ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS FOR CALIFORNIA

2020–21 Paper-Pencil Testing Test Administration Manual for the Summative ELPAC

ELPAC

English Language Proficiency
Assessments for California

ETS ®

2020–21 Paper–Pencil Testing Test Administration Manual for Summative ELPAC

Table of Contents

List of Tables

List of Figures

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

Term	Meaning
ASL	American Sign Language
CAASPP	California Assessment of Student Performance and Progress
CALPADS	California Longitudinal Pupil Achievement Data System
CalTAC	California Technical Assistance Center
CDE	California Department of Education
CDS	county-district-school
CCR	*California Code of Regulations*
DEI	Data Entry Interface
EL	English learner
ELP	English language proficiency
ELPAC	English Language Proficiency Assessments for California
ELPSA	English Language Proficiency and Spanish Assessments
GIS	Group Identification Sheet
IEP	individualized education program
LEA	local educational agency
PDA	personal digital assistant
SSID	Statewide Student Identifier
STAIRS	Security and Test Administration Incident Reporting System
TOMS	Test Operations Management System

Support for the ELPAC

Resources in This Subsection:

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

The ELPAC website is the home for all ELPAC assessments.

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

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

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

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

- Student information is incorrect or missing in the Test Operations Management System (TOMS).
- Paper–pencil testing materials that were ordered have not been received.

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.

Note: To ensure that test materials arrive in time for scoring, all kindergarten through grade two Answer Books **must be picked up for return by June 11, 2021.** Consider this date when planning to return test materials, and allow enough time to account for shipping so that test materials arrive at ETS no later than June 18, 2021. Any Answer Books received by ETS after June 18, 2021, will not be processed.

This page is left blank intentionally.

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

Introduction to the Summative ELPAC Paper–Pencil Test

> **Resources in This Section:**
> - English Language Proficiency Assessments for California (ELPAC) website—https://www.elpac.org/
> - *California Assessment of Student Performance and Progress (CAASPP) and ELPAC Accessibility Guide for Online Testing* web document—linked on the ELPAC Test Security web page at https://www.elpac.org/test-administration/test-security/
> - *Summative ELPAC Online Test Administration Manual*—https://ca-toms-help.ets.org/summ-elpac-otam/

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.

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

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 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 California Department of Education (CDE). This includes ELs with disabilities. Confirm that the LEA's CALPADS data is current before testing. **Only students who are classified as ELs should be administered the Summative ELPAC.**

Please note, EL students who tested during the fall optional 2019–20 Summative ELPAC administration must take the 2020–21 Summative ELPAC during the February 1–May 31, 2021, testing window unless they have been reclassified as fluent English proficient.

What's New

ELPAC

- ELPAC Matrix Four has been combined with CAASPP Matrix One to create the California Assessment Accessibility Resources Matrix web document, which serves as a reference for both testing programs.

- An LEA can submit a request for an unlisted resource in TOMS on behalf of a student prior to administering the assessment.

Accessibility Resources

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

Accessibility resources are features of the assessment that facilitate accessibility for test takers without compromising the fair and accurate evaluation of each student's proficiency.

Non-embedded universal tools, designated supports, and accommodations will be available for the Summative ELPAC paper–pencil test. Designated supports and accommodations for students taking the paper–pencil test need to be assigned in the test setting section of TOMS. Please note that if a student requires the paper–pencil braille version of the test, the LEA ELPAC coordinator or site ELPAC coordinator must select the braille embedded accommodation test setting in the student's profile in TOMS for the braille DEI to be enabled.

In addition, unlisted resources are non-embedded supports that may be provided if specified in an eligible student's IEP or Section 504 plan and if they do not change the construct of what is being measured. Use of unlisted resources must first be requested by the LEA ELPAC coordinator or site ELPAC coordinator in TOMS and approved by the CDE before being administered to the student.

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

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

LEA ELPAC coordinators or site ELPAC coordinators will use the online ELPAC STAIRS/ Appeals process in TOMS for reporting test security incidents and irregularities that occur

before, during, or after testing on computer- and paper-based tests. Some incidents may require that an Appeal be submitted to reset, 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 indicating whether 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 1. Incidents should be logged using the STAIRS/Appeals process. The comprehensive *CAASPP and ELPAC Security Incidents and Appeals Procedure Guide*, which is linked on the Test Security web page, will be available in January 2021 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/Appeals process: improprieties, irregularities, and breaches. The *CAASPP and ELPAC Security Incidents and Appeals Procedure Guide*, which is linked on the Test Security web page, provides some examples of breaches, irregularities, and improprieties.

Table 1. Definitions for Test Security Incidents

Type	Definition	Examples
Impropriety	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. 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.	• A student made distracting gestures or sounds, or talked during the test session, creating a disruption in the test session for other students. • A student left the test room without authorization.

Table 1 (*continuation one*)

Type	Definition	Examples
Irregularity	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. 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. Some testing incidents may also require that a corrective plan of action be provided by the LEA at the time of submitting the STAIRS case. The corrective action plan may include, but is not limited to, a description of specific training or communication measures.	• A student was assigned an incorrect designated support or accommodation. • A student cheated or students provided answers to each other.

Table 1 *(continuation two)*

Type	Definition	Examples
Breach	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 CDE, ETS, or both, and may result in a decision to remove the test item(s) from the available secure bank. A breach incident must be reported to the LEA ELPAC coordinator immediately. The LEA ELPAC coordinator must **immediately** report the breach, including social media exposure on the part of a student or adult, or media coverage of an administration, by calling CalTAC at 800-955-2954; and open a STAIRS case using the online STAIRS process available in TOMS for all other breaches. The LEA ELPAC coordinator must report the incident in STAIRS **within 24 hours.**	• Test administrators modified student answers. • Test items were shared in social media.

Test Administration Resources

> **Resources in This Section:**
> - *CAASPP and ELPAC Accessibility Guide for Online Testing* web document—linked on the ELPAC Test Security web page at https://www.elpac.org/test-administration/test-security/
> - *ELPAC Accessibility Resources for Operational Testing* web document—linked on the ELPAC Accessibility Resources web page at https://www.elpac.org/resources/accessibility-resources
> - ELPAC Manuals and Instructions web page—https://www.elpac.org/test-administration/instructions/
> - *CAASPP and ELPAC Security Incidents and Appeals Procedure Guide* web document—linked on the ELPAC Test Security web page at https://www.elpac.org/test-administration/test-security/
> - California Department of Education (CDE) California Longitudinal Pupil Achievement Data System (CALPADS) web page—https://www.cde.ca.gov/ds/sp/cl/
> - California Assessment Accessibility Resources Matrix web document—https://www.cde.ca.gov/ta/tg/ca/documents/caaccessibilitymtrx2021.docx
> - ELPAC Student Accessibility Resources web page—https://www.elpac.org/test-administration/accessibility-resources/
> - Data Entry Interface (DEI) website—https://ca.tds.cambiumast.com/student/?a=ResponseEntry
> - *ELPAC DEI User Guide 2020–21* web document—https://www.elpac.org/s/pdf/ELPAC.initial-dei-user-guide.2020-21.pdf
> - Summative ELPAC Packing and Return Instructions web document—https://www.elpac.org/s/pdf/ELPAC--Summative-ELPAC-Packing-and-Return-Instructions.2020-21.pdf
> - *CAASPP and ELPAC Test Operations Management System (TOMS) User Guide*—https://ca-toms-help.ets.org/toms/

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

Refer to the additional resources in table 2 before administration of the paper–pencil versions of the Summative ELPAC.

Table 2. Additional Resources

Resource	Description
CALPADS resources	The CDE CALPADS web page contains links to CALPADS system documents, updates, and other useful information for maintaining student data.
CAASPP and ELPAC TOMS User Guide	The *CAASPP and ELPAC TOMS User Guide* provides instructions for the processes necessary to assign LEA and school users and test administrations, as well as student data for various aspects of ELPAC testing (test assignments, test settings, condition codes).
CAASPP and ELPAC Security Incidents and Appeals Procedure Guide	The *CAASPP and ELPAC Security Incidents and Appeals Procedure Guide*, which is linked on the ELPAC Test Security web page, includes information about how LEA ELPAC coordinators can submit a report using the STAIRS/Appeals process and enter appeals for the Summative ELPAC in TOMS.
ELPAC Accessibility Resources for Operational Testing	The ELPAC Accessibility Resources for Operational Testing web document, which is linked on the ELPAC Accessibility Resources web page, is an aggregation of information and instructions regarding configuring and using various online accessibility resources including braille.
California Assessment Accessibility Resources Matrix	The CDE California Assessment Accessibility Resources Matrix web document is an important source of information for determining the assignment of designated supports and accommodations to students.

Table 2 (*continuation*)

Resource	Description
Test Operations Management System (TOMS) website	TOMS is a secure website that permits ELPAC users to perform a number of tasks for the ELPAC program, including editing shipping addresses, ordering test materials, adding users, accessing contextual help, and accessing audio recordings to administer the Listening and Speaking—Summarize an Academic Presentation domains for grades three through twelve.
2020–21 ELPAC Data Entry Interface User Guide for Paper–Pencil Testing	The *ELPAC DEI User Guide* describes how to enter student responses into the DEI.
Summative ELPAC Packing and Return Instructions	This how-to guide contains instructions for packaging and returning materials for scoring.

Test Administration Roles and Responsibilities

> **Resources in This Subsection:**
>
> - *Summative ELPAC Online Test Administration Manual,* Test Administration Roles and Responsibilities section—https://ca-toms-help.ets.org/summ-elpac-otam/overview/test-admin-roles-and-responsibilities/

Refer to the Summative ELPAC Online Test Administration Manual for the user roles associated with ELPAC testing.

Verifying Student Information

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

Ensuring Test Security

> **Additional Resources:**
> - *Summative ELPAC Online Test Administration Manual,* Test Security section—
>   https://ca-toms-help.ets.org/summ-elpac-otam/test-security/overview/
> - Summative ELPAC Packing and Return Instructions web document—
>   https://www.elpac.org/s/pdf/ELPAC--Summative-ELPAC-Packing-and-Return-Instructions.2020-21.pdf
> - *2020–21 Paper–Pencil Testing Test Administration Manual for the Summative ELPAC*—Appendix B

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

Security of the Test Environment

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

All test items and test materials are secure and must be appropriately handled. Secure handling protects the integrity, validity, and confidentiality of assessment items, prompts, student information, and test results. 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 CDE or CalTAC to report student cheating. The LEA ELPAC coordinator or site ELPAC coordinator must, instead, file a report using the STAIRS/Appeals process.

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

Refer to appendix B for the process used to report test administration incidents for the ELPAC paper–pencil assessments.

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

Before Testing

Table 3 details the security requirements before testing.

Table 3. Requirements of the Test Environment Before Testing

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

Table 3 (*continuation*)

Requirement	Description
Student seating	For group administrations, in conjunction with local county health directives and incorporating suggestions from the Suggested Guidelines for Physically Distancing Test Administration, students must be seated so there is enough space between them to minimize opportunities to look at each other's work—for example, students may be assigned staggered seating or be seated in every other chair or workstation position—or they should be provided with table-top partitions. For kindergarten through grade two one-on-one administration, it is recommended that the test examiner sit side-by-side with the student for the Listening, Reading, and Writing domains; and face-to-face or at a 90-degree angle for the Speaking domain. However, decisions about student seating should be determined in conjunction with local county health directives and incorporating suggestions from the Suggested Guidelines for Physically Distancing Test Administration. For all Speaking one-on-one administrations, it is recommended that the test examiner sit across from the student or at a 90-degree angle. However, decisions about student seating should be determined in conjunction with local county health directives and incorporating suggestions from the Suggested Guidelines for Physically Distancing Test Administration.
Signage	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. Site ELPAC coordinators or ELPAC test examiners should place "Unauthorized Electronic Devices May Not Be Used at Any Time During the Testing Session" signs so that they are clearly visible to all students. This sign can be downloaded from the Manuals and Instructions web page on the ELPAC website.

During Testing

Table 4 details the security requirements during testing.

Table 4. Requirements of the Test Environment During Testing

Requirement	Description
Quiet environment	Provide a quiet environment void of talking and other distractions that might interfere with a student's ability to concentrate or might compromise the testing situation or environment.
Student supervision	Students must be actively supervised by a trained test examiner (and proctor, if applicable) and are prohibited from accessing or using unauthorized electronic devices that allow access 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 or other mp3 devices, cameras, and electronic translation devices.
Access to allowable resources only	Students must only have access to and use of those allowable resources that are permitted for each specific test or portion of a test (refer to the California Assessment Accessibility Resources Matrix web document). This includes access to medical supports and devices that may be integrated into other technology devices. Use of such devices may require additional monitoring or a separate test setting to maintain test security.
Access to assessments	Unauthorized staff or other adults (including students' parents/guardians) must not be in the room during testing. Only students who are testing may view items. In some instances, a trained test examiner may also have limited exposure to items in the course of properly administering the assessments; however, even this test examiner and other trained staff may not actively review or analyze any test items.

During and After Testing

Table 5 details the security requirements both during and after testing.

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

Requirement	Description
No access to responses	LEA ELPAC coordinators, site ELPAC coordinators, ELPAC test examiners, and other staff are not permitted to review student responses to the Summative ELPAC or students' notes on scratch paper.
No copies of test materials	Unless needed as a print-on-demand designated support or braille accommodation, no copies of the test items, stimuli, reading passages, or writing prompts may be made or otherwise retained.
No access to digital, electronic, or manual devices	No digital, electronic, or manual device may be used to record or retain test items, reading passages, or writing prompts. Similarly, these materials must not be discussed with or released to anyone via any media, including fax, email, text message, social media websites, etc.
No retaining, discussing, or releasing test materials	Descriptions of test items, stimuli, printed reading passages, or writing prompts must not be retained, discussed, or released to anyone.
No reviewing, discussing, or analyzing test materials	LEA ELPAC coordinators, site ELPAC coordinators, ELPAC test examiners, and other staff may not review, discuss, or analyze test items, stimuli, reading passages, or writing prompts at any time, including before, during, or after testing. Students may not discuss or share test items, stimuli, reading passages, or writing prompts with anyone during or after testing. Students should be informed that they may not discuss or share test items, stimuli, reading passages, or writing prompts with anyone during or after testing.

Table 5 *(continuation)*

Requirement	Description
Keep all test materials secure at all times	Test Books, Answer Books, scratch paper, and documents with student information must be kept in a securely locked room or locked cabinet that can be opened only with a key or keycard by staff responsible for test administration.

After Testing

Table 6 details the security requirements after testing.

Table 6. Requirements of the Test Environment After Testing

Requirement	Description
No test materials used for instruction	Test items, stimuli, reading passages, or writing prompts must not be used for instruction.
Destroy test materials securely	Printed test items or passages, including embossed braille printouts and scratch paper, must be collected at the end of each test session and then immediately shredded. If a student needs to take the ELPAC in more than one session, scratch paper may be collected at the end of each session, securely stored, and made available to the student at the next ELPAC testing session. Once the student completes the ELPAC, scratch paper must be collected and immediately shredded to maintain test security.
Return materials securely	Return materials according to the instructions on the Summative ELPAC Packing and Return Instructions web document.
Maintain security while entering student results into the DEI	LEA staff entering student results into the DEI should be in a private location, away from students. Staff entering information must have signed the *Test Security Affidavit* online.

Schedule for Testing

> **Additional Resources:**
> - TOMS website—https://mytoms.ets.org/
> - Summative ELPAC Packing and Return Instructions web document—https://www.elpac.org/s/pdf/ELPAC--Summative-ELPAC-Packing-and-Return-Instructions.2020-21.pdf
> - *2020–21 Paper–Pencil Testing Test Administration Manual for the Summative ELPAC*—Appendix B
> - *CAASPP and ELPAC TOMS User Guide*—https://ca-toms-help.ets.org/toms/

Table 7 describes the schedule for the administration of the Summative ELPAC paper–pencil tests for LEA ELPAC coordinators.

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

Activity	Timeline
Complete and submit the *CAASPP and ELPAC Special Request for Paper Exams* online questionnaire.	Three weeks before the expected test date
Make sure all student data from the California Longitudinal Pupil Achievement Data System appears correctly in TOMS and has the appropriate test(s) configured.	Two weeks before the expected test date
Receive paper materials from the testing contractor.	Two weeks before the expected test date
Take inventory of the cartons. LEA ELPAC coordinators should notify the ETS California Technical Assistance Center (CalTAC) of any discrepancy in the number of cartons or materials received.	Within two working days of delivery to the LEA
Distribute materials to the test sites.	Five to 10 working days before the expected test date
Contact CalTAC to order supplemental materials.	As necessary
Ensure that student responses are entered into the DEI.	Same day of student test completion
Ship all scorable and nonscorable materials to ETS.	No more than five working days after completing testing

Table 8 describes the schedule for the administration of the Summative ELPAC Paper–Pencil Tests for site ELPAC coordinators.

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

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

This page is left blank intentionally.

Chapter 2. General Test Administration Information

Paper–Pencil Test Administration Information

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

Preparation for the Assessment

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

- A test booklet
- An answer booklet
- At least two sharpened No. 2 pencils
- Blank scratch paper

General Rules for the Paper–Pencil Assessment

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

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

Testing Times

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

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

Domain	Grades	Minutes
Listening	K	20
Listening	1	25
Listening	2	35
Listening	3–5	35
Listening	6–8	35

Table 9 (*continuation*)

Domain	Grades	Minutes
Listening	9–10	35
Listening	11–12	35
Speaking	K	10
Speaking	1	10
Speaking	2	15
Speaking	3–5	15–20
Speaking	6–8	15–20
Speaking	9–10	15–20
Speaking	11–12	15–20
Reading	K	15–20
Reading	1	20–25
Reading	2	30–35
Reading	3–5	45–60
Reading	6–8	45–60
Reading	9–10	45–60
Reading	11–12	45–60
Writing	K	10–15
Writing	1	10–15
Writing	2	10–15
Writing	3–5	45–60
Writing	6–8	45–60
Writing	9–10	45–60
Writing	11–12	45–60
Total	K	55–65
Total	1	65–75
Total	2	90–100
Total	3–5	140–175
Total	6–8	140–175
Total	9–10	140–175
Total	11–12	140–175

Responsibilities of the Local Educational Agency (LEA) ELPAC Coordinator

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

Before Testing

Attend Administration and Scoring Training

All LEA ELPAC coordinators who will be involved in the Summative ELPAC administration should complete 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.

Read Through Test Materials

Review this *2020–21 Paper–Pencil Testing Test Administration Manual for the Summative ELPAC* in its entirety. Become familiar with all testing and administration procedures.

Ensure Staff Sign Security Forms

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

Order Paper–Pencil Test Materials

Before ordering paper-based test materials (braille, large-print, or paper-based assessment), the LEA ELPAC coordinator must complete and submit the [CAASPP and ELPAC Special Request for Paper Exams](#) online questionnaire. Once the questionnaire is received and approved, the LEA ELPAC coordinator will receive a call from the California Technical Assistance Center (CalTAC) to complete the process for ordering one or more paper–pencil tests for the student.

Receive and Inventory Test Materials Ordered

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

Prepare for Testing

LEA ELPAC Coordinator Steps to Prepare for Testing

STEP 1: Check on the progress of test examiner training in the Moodle Training Site and available on the [ELPAC Administration and Scoring Training](#) web page. Ensure that test examiners who will be administering the Speaking and Writing domains complete the Moodle training.

STEP 2: Ensure that the ELPAC coordinator has completed the site or LEA coordinator training.

STEP 3: Ensure that the site ELPAC coordinator and the test examiners are aware of the security, inventory, and tracking requirements for keeping all test materials in a secure location prior to, during, and after testing. Refer to the [Ensuring Test Security](#) section of this manual for these requirements.

STEP 4: Ensure that sites have adequate testing materials.

During Testing

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

Responsibilities of the Site ELPAC Coordinator

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

Before Testing

Read Through Test Materials

Review the *2020–21 Paper–Pencil Testing Test Administration Manual for the Summative ELPAC* and the *Examiner's Manual* in their entirety. Become familiar with all testing and site administrative procedures.

Identify Testing Staff and Monitor Staff Training

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

Ensure Staff Sign Security Forms

Electronically sign the ELPAC *Test Security Agreement* and the ELPAC *Test Security Affidavit* upon logging on to TOMS. Have all test examiners and proctors, along with all others handling, in proximity of, or who could have access to the ELPAC test materials, electronically sign the ELPAC *Test Security Affidavit* prior to accessing or coming into contact with the test materials.

Receive and Inventory Test Materials

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

STEP 1: **Locate the school shipping notice(s) enclosed in the test materials shipment.** A shipping notice will be at the top of each box received.

STEP 2: **Report any discrepancies to the LEA ELPAC coordinator.** Inventory all test materials against the shipping notices immediately after receipt from the LEA.

STEP 3: **Retain boxes.** Keep all test materials in a secure, locked location. Retain the original shipping boxes, as they will be used to store and return unused test materials to the LEA.

STEP 4: **Discuss security with all designated staff handling ELPAC test materials.** Ensure that designated staff—such as test examiners, proctors, and all others handling test materials or coming into contact with the test materials— understand the security, inventory, and tracking requirements for keeping all test materials in a secure location prior to, during, and after testing.

Review Materials Provided for Site ELPAC Coordinators

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

- Site ELPAC Coordinator Kit, which includes the following:
  - Packing and return instructions
  - Blank Group Identification Sheets (GISs)—five each (always use a precoded GIS if available)
  - Packing tape
  - Paper bands

Please note: Only the current year GIS should be used to return materials, and only the kindergarten through grade two Answer Books should be returned for scoring.

Prepare Test Books and Answer Books for Testing

Filling in Demographic Information

Answer Books for kindergarten through grade two will be returned to ETS for scoring, so it is important to ensure the demographic fields, especially the Statewide Student Identifier (SSID) field, on the front and back covers of the Answer Book are completed **in their entirety** and are accurate. Having an SSID for every Answer Book returned is critical for processing.

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

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

As needed, additional information will be extracted from the California Longitudinal Pupil Achievement Data System (CALPADS) based on the SSID provided on the demographics page of the Answer Book.

Refer to figure 1, figure 2, and table 10 for further information on how to ensure the demographic pages are complete. Site ELPAC coordinators and test examiners should ensure there are no extraneous marks on the demographic and response pages; all stray marks **must be erased** completely.

Letters and numbers must be entered and legible, and the corresponding circles must be marked completely.

[Figure 1](#) shows the front cover fields.

Figure 1. Answer Book front cover fields

Figure 2 shows the back cover fields.

Figure 2. Answer Book back cover fields

Table 10 provides the instructions for completing the demographic information.

> **Note:** Fields that are marked required *must* be entered. Failure to do so may delay processing of student results.

Table 10. Instructions for Completing Demographic Information

FIELD NAME	STEPS TO FOLLOW
1 **STUDENT NAME**	Starting at the left, print one letter of the student's last name in each box. If the student's last name has more letters than there are boxes, print only as many letters as there are boxes. For example, if the last name is Aschenbrenner, fill in the boxes as shown next. 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. Fill in the corresponding circles for each letter. Fill in the empty circles to indicate a blank space.

Table 10 (*continuation one*)

FIELD NAME	STEPS TO FOLLOW
2 **TEACHER/TEST EXAMINER, SCHOOL, LOCAL EDUCATIONAL AGENCY, LOCAL USE**	Print the name of the teacher or test examiner, 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.
3 **DATE OF BIRTH**	Print the month, day, and year of the student's date of birth in the appropriate spaces and fill in the corresponding circles. 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. For *Year,* fill in circles for 19 or 20 before filling in remaining circles.
4 **GRADE**	Fill in the circle for the student's current grade. Ensure that the grade span of the Answer Book matches the student's grade.
5 **GENDER**	For students in kindergarten through grade two, fill in the appropriate circle for female (F), male (M), or nonbinary (X). For students in grades three through twelve, refer to TOMS for this information, if necessary.
6 **STUDENT ID NUMBER (OPTIONAL— LOCAL USE)**	If the LEA or school does not use local student numbers, leave this field blank or use it to track any additional information that is of importance to the LEA. Starting at the right, print one digit of the student's number in each box and fill in the corresponding circles. **Note:** This field is right-justified, so include leading zero(s) if the ID number has fewer than 15 digits.

Table 10 (*continuation two*)

FIELD NAME	STEPS TO FOLLOW
7 **STATEWIDE STUDENT IDENTIFIER (SSID)**	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. **7** STATEWIDE STUDENT IDENTIFIER (SSID)
8 **DATE TESTING COMPLETED**	This field must be filled in for all students at the time of testing. Print the month, day, and year to indicate the last day the student's testing was completed in the appropriate spaces and fill in the corresponding circles. This is a required field. **Do not leave blank.** For *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. **Valid testing dates: February 1, 2021, through May 31, 2021.**
9 **TESTING IRREGULARITIES**	If a student was caught cheating during the test or there were irregularities in the administration of the test, take note of the domain(s) in which the irregularity occurred. Report the situation to the LEA ELPAC coordinator, who will then submit a report in the Security and Test Administration Incident Reporting System (STAIRS).
10 **ACCOMMODATIONS**	If a student requires resources or an alternate setting to complete one or more domains, as noted in the student's individualized education program (IEP) or Section 504 plan, the LEA ELPAC coordinator or site ELPAC coordinator must indicate the appropriate support in the student's test setting in TOMS. Refer to appendix A for the resources available for the paper-based forms.

Table 10 (*continuation three*)

FIELD NAME	STEPS TO FOLLOW
11 **ALTERNATE ASSESSMENT(S)**	Alternate Assessment designation is assigned in TOMS and any registration for the Summative ELPAC is removed. No action is required for this field.
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 *Code of Federal Regulations* 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 the use of domain exemption(s) in TOMS.
13 **OPTIONAL—LOCAL USE**	This is an optional field for LEA use.

Distribute Test Materials to Test Examiners

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

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

Note: Only use Test Books, Answer Books, and *Examiner's Manuals* for the Summative ELPAC Paper–Pencil Test administration.

Figure 3 shows a cover sample for an *Examiner's Manual*.
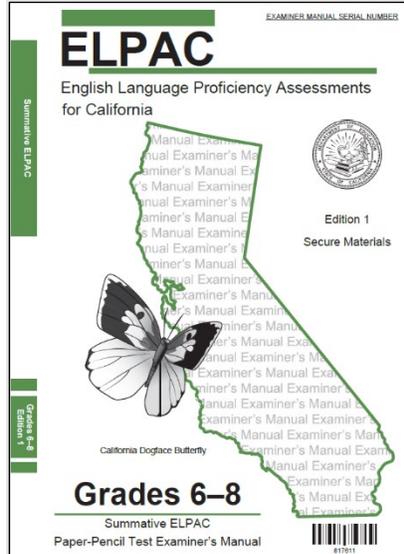
Figure 3. Test material cover sample—*Examiner's Manual*

Figure 4 shows a sample cover for a Test Book.
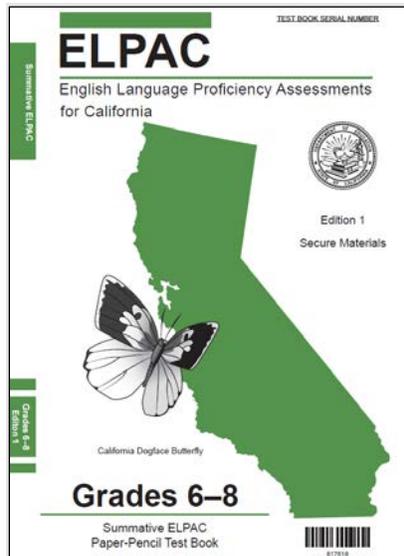
Figure 4. Test material cover sample—Test Book

Figure 5 shows a sample cover for an Answer Book.
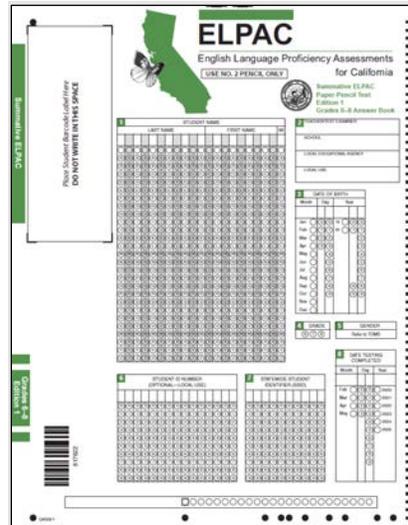
Figure 5. Test material cover sample—Answer Book

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

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

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

During Testing

Listening Domain Information for Test Examiners

The audio recording for the Listening domain can only be accessed using the secure TOMS website. Test examiners should become familiar with TOMS prior to administering the Listening section of the ELPAC. For the best performance, test examiners should download the latest version of one of the following supported web browsers:

- Internet Explorer 10 and above
- Mozilla Firefox 45 and above
- Google Chrome 51 and above
- Safari 7 and above

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

Audio File Troubleshooting Checklist for Test Examiners

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

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

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

Disruptions to Audio Playback for Test Examiners

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

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

Steps for Resuming Audio Playback for Test Examiners

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

STEP 1: Follow the "Test Materials and Procedures" instructions in the ELPAC *Examiner's Manual*, resuming the audio as described.

STEP 2: Locate the starting point for resuming audio playback.

- For the Listening domain, playback of the audio recording in TOMS should start at the beginning of the task during which the interruption occurred. Use the Audio Timing Table in the *Examiner's Manual* to find the time stamp for the beginning of the interrupted task type.

- For the Speaking (Summarize an Academic Presentation) portion, playback of the audio recording in TOMS should start at the beginning of the presentation.

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

SAY **We will listen and answer questions.**

Let's get ready. *[Pause.]*

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

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

STEP 4: Begin the audio playback in TOMS.

Chapter 3. After Testing

Handling Materials After Testing

> **Additional Resources:**
> - English Language Proficiency Assessments for California (ELPAC) Manuals and Instructions web page—https://www.elpac.org/test-administration/instructions/
> - *ELPAC Data Entry Interface (DEI) User Guide 2020–21* web document—https://www.elpac.org/s/pdf/ELPAC.initial-dei-user-guide.2020-21.pdf
> - Summative ELPAC Packing and Return Instructions web document—https://www.elpac.org/s/pdf/ELPAC--Summative-ELPAC-Packing-and-Return-Instructions.2020-21.pdf
> - *2020–21 Paper–Pencil Testing Test Administration Manual for Summative ELPAC*—Appendix B
> - *2020–21 Paper–Pencil Testing Test Administration Manual for Summative ELPAC*—Appendix C

Kindergarten Through Grade Two: Assemble Materials for Return

For paper–pencil testing in kindergarten through grade two, the scannable Answer Book will be returned to ETS for scoring. Refer to the Summative ELPAC Packing and Return Instructions web document for the full return instructions.

Instructions for ELPAC Test Examiners

Review Answer Books Prior to Returning to Local Educational Agency (LEA) ELPAC Coordinator

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

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

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

- Responses are filled in completely using a No. 2 pencil.

- All stray marks are erased completely.

- Problem situations listed in table 11 in the Avoid Potential Scanning Problems and Resolutions subsection are resolved.

- Speaking domain scores are recorded in the Answer Book. (This is critical for student results processing, and **only one** score per question must be marked.)

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

STEP 3: Check demographics pages for the following:

- Ensure that each student demographics page on the Answer Book and the following boxes on the front of the Answer Book are also completed and accurate, meaning letters and numbers must be entered and legible and option circles must be marked completely:

  - Box 1 (*Student Name*)

  - Box 2 (*Teacher/Test Examiner, School, Local Educational Agency, Local Use*)

  - Box 3 (*Date of Birth*)

  - Box 4 (*Grade*)

  - Box 5 (*Gender*)—For students in kindergarten through grade two, fill in the appropriate circle for female (F), male (M), or nonbinary (X). For students in grades three through twelve, refer to TOMS for this information, if necessary.

  - Box 7 (*Statewide Student Identifier*)

  - Box 8 (*Date Testing Completed*)

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

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

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

Avoid Potential Scanning Problems and Resolutions

Table 11 lists potential issues that could be encountered when reviewing the test materials in preparation for their return to the LEA. It is imperative that all materials are reviewed and

issues are addressed prior to returning the Answer Books. Issues such as those listed in table 11 can impact scanning and delay score reporting.

Table 11. Potential Scanning Problems and Resolutions

IF THIS IS FOUND . . .	DO THIS . . .
• Scratch paper • Sticky notes • Staples • Pins or paper clips	Remove the extraneous material.
• Paper damaged by erasures • Tape or sticky labels of any kind • Ripped or torn sheets • Grease marks • Coffee spills • Bodily fluids	Transfer student responses to an unused Answer Book. Transfer responses exactly as written by the student, including errors, and have a second person review the transcription for accuracy. Write "Voided" on the front of the damaged Answer Book.
• Light marks • Incomplete erasures • Stray marks • Smudges	Erase light marks or make them heavier as needed.
• Student writing on separate sheets of paper based on a designated support or an accommodation identified in an individualized education program (IEP) or Section 504 plan	Remove the paper and transcribe the writing to the appropriate writing box in the Answer Book, if necessary. Transfer responses exactly as written by the student, including errors, and have a second person review the transcription for accuracy. Securely destroy the sheets of paper.
• Writing in the margins of the book or outside the box provided for the response	During testing, remind students that only responses within the boxes will be scored.

Instructions for Site ELPAC Coordinators

Site ELPAC coordinators and LEA ELPAC coordinators must package and return secure Summative ELPAC paper–pencil test materials according to the instructions in the Summative ELPAC Packing and Return Instructions received with the shipments. Only kindergarten through grade two Answer Books need to be returned for scoring. The grade three through twelve item responses and Speaking scores from the Answer Books must be entered into the DEI before the materials can be securely destroyed.

Return Schedule for Answer Books

• Site ELPAC coordinators should coordinate when and how to return their Answer Books with their LEA ELPAC coordinator.

- Site ELPAC coordinators should pack test materials and deliver them to the LEA ELPAC coordinator according to the schedule defined by their LEA ELPAC coordinator.

- It is important to return all test materials in a timely manner to avoid delays in score reporting.

Items To Be Returned for Scoring to the LEA

- Used Answer Books (kindergarten through grade two)
- Used and unused braille Answer Books, Test Books, and *Examiner's Manuals* (all grades)

Packing Instructions for Test Materials

STEP 1: Sort the Answer Books by grade, and place a precoded Group Identification Sheet (GIS) (if available) on top of each grade, using one GIS for each grade being returned. Do not use a GIS for each classroom or teacher.

- If a precoded GIS is not available, blank GISs are included in the Site ELPAC Coordinator Kit.

- A sample of a blank GIS is shown in figure 6, followed by instructions for completion in table 12. Do not share precoded GISs.

- Precoded GISs are scannable documents. DO NOT use a photocopy of the GIS.

STEP 2: Place one paper band around each grade.

STEP 3: Place the banded Answer Books in the provided white carton and deliver them to the LEA ELPAC coordinator for mailing to ETS as directed by the LEA ELPAC coordinator.

Figure 6. ELPAC GIS

Table 12. Instructions for Completing a GIS

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 precoded. If using a blank GIS, write in the school name and fill in the corresponding circles. This school name must match the school name on the GIS exactly.
3 COUNTY-DISTRICT-SCHOOL CODE	The county-district-school code has been precoded. If using a blank GIS, write in the school code and fill in the corresponding circles.

Table 12 (*continuation*)

SECTION OF GIS FORM	INSTRUCTIONS
4 CHARTER CODE	The charter code has been precoded for charter schools. If using a blank GIS, write in the charter code and fill in the corresponding circles.
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 (Answer Books) to be scored for the grade group and fill in the corresponding circles.

Instructions for LEA ELPAC Coordinators

Receiving and Checking Test Materials

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 (e.g., the GISs) are completed properly; and
- packing and shipping Answer Books to ETS for processing.

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 being returned.** Having a Statewide Student Identifier (SSID) for every Answer Book returned is critical for processing.

STEP 2: **Verify the 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: **Take action if the GIS is missing.** If a precoded GIS has not been supplied, obtain a blank GIS from the Site ELPAC Coordinator Kit, fill in the information grids, and place the GIS on top of the Answer Books in the white return carton.

Returning Test Materials to ETS for Scoring

LEA ELPAC coordinators must follow the [Summative ELPAC Packing and Return Instructions](#), which can be found in the LEA ELPAC Coordinator Kit. These detailed instructions provide steps to follow for scheduling UPS pickups and creating and printing UPS shipping labels. All Answer Books must be **received by** ETS no later than June 18, 2021. To ensure materials are received in time to be processed, LEAs should have all Answer Books picked up by UPS **by June 11, 2021, at the latest.**

To serve as a reference for both the LEA and ETS as to what is being returned in each shipment, an LEA ELPAC coordinator has the option to download and use the ELPAC School Group List web document for tracking. Take the following four steps to download this Microsoft Word form:

1. Go to the ELPAC website.
2. Select the [**Test Administration**] tab and then Forms from the drop-down list.
3. Scroll down the ELPAC Forms web page to the "General Forms" section.
4. Select the "ELPAC School Group List" to download this form.

Grades Three Through Twelve: Enter Student Responses in the DEI

> ⚠️ **Warning: All grade three through twelve item responses and Speaking scores must be entered for a student before the Summative ELPAC testing window ends.** If a student moves to a different LEA after testing or exits the testing LEA before the results are entered into the DEI, all scores and responses, along with the student score sheet or test materials, would need to be sent to the new school to enter into the DEI.

For paper–pencil testing in grades three through twelve, all student responses must be entered into the DEI. Follow the instructions in the *2020–21 ELPAC DEI User Guide* web document to log on, enter responses, and submit a student's assessment. Refer to appendix C for guidelines for entering responses. Student results cannot be scored and reported until they have been entered.

Appendices

Appendix A. Universal Tools, Designated Supports, and Accommodations

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

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

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

Table 13. Available Accessibility Resources for the Summative ELPAC Paper–Pencil Test

Non-embedded Universal Tools	Non-embedded Designated Supports	Non-embedded Accommodations
• Breaks • Highlighter • Line reader (grades 3–12) • Mark for review (grades 2–12) • Oral clarification of test directions by the test examiner in English • Scratch paper • Strikethrough (grades 3–12)	• Amplification • Color overlay • Magnification • Masking • Medical supports • Noise buffers • Pause or replay audio—Listening domain • Pause or replay audio—Speaking domain • Read aloud for items (Writing domain) • Separate setting • Simplified test directions • Translated test directions	• Alternate response options • American Sign Language or Manually Coded English • Audio transcript (includes braille transcript) • Braille • Breaks • Large print • Scribe • Word processor (Writing domain) (grades 3–12)

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

Appendix B. English Language Proficiency Assessments for California (ELPAC) Program Incident Reporting Process

> **Additional Resources:**
>
> - *CAASPP and ELPAC Security Incidents and Appeals Procedure Guide* web document—linked on the ELPAC Test Security web page at https://www.elpac.org/test-administration/test-security/

Testing Breaches

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), 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 local educational agency (LEA) ELPAC coordinator immediately.

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

Test Security Incident

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

Refer to the *CAASPP and ELPAC Security Incidents and Appeals Procedure Guide*, which is linked on the ELPAC Test Security web page, for additional information about ELPAC test security and additional information about these security incident types.

Report Test Security Incidents and Issues

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

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

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

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

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

Appendix C. Guidelines for Grades Three Through Twelve Student Response Entry into the Data Entry Interface (DEI)

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

- All test materials and student responses are to be considered secure and confidential.

- Transcribers should be impartial and have no vested interest in student scores.

- Personnel entering student responses into the DEI must have signed the *Test Security Affidavit.*

- Transcriptions of student responses must be identical to what the student provides, including grammar, punctuation, and spelling. If a student provides an incomplete response, the transcription must match that incomplete response exactly.

- When transcription is complete, student responses must be entered into the DEI. Do *not* dispose of student responses by placing them in the trash.

- Only persons who know braille should transcribe braille responses.

- For braille, transcriptions should be proofread by a second impartial party to confirm accuracy. For cases where students have provided a graphic in a response, two transcribers should collaborate to transfer the response.

Please note that if a student requires the paper–pencil braille version of the test, the local educational agency English Language Proficiency Assessments for California (ELPAC) coordinator or site ELPAC coordinator must select the braille embedded accommodation test setting in the student's profile in the Test Operations Management System for the braille DEI to be enabled.