains, students will leave the video meeting in order to log into the secure browser.
- Remind students that no one at home can help them with the test. If students have any questions, they should ask the test examiner for assistance.

# Administering the Test (cont.)

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## When to Stop the Test

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There is a stopping marker in the Speaking domain as indicated in the *DFA* by the  icon. If there have been no responses or no correct responses prior to the stopping marker, the test examiner may stop administering the Speaking domain. Both the *DFA* and a screen in the Test Delivery System will indicate the point at which the test examiner may end the test. The **[End Test]** button will be on its own screen:

**Has the student answered any questions correctly up to this point?**

- If yes, select the **[Next]** button to continue testing.
- If no, select the **[End Test]** button to end the test.

Not applicable for group administration—select the **[Next]** button to continue testing.

If the test examiner continues past the stopping marker, they should use their best judgment to determine whether a student should proceed. This means a test examiner may decide to end the test after the stopping marker if the student is no longer responding to the test questions or if the student is no longer responding in English.

# Administering the Test (cont.)

## Pause Rules, Advancing the Test, and Expiration Rules

Table 2 contains information for domains that are computer-based.

**Table 2.**  
**Pause Rules, Advancing the Test, and Expiration Rules for the Summative ELPAC**

Domain	Pause	Moving from Question to Question	Expiration
<b>Listening Reading</b>	Pausing for less than 20 minutes allows the student to resume and access previously answered questions. Pausing for more than 20 minutes prohibits the student from changing answers.	A response is required to move to the next question.	45 calendar days
<b>Speaking</b>	When Speaking is paused and the test is resumed, the test examiner can access all questions.	Audio capture is not required to move from question to question.	20 calendar days
<b>Writing</b>	When Writing is paused and the test is resumed, the student can access all responses. Writing response boxes may be left blank.	A response is not required to move to the next question.	20 calendar days

- If testing needs to be paused, the student should complete a set of questions associated with a reading or listening passage before pausing the test. If you need to pause a student's Listening or Reading test for less than 20 minutes, the student-testing device will need to be logged on again in order to resume testing, and any answers previously submitted can be updated. If a student's Listening or Reading test is paused for 20 minutes or more, the student-testing device will need to be logged on again in order to resume testing, and any answers submitted before the pause cannot be changed.
- Each domain test expires after a certain number of calendar days (refer to table 2). Once a test expires, it is sent for scoring.
- If a student's test is submitted before submission was intended or expires before the student completes it, notify the site or LEA ELPAC coordinator to submit an incident report in the Security and Test Administration Incident Reporting System (STAIRS).
- Note that the Speaking [DEI](#) will time-out after 30 minutes of inactivity. If the system times out, log back on in order to continue entering data. When you log on, you will be returned to the item where you left off.

# Administering the Test (cont.)

## Coaching and Guessing

- Do not show or suggest the correct answer to any question. If a student asks about a test question (“Is this right?” or “How do you spell \_\_\_\_\_?”), give a neutral response, such as, “You choose the one you think is right and go on,” or “Just spell it the best you know how.”
- Do not coach the student. The test examiner should not provide assistance that will inadvertently indicate an answer.
- Encourage the student to do the best they can on all sections of the assessment.

## After Testing

- Thank the students for their attention and hard work.
- Collect and securely destroy students’ logon tickets and all scratch paper.
- Enter Speaking scores into the [DEI](#) immediately, if not completed during testing.
- All scores must be entered in the [DEI](#) before the end of the testing window.
- When all testing sessions are complete, any printed copies of the *DFA* must be securely destroyed immediately to maintain test security.

## Recommended Seating Arrangement

Figure 1 provides three options for seating arrangements during the Speaking domain for the test examiner and the student. Follow local health and safety guidelines when conducting in-person testing.

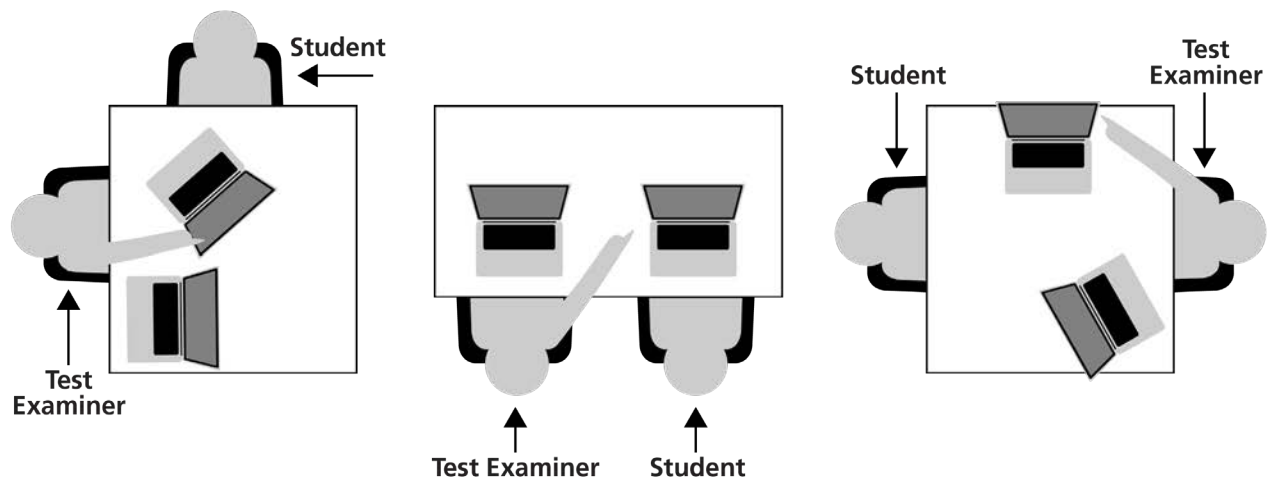


Figure 1: Recommended Seating Arrangement Options