
Initial Alternate ELPAC Administration Notes

Notes to ELPAC coordinators and Initial Alternate ELPAC test examiners:

- This document, *Preparing for Administration (PFA)*, should be used to prepare for the administration of the test prior to the first day of testing. The *Directions for Administration (DFA)* contains the information that is used at the time of test administration. The *DFA* can be found within the Test Operations Management System (TOMS) and accessed through the ELPAC website.
- Local educational agency (LEA) ELPAC coordinators and site ELPAC coordinators must electronically sign the *Test Security Agreement* and the *Test Security Affidavit* (found within TOMS) prior to accessing the test materials.
- Test examiners and anyone handling test and training materials must sign the *Test Security Affidavit* prior to accessing the test materials or administering the test. Users with roles that do not require access to TOMS must complete the *Test Security Affidavit for Non-TOMS Users*.
- All test materials must be kept secure and securely destroyed when testing is complete, as directed by the LEA ELPAC coordinator.
- Only a trained test examiner may administer the Initial Alternate ELPAC.
- The test examiner should be the educator who is the most familiar with the individual needs of the student as well as the student's individually preferred communication modes.
- Students must not be exposed to the test questions or content before the actual testing.

For questions regarding the Initial Alternate ELPAC or for additional assistance:

- All users are encouraged to use the [Get Answers](https://ca-toms-help.ets.org/contact/get-answers/) web page located at <https://ca-toms-help.ets.org/contact/get-answers/> to look up answers to commonly asked questions.
- Test examiners and other school personnel should contact their site ELPAC coordinator.
- Site ELPAC coordinators should contact their LEA ELPAC coordinator as directed.
- LEA ELPAC coordinators should contact their LEA Success Agent, preferably by email. Refer to the [LEA Success Agent](https://ca-toms-help.ets.org/contact/lea-success-agents/) web page located at <https://ca-toms-help.ets.org/contact/lea-success-agents/> to look up the name and contact information for the LEA's assigned representative or the [California Outreach](https://ca-toms-help.ets.org/contact) web page located at <https://ca-toms-help.ets.org/contact> for all support options.

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Preparing for Administration

What's New

The modeling flowchart on page 8 was edited for additional clarity around the relationship between scoring student responses and selecting their corresponding options in the test delivery system.

Helpful Links

- [ELPAC](https://www.elpac.org/) website located at <https://www.elpac.org/>
- [Initial Alternate ELPAC Online Test Administration Manual](https://ca-toms-help.ets.org/initial-alt-elpac-otam/overview/test-overview/) web page located at <https://ca-toms-help.ets.org/initial-alt-elpac-otam/overview/test-overview/>
- [Alternate ELPAC Administration and Scoring Trainings](https://www.elpac.org/training/alternate/) web page located at <https://www.elpac.org/training/alternate/>
- [Online Practice and Training Tests](https://www.elpac.org/resources/online-practice-and-training-test/) web page located at <https://www.elpac.org/resources/online-practice-and-training-test/>
- [Alternate ELPAC Accessibility and Accommodations Guidelines](https://www.elpac.org/s/pdf/Alt-ELPAC-Accessibility-Guidelines.docx) web document located at <https://www.elpac.org/s/pdf/Alt-ELPAC-Accessibility-Guidelines.docx>
- [How to Start a Test Session](https://www.elpac.org/test-administration/qrgs-and-videos/) web document on the Videos and Quick Reference Guides web page located at <https://www.elpac.org/test-administration/qrgs-and-videos/>
- [Alternate ELPAC Test Blueprint](https://www.cde.ca.gov/ta/tg/ep/documents/altelpacblueprint.pdf) web document located at <https://www.cde.ca.gov/ta/tg/ep/documents/altelpacblueprint.pdf>
- [Alternate Assessment IEP Team Guidance](https://www.cde.ca.gov/ta/tg/ca/caaiepteamrev.asp) web page located at <https://www.cde.ca.gov/ta/tg/ca/caaiepteamrev.asp>

Before Testing

1. Read the entire *PFA* and *DFA*. Make any notes in the *DFA* that may help you during testing.
2. Determine what resources—universal tools, designated supports, or accommodations—the student may need based on what the student currently uses during instruction in the classroom. (Refer to the [Alternate ELPAC Accessibility and Accommodations Guidelines](https://www.elpac.org/s/pdf/Alt-ELPAC-Accessibility-Guidelines.docx) web document located at <https://www.elpac.org/s/pdf/Alt-ELPAC-Accessibility-Guidelines.docx>; note that only the test directions may be translated into the student's primary language.)
3. Be sure to set test settings (designated supports and accommodations) in the Test Operations Management System (TOMS) at least 24–48 hours prior to administration.

Preparing for Administration (cont.)

Alternate Ways to Provide Directions

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

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

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

Alternative Text for a Student with Visual Impairment **ALT**

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

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

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


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

Preparing for Administration (cont.)

Optional Individualization

All test questions may be individualized based upon the student's Individualized Education Program (IEP) and following the [Alternate ELPAC Accessibility and Accommodations Guidelines](https://www.elpac.org/s/pdf/Alt-ELPAC-Accessibility-Guidelines.docx) web document located at <https://www.elpac.org/s/pdf/Alt-ELPAC-Accessibility-Guidelines.docx>. This *PFA* provides test examiners with guidelines on how to individualize test questions.

The Initial Alternate ELPAC should be administered to each student in a consistent manner according to the directions provided, with variations only as specified in each student's IEP. However, to maximize engagement for all students, the Initial Alternate ELPAC may offer additional options for individualization in specific test questions, and these are indicated by icons in the *DFA*.

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

This *PFA* specifies additional individualization options. As you prepare to administer the Initial Alternate ELPAC to a student, decide whether individualization is appropriate. If so, gather the alternative materials before you start testing the student. A summary of materials that may be needed for the Initial Alternate ELPAC can be found in the *DFA* document, appendix A.

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

- The picture cards can be printed for student use.
- The picture cards can be programmed into a student's Augmentative and Alternative Communication (AAC) device.

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

Note: Answer choice cards (that is, cards labeled A, B, and C) as well as *yes* and *no* cards are available on the [Alternate ELPAC Resources](https://www.elpac.org/resources/alt-elpac-resources/) web page located at <https://www.elpac.org/resources/alt-elpac-resources/>.

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

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

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

Preparing for Administration (cont.)

Planning the Testing Schedule

The Initial Alternate ELPAC is an untimed test. Students should be given as much time as possible to engage with the test.

The estimated cumulative testing time for the Initial Alternate ELPAC is 45–60 minutes. This estimated testing time includes the presentation of student directions, stories, and test questions. The estimated testing time does not include log on and device setup time.

The estimated time for the administration of each task type is provided (table 1).

Table 1. Testing Schedule

Task Type	Estimated Administration Time
Recognize and Use Common Words	7 – 10 minutes
Communicate About Familiar Topics	5 – 7 minutes
Understand a School Exchange	6 – 8 minutes
Describe a Routine	9 – 11 minutes
Understand and Express an Opinion	7 – 9 minutes
Interact with a Literary Text	5 – 7 minutes
Interact with an Informational Text	6 – 8 minutes

Preparing for the Test

Before administering the test, the test examiner must

- prepare testing devices and materials for the student and test examiner,
- select a quiet area to administer the test and eliminate distractions (e.g., extraneous noises, windows, etc.). Ensure only eligible students who are testing, and individuals participating in the test administration who have electronically signed the ELPAC Test Security Affidavit, are permitted in the room, and
- become familiar with the information in this *PFA* and the appropriate assigned *DFA*.

Test Materials

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

- Printed or electronic copy of this *PFA* and the appropriate assigned *DFA*
- Electronic device for the student and test examiner to access the test (Refer to the *Initial Alternate ELPAC Test Administration Manual* for a list of supported electronic devices. This document is available on the [ELPAC Manuals and Instructions](https://www.elpac.org/test-administration/instructions/) web page located at <https://www.elpac.org/test-administration/instructions/>.)
 - ♦ If the student is assigned the designated support for print-on-demand, a print-on-demand version of the item or stimuli for that test question should be printed ahead of testing and securely destroyed when testing is complete.
- Electronic device for the test examiner to begin the testing session

Preparing for Administration (cont.)

- The student’s required log-on information (statewide student identifier [SSID] and first name as reported in TOMS/CALPADS)
- Any supplemental test materials needed by the individual student, such as paper, writing tools, objects or manipulatives (see the *DFA* document, appendix A), picture cards, answer choice cards, or an AAC device; if an AAC device is used by the student, be sure to program the device prior to starting the test session

Student Engagement

Establishing and maintaining student engagement is important to the successful administration of the Initial Alternate ELPAC. Test examiners should

- provide the student with as much time as needed,
- allow the student to communicate as the student does every day during instruction, and
- pause and resume the test as needed to allow the student to perform well, including breaks and administering over multiple days.

For more information about response options for alternate assessments, refer to the [Response Options for Alternate Assessments](https://www.caaspp.org/rsc/pdfs/CAASPP-ELPAC--Response-Options-for-Alternate-Assessments.2023.pdf) web document located at <https://www.caaspp.org/rsc/pdfs/CAASPP-ELPAC--Response-Options-for-Alternate-Assessments.2023.pdf>.

Stopping Policy

Students must be given every opportunity to participate fully on the Initial Alternate ELPAC (refer to the section on Student Engagement). While administering the Initial Alternate ELPAC, test examiners are encouraged to use student engagement strategies, such as providing students with breaks, in order to give students the opportunity to demonstrate as much of their English language proficiency as possible. If a student is no longer engaged in the test and the test examiner has exhausted the appropriate engagement strategies (including pausing and returning to the test on another day), the test examiner may consider stopping and submitting the test.

Stopping and submitting the test should be done only as a last resort after multiple opportunities have been provided to a student to access the test.

Before stopping and submitting the test, the text examiner should consider whether the student has been given the opportunity to demonstrate as much of the student’s English language proficiency as possible and whether the student is no longer able to provide a meaningful response. If the test examiner determines that the student’s test should be stopped and submitted, the test examiner should be sure that at least one receptive and one expressive test question have been responded to or have the “Mark as No Response” option selected in the context menu as explained in the [Participation Requirements](#) section.

Preparing for Administration (cont.)

Participation Requirements

The Initial Alternate ELPAC is for students who are identified by their IEP teams as eligible for an alternate assessment, are newly enrolled students in a California public school, and have a home language survey that indicates a language other than English is spoken in the home. All students eligible to take the Initial Alternate ELPAC are required to be identified, complete testing, and have results reported to parents/guardians within 30 calendar days of their first day of enrollment, or up to 60 days prior to their first day but not before July 1 of that academic year. To be considered as having participated in the Initial Alternate ELPAC, a response must be indicated using the multiple-choice options or the “Mark as No Response” option in the context menu for, at minimum, one receptive test question and one expressive test question. If a student’s test is submitted without a response for at least one receptive test question and one expressive test question, then the student will not be counted as having participated (see the [Alternate ELPAC Participation and Scoring](https://www.cde.ca.gov/ta/tg/ep/documents/altelpacpartscoring.pdf) web document on the Alternate ELPAC web page located at <https://www.cde.ca.gov/ta/tg/ep/documents/altelpacpartscoring.pdf>). In the *DFA*, receptive test questions are marked with **R**, and expressive test questions are marked with **E**.

Administering the Test

Student Responses

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

- by independently navigating and selecting responses directly in the testing device when able, or
- by indicating a response verbally or through any of the student’s alternate response modes, such as gestures, eye gaze, answer choice cards, picture cards, or an AAC device, and the test examiner selects the response for the student in the test delivery system.

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

Presenting All Response Options

- When using the zoom in or the zoom out tool during test administration, test examiners should make sure that all response options have been presented, especially on devices with smaller screens.
- Test examiners should use the scroll bar to ensure that all options have been presented while using zoom tools.

Scoring of Student Responses

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

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

Administering the Test (cont.)

Test Questions That Allow Modeling


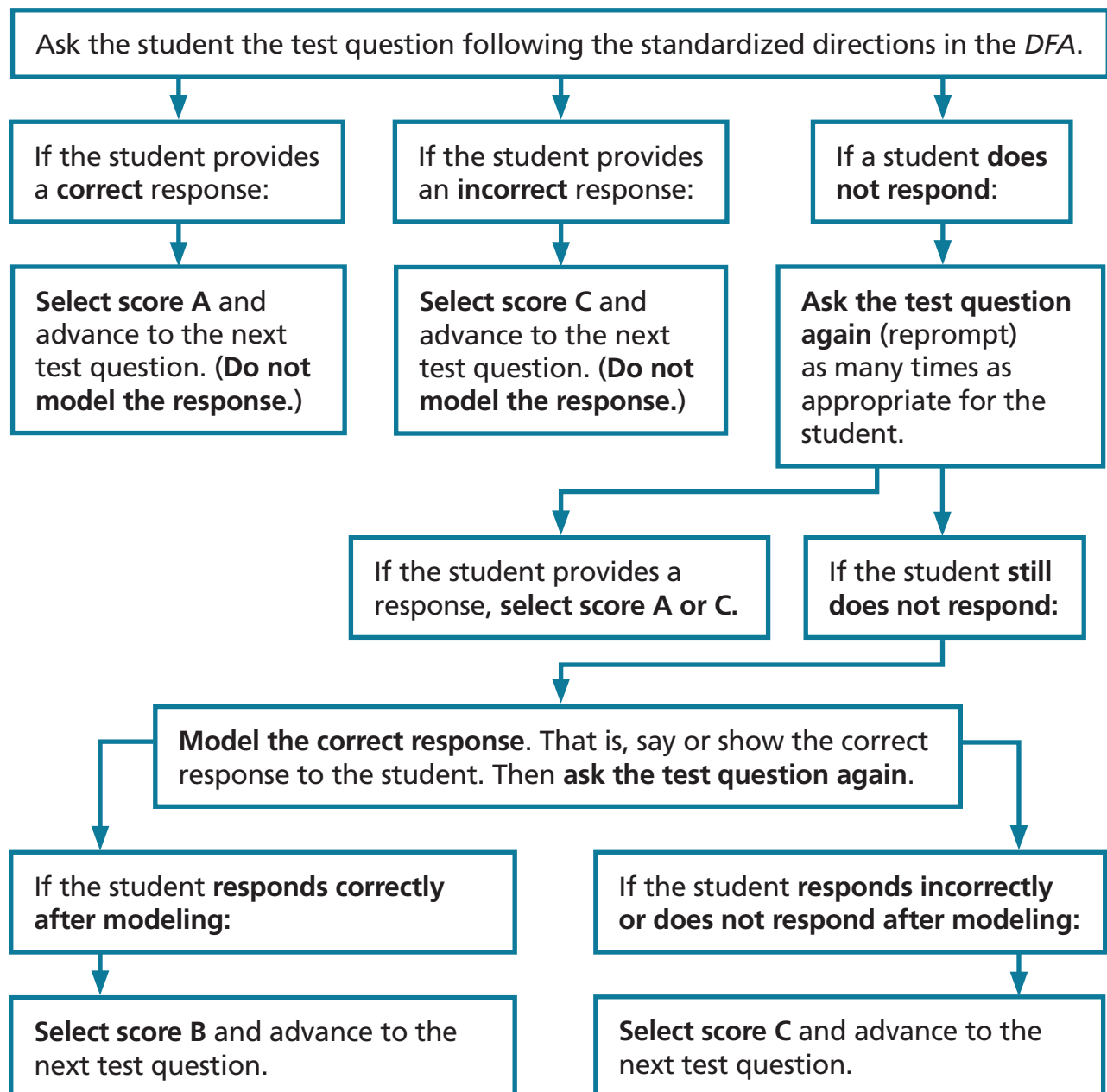
The task types *Recognize and Use Common Words* and *Communicate About Familiar Topics* include test questions with a rubric that allows for modeling . To model a response, say or show (that is, point to or otherwise indicate), as appropriate for the student, the correct response. The following flowchart (Figure 1) provides directions for modeling. For examples of a modeled response, refer to pages 9 and 10.

Figure 1. Modeling Rubric Flowchart




Administering the Test (cont.)

Examples of Modeled Responses

Figure 2. Sample Modeled Response for Sock

What is this?



Select score below.

⌵

Example 1 – Verbal Response

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

Student: (No response)

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

Student: (No response)

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


Student: Sock.

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

Administering the Test (cont.)

Figure 3. Sample Modeled Response for Cup

Is this a cup?



Select score below.

Example 2 – Picture Card Response

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

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

Student: (No response)

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

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

Student: (No response)

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

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

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

Student: (No response)

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

For more examples of student responses to rubric-scored questions across a variety of communication modes, refer back to the test examiner certification course.

Administering the Test (cont.)

Presentation Guidelines

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

Repeating Test Content

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

Allowing for Wait Time

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

Emphasizing Test Content

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

Using the Student’s Individually Preferred Communication Mode(s)

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

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

All students should be afforded an opportunity to provide a written response to test questions scored with a rubric.

Providing Positive Reinforcement

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

Administering the Test (cont.)

Presentation Guidelines for Specific Task Types

The presentation guidelines described on page 11 apply to all task types. Additional guidelines may apply to specific task types.

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

Using the Expand Tools

- It is recommended that a story or passage be expanded when you read it aloud to the student. Expand the story or passage to fit the entire screen by selecting the right-arrow icon [→] from the expandable items tool at the top of the screen (Figure 4).
- It is recommended that each test question be expanded when you administer it to the student. Expand the test question to fit the entire screen by selecting the left-arrow icon [←] from the expandable items tool at the top of the screen (Figure 4).

Figure 4. Expand Tools Screen



Administering the Test (cont.)

Selecting the “Mark as No Response” Option

For cases where the student is presented with a question and does not respond, after reprompting and attempts have been made to reengage the student, go to the Context Menu icon (≡) in the upper-right corner of a question pane and select **[Mark as No Response]** (Figure 5). The **[Mark as No Response]** option should be selected only after the student has been reprompted and attempts have been made to reengage the student. Once **[Mark as No Response]** has been selected, advance to the next test question if the student is engaged and ready to continue testing.

If the student is no longer engaged, you may pause testing and resume when appropriate. When resuming testing, the test question(s) that were marked as no response can be presented to the student again by the test examiner as appropriate. Refer to the section on [Presentation Guidelines](#).

Figure 5. “Mark as No Response” Option

