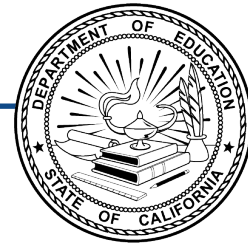

ELPAC

English Language Proficiency
Assessments for California



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



Spring 2024
Summative ELPAC
Kindergarten–Grade 2

ELPAC Administration Notes

Notes to ELPAC Coordinators and Test Examiners:

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

For Questions Regarding the ELPAC or for Additional Assistance:

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

Copyright © 2024 by the California Department of Education (CDE). All rights reserved. Copying and distributing these secure materials for training purposes is limited to those individuals in California local educational agencies who have signed the ELPAC Test Security Affidavit. These materials may not be edited or altered and must remain unchanged as published by the CDE. Any other use or reproduction of this document, in whole or in part, requires written permission from the CDE. All other trademarks are the property of their respective owners.

Table of Contents

What’s New for the 2023–24 Summative ELPAC	1
Helpful Links	2
Important Online Resources for the Administration of the ELPAC	2
Remote Testing Resources	2
Remote Testing Materials	2
Test Materials	4
Assembling Test Materials	4
Additional Information for Remote Administration—Assembling Test Materials	4
Additional Information for a Braille Administration—Assembling Test Materials	5
Administering the Test	6
Before Testing	6
Additional Information for Remote Administration—Before Testing	6
Recommended Seating Arrangement	7
During Testing	8
Additional Information for Remote Administration—During Testing	8
When to Stop the Test	9
Pause Rules, Advancing the Test, and Expiration Rules	10
Coaching and Guessing	11
After Testing	11
Additional Information for Braille—After Testing	11
Filling Out Student Writing Answer Books	12
Pre-ID Students	12
Non Pre-ID Students	12
K–2 Writing Answer Book Front and Back Cover Fields	14

This page is intentionally left blank.

What's New for the 2023–24 Summative ELPAC

- There will be an increase in the number of *Directions for Administration (DFAs)* to support the additional test forms that will be available for the 2023–24 Summative ELPAC administration. Aside from the six test forms, Form 8, Form 9, and Form 10 are being added.
 - Refer to the [Form Assignments](#) web page on ELPAC.org to confirm your LEA's form assignment for the 2023–24 administration.
- The *Preparing for Administration (PFA)* document contains the planning and preparation content from the *DFAs* and is posted on the Manuals and Instructions web page on the ELPAC website and in Moodle. It should be used to prepare for the administration and to become familiar with testing guidelines. There is one *PFA* for kindergarten through grade two (K–2) and one *PFA* for grades three through twelve (3–12).
- The process of ending a test in the student testing interface has been streamlined. The **[End Test]** button will no longer be used as part of the process to submit a test. Instead, when the **[Next]** button is selected on the final item of a test, students will be taken straight to the Test Review screen where answers can be reviewed. Then students will select the **[Submit Test]** button and the **[Yes]** button to confirm to end the test.

Helpful Links

Important Online Resources for the Administration of the ELPAC

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

Remote Testing Resources

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

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

- [How to Give a Remote Group Test](#) (Video; 11:32)
- [Summative ELPAC: Starting a One-on-One Remote Test Session](#) (Video; 07:11)
- [Scheduling, Starting, and Stopping a Remote Test Session](#) (Video; 12:07)
- [Monitoring a Remote Test Session](#) (Video; 08:25)
- [Summative ELPAC: K–2 Remote Test Administration for the Listening and Reading Domains](#) (Video; 15:10)
- [Summative ELPAC: K–2 Remote Test Administration for the Writing Domain](#) (Video; 18:55)
- [Summative ELPAC: K–12 Remote Test Administration for the Speaking Domain](#) (Video; 16:35)
- [Conducting a Practice Test Session with Students](#) (Video; 12:47)

Remote Testing Materials

- [K–2 Teacher Answer Book](#)
- [K–2 Student Writing Response Sheet](#)
- [How to Start a Remote ELPAC Test Session—Kindergarten–Grade 2](#)

Helpful Links (cont.)

Table 1. ELPAC Resources Listed in this Document

Resource	URL
<i>CAASPP and ELPAC Accessibility Guide for Online Testing</i>	https://ca-toms-help.ets.org/accessibility-guide/introduction/manual-content/
California Assessment Accessibility Resources Matrix	https://www.cde.ca.gov/ta/tg/ca/accessibilityresources.asp
California Outreach	https://ca-toms-help.ets.org/contact
Conducting a Practice Test Session with Students [video]	https://www.youtube.com/watch?v=rF-kJXNypT0
Data Entry Interface (DEI)	https://ca.cambiumtds.com/student/?a=ResponseEntry
<i>Directions for Administration (DFAs)</i> [PDF]	https://mytoms.ets.org/
ELPAC Website	https://www.elpac.org
How to Give a Remote Group Test [video]	https://www.youtube.com/watch?v=1rypwJLTiBk
<i>How to Start a Remote ELPAC Test Session—Kindergarten–Grade 2</i> [PDF]	https://ca-toms-help.ets.org/s/pdf/How-to-Start-a-Remote-ELPAC-Test-Session-Grades-K-2.pdf
<i>How to Start an ELPAC Test Session</i> [PDF]	https://ca-toms-help.ets.org/s/pdf/How-to-Start-an-ELPAC-Test-Session.pdf
K–2 Student Writing Response Sheet	https://mytoms.ets.org/
K–2 Teacher Answer Book	https://mytoms.ets.org/
LEA Success Agent	https://ca-toms-help.ets.org/contact/lea-success-agents/
Monitoring a Remote Test Session [video]	https://www.youtube.com/watch?v=MFdAkWBpLmE
Moodle Training Site	https://moodle.caaspp-elpac.org/
Scheduling, Starting, and Stopping a Remote Test Session [video]	https://www.youtube.com/watch?v=QukThDxsFzc
Summative ELPAC Estimated Testing Times web page	https://www.elpac.org/test-administration/sa-estimated-test-time/
Summative ELPAC Form Assignments web page	https://www.elpac.org/test-administration/summative/summative-elpac-forms-assignment/
<i>Summative ELPAC Online Test Administration Manual</i>	https://ca-toms-help.ets.org/summ-elpac-otam/
Summative ELPAC: K–12 Remote Test Administration for the Speaking Domain [video]	http://youtube.com/watch?v=D-zHFA8Sbks
Summative ELPAC: K–2 Remote Test Administration for the Listening and Reading Domains [video]	https://www.youtube.com/watch?v=SDAUwE4e44w
Summative ELPAC: K–2 Remote Test Administration for the Writing Domain [video]	https://www.youtube.com/watch?v=u6f2_wtq2kA
Summative ELPAC: Starting a One-on-One Remote Test Session [video]	https://www.youtube.com/watch?v=P6m4V2RSBTM
Test Administration Roles and Responsibilities in the <i>Online Test Administration Manual</i>	https://ca-toms-help.ets.org/summ-elpac-otam/overview/test-admin-roles-and-responsibilities/
<i>Test Security Affidavit for Non-TOMS Users</i> [PDF]	https://www.elpac.org/s/pdf/ELPAC--Non-TOMS-Test-Security-Affidavit-2023-24.pdf
Using the DEI chapter in the <i>Online Test Administration Manual</i>	https://ca-toms-help.ets.org/summ-elpac-otam/using-dei/overview/

Test Materials

Assembling Test Materials

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

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

Additional Information for Remote Administration—Assembling Test Materials

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

- Electronic device
- Pencil
- Student Writing Response Sheet, scratch paper, or whiteboard and pen
- Headphones

Test Materials (cont.)

Additional Information for a Braille Administration—Assembling Test Materials

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

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

NOTE: If ordering braille Reading and Writing Test Books, LEAs must contact the LEA Success Agent at least 14 business days prior to the start of testing.

NOTE: Instructions about using Job Access With Speech (JAWS) vary by domain. Please see the *DFA* for special instructions about using JAWS for that domain.

Administering the Test

Before Testing

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

- Make sure to have a copy of the *DFA* needed for the test administration.
- Make sure to keep the content of the Summative ELPAC secure. Information about items cannot be shared with students or other educators who are not involved in the test administration.
- Prepare testing devices and materials for the students and test examiners. Be mindful of the 30-minute session time-out that could occur between logon and sound check.
- Select a quiet area to administer the test. Eliminate distractions (e.g., extraneous noises, windows, students who are not testing, etc.).
- Check the volume on the student’s device prior to logon. After logon, the maximum volume cannot be increased.
- Read through the instructions in the *DFA* that are specific to each domain (Listening, Speaking, Reading, and Writing).
- Be sure to set the appropriate test settings (e.g., masking, etc.) in the student’s profile in the Test Operations Management System (TOMS) at least 24–48 hours prior to the test administration. Domain exemption test assignments must also be set in TOMS if it is designated in a student’s IEP.
- If desired, set up any additional accessibility resources (e.g., large mouse cursor) to facilitate administration of the ELPAC.
- If a student will require the designated support of a Designated Interface Assistant (DIA), that test setting should be set in TOMS prior to testing.
- If you prefer to enter the Speaking scores after the administration, make copies of the Student Score Sheet located at the end of the *DFA*.

Additional Information for Remote Administration—Before Testing

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

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

Administering the Test (cont.)

Recommended Seating Arrangement

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

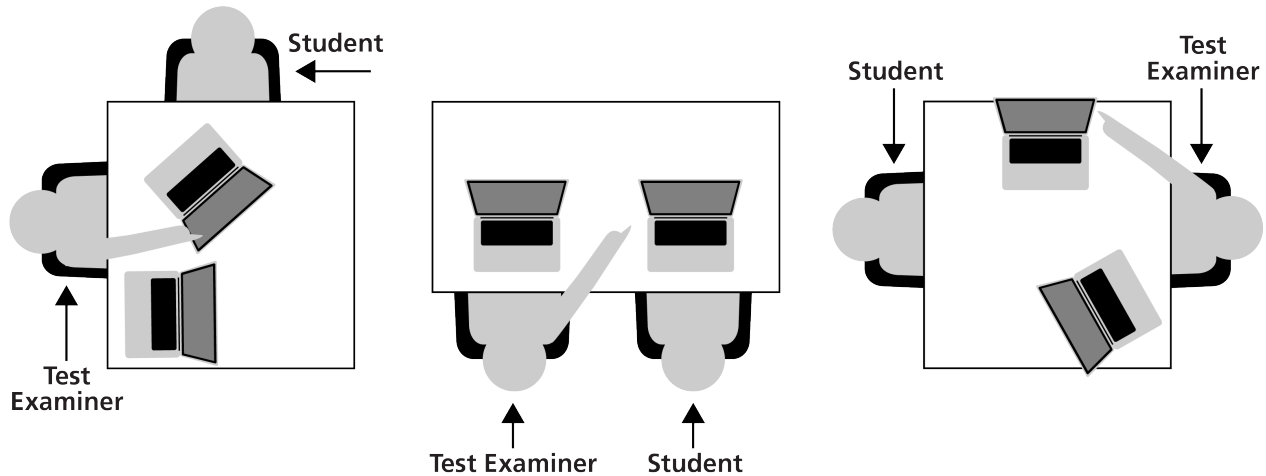


Figure 1. Recommended Seating Arrangement Options

Administering the Test (cont.)

During Testing


- Greet the student and read the information from the administration script in the *DFA* for that domain (i.e., Listening, Speaking, Reading, or Writing).
- Only students who are testing should be in the room.
- The student may not use books, technology outside what is being used for testing unless used for medical purposes and documented in TOMS, or other reference materials during testing. The student's desk should be clear of all items except for the test materials provided by the test examiner.
- If headsets are desired for in-person testing, use a splitter to plug in one pair of headphones for the student and one pair for the test examiner so that they can listen to the test together.
- All directions may be repeated or replayed.
- The universal tools (e.g., zoom, line reader, etc.) introduced during test examiner training and described in the [California Assessment Accessibility Resources Matrix](#) are available in the Test Delivery System (TDS) for students who need them. The test examiner should use the universal tools on the student's behalf while navigating through the TDS. For example, the zoom is a tool that can make the graphics and text larger on the screen.
- To minimize the risk of unforeseen usability issues, if any adjustments need to be made to the sound or display settings, use the resources in the TDS rather than those built into the student's device (e.g., zoom using the TDS, not the device's trackpad or touch screen).
- Read the directions, questions, and answer choices in a neutral voice. Read the test content (e.g., the story or presentation) in a grade-appropriate manner. The student may interpret variations in tone as a clue that the emphasized word or phrase could be the correct answer to a question. Pronunciation guides are provided for technical terms and frequently mispronounced words.
- Verify the student's test settings in the Test Administrator Interface.

Additional Information for Remote Administration—During Testing

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

Administering the Test (cont.)

When to Stop the Test

There are stopping markers in each domain as indicated in the *DFA* by the  icon. If there have been no responses or no correct responses prior to the stopping marker, the test examiner may stop administering that domain.

For domains that are computer-based (Listening, Speaking, and Reading), both the *DFA* and a screen in the TDS will indicate the point at which the test examiner may end the test (figure 2).

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

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

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

Figure 2. Stopping-Marker screen

For the Writing domain, the stopping marker will be indicated in the *DFA* only.

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

Administering the Test (cont.)

Pause Rules, Advancing the Test, and Expiration Rules

Table 2 contains information for domains that are computer-based. The Writing domain is administered on paper, so the computer-based rules do not apply.

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

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

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

Administering the Test (cont.)

Coaching and Guessing

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

After Testing

- Thank the student for their attention and hard work.
- Enter Speaking scores into the [DEI](#) immediately, if not completed during testing.
- All scores must be entered in the [DEI](#) before the end of the testing window or the student will receive a Lowest Obtainable Scale Score (LOSS).
- When all testing sessions are complete, any printed copies of the *DFA* must be securely destroyed immediately to maintain test security.

Additional Information for Braille—After Testing

If the Reading or Writing Test Books were used, be sure to return these materials per the instructions included with the materials. These materials should be packed for return using the original carton in which your materials arrived (refer to the Reading section of the *DFA* for further information).

Filling Out Student Writing Answer Books

The front and back covers of the Answer Book include the demographics pages that contain important student- and school-related information that must be filled in accurately. As needed, additional information will be extracted from CALPADS based on the Statewide Student Identifier provided by the LEA. Site ELPAC coordinators or test examiners should ensure the demographics information is accurate and complete for all students.

Refer to figure 3 and the steps provided below and on the following pages to complete the required information for students with or without a Pre-ID label. Fill in the appropriate circles for each field as required. Do not make any extraneous marks on the demographics pages.

Pre-ID Students

If you received Pre-ID labels from your LEA, place each student label in the appropriate box on the demographics page of the Answer Book, and ensure the following boxes on the front and back of the Answer Book are also completed. Letters and numbers must be entered legibly, and the corresponding circles must be marked completely:

- Box 1 (Student Name—written; corresponding circles not necessary)
- Box 2 (Teacher/Test Examiner, School, Local Educational Agency, Local Use)
- Box 8 (Date Testing Completed)

No additional marking is required in the remaining boxes.

Non Pre-ID Students

If you did not receive Pre-ID labels from your LEA, or if a Pre-ID label for a student is missing, you must ensure the demographics pages are completed **in their entirety** (Boxes 1–8). The proper recording of student demographic information is essential for accurate reporting of student results. Site ELPAC coordinators or test examiners should complete and review the demographic information to ensure it is accurate and legible for each student. This information must be completed **before** returning the Answer Book for scoring.

Filling Out Student Writing Answer Books (cont.)

K–2 Writing Answer Book Front and Back Cover Fields

Box 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 below.

LAST NAME									
A	S	C	H	E	N	B	R	E	N

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.

Box 2—Teacher/Test Examiner, School, Local Educational Agency, Local Use

Print the name of the teacher, the name of the school, and the name of the LEA. The Local Use section may be used for any additional information needed for student identification or any purpose defined by the LEA.

Box 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 circle for 20 before filling in remaining circles.

3 DATE OF BIRTH						
Month	Day		Year			

Box 4 — Grade

This grade circle is prefilled depending on the grade level to which the Answer Book applies.

Ensure that the grade span of the Answer Book matches the student’s grade level.

Box 5—Gender

Refer to TOMS.

Filling Out Student Writing Answer Books (cont.)

Box 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.

Box 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)

Box 8—Date Testing Completed

This field must be filled in for all students at the time of testing. Print the “Month” and “Day” to indicate the last day the student’s testing was completed in the appropriate spaces and fill in the corresponding circles. This is a required field. **Do not leave blank.**

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.

Box 9—No Response Optional—Local Use

This field is optional and can be used at the discretion of the LEA. It may be used to distinguish that the student was administered the Writing domain but did not provide responses during testing, which would account for a blank or semi-blank Answer Book.

Box 10—Optional—Local Use

This is an optional field for LEA use.