Alternate ELPAC

Alternate English Language Proficiency Assessments for California

Preparing for Administration

Initial Alternate ELPAC
Kindergarten through Grade 12

Initial Alternate ELPAC Administration Notes

Notes to English Language Proficiency Assessments for California (ELPAC) coordinators and Initial Alternate ELPAC test examiners:

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

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

- All users are encouraged to use the Get Answers web page to look up answers to commonly asked questions.
- Test examiners and other school personnel should contact their site ELPAC coordinator.
- Site ELPAC coordinators should contact their LEA ELPAC coordinator as directed.
- LEA ELPAC coordinators should contact their LEA Success Agent, preferably by email. Refer to the Success Agent Lookup 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.

Table of Contents

Preparing for Administration

Helpful Links

- [Alternate Assessment IEP Team Guidance web page](#)
- [Alternate ELPAC Accessibility and Accommodations Guidelines](#)
- *[Alternate ELPAC Online Test Administration Manual](#)*
- [Alternate ELPAC Test Blueprint](#)
- [California Assessment Accessibility Resources Matrix web page](#)
- [CAASPP & ELPAC Website](#)
- [How to Start a Test Session web document](#)
- [Practice and Training Tests web page](#)
- [Test Administration Trainings and Tutorials web page](#)

Resources Listed in the *PFA*

This *PFA* contains hyperlinks to resources essential for test administration. The following table includes the URLs for the embedded links in this *PFA*.

Table 1. Resources Listed in this Document

Resource	URL
Alternate Assessment Decision-Making Tool for California web document	https://www.cde.ca.gov/ta/tg/ca/documents/altassessmentdecision.pdf
Alternate Assessment IEP Team Guidance web page	https://www.cde.ca.gov/ta/tg/ca/caaiepteamrev.asp
Alternate ELPAC Accessibility and Accommodations Guidelines	https://www.caaspp-elpac.org/s/docs/Alt-ELPAC-Accessibility-Guidelines.docx
Alternate ELPAC Online Test Administration Manual	https://ca-toms-help.ets.org/alt-elpac-otam/support/
Alternate ELPAC Participation and Scoring web document	https://www.cde.ca.gov/ta/tg/ep/documents/altelpacpartscoring.pdf
Alternate ELPAC Test Blueprint	https://www.cde.ca.gov/ta/tg/ep/documents/altelpacblueprint.pdf
Alternate ELPAC Test Examiner Checklist	https://www.caaspp-elpac.org/s/docs/Alternate-ELPAC.test-examiner-checklist.docx
Answer choice cards	https://www.caaspp-elpac.org/s/docs/ALT-ELPAC-Answer-Choice-Cards.pdf
CAASPP and ELPAC Manuals Library web page	https://www.caaspp-elpac.org/
CAASPP & ELPAC Website	https://www.caaspp-elpac.org/
California Assessment Accessibility Resources Matrix	https://www.caaspp-elpac.org/resources/preparation/accessibility-resources/matrix

Preparing for Administration (cont.)

Resource	URL
California Outreach web page	https://ca-toms-help.ets.org/contact
Get Answers web page	https://ca-toms-help.ets.org/contact/get-answers/
Guidance on Using Eye Gaze as an Alternate Response Option web document	https://www.caaspp-elpac.org/s/docs/CAASPP.eye-gazing-guidance.pdf
How to Start an Alternate ELPAC Test Session web document	https://ca-toms-help.ets.org/s/pdf/How-to-Start-an-Alternate-ELPAC-Test-Session.pdf
Initial Alternate ELPAC web page	https://www.caaspp-elpac.org/assessments/elpac/initial-alternate/
Moodle Training Site (Moodle)	https://moodle.caaspp-elpac.org
Practice and Training Tests web page	https://www.caaspp-elpac.org/resources/preparation/practice-and-training-tests/
Response Options for Alternate Assessments web document	https://www.caaspp-elpac.org/s/docs/CAASPP-ELPAC--Response-Options-for-Alternate-Assessments.pdf
Success Agent Lookup web page	https://ca-toms-help.ets.org/contact/lea-success-agents/
Test Administration Trainings and Tutorials web page	https://www.caaspp-elpac.org/training-and-communication/training/test-admin-and-tutorials/
Test Operations Management System (TOMS)	https://mytoms.ets.org/
Test Security Affidavit for Non-TOMS Users	https://www.caaspp-elpac.org/resources/administration/test-security

Before Testing

1. Read the entire *PFA* and *DFA*. Make any notes in the *DFA* that may help you during testing.

2. Review the *Test Item Preview* book (commonly referred to as the "TIP" book) in Moodle to determine whether your student needs any of these optional individualization resources as indicated in the student's individualized education program (IEP).

3. Determine what resources—universal tools, designated supports, or accommodations—the student may need on the basis of what the student currently uses globally in all settings. (Refer to the Alternate ELPAC Accessibility and Accommodations Guidelines; note that only the test directions may be translated into the student's primary language.)

4. Use the Alternate ELPAC Test Examiner Checklist to complete the activities needed to be successful administering the Initial Alternate ELPAC.

5. Be sure to set test settings (designated supports and accommodations) in TOMS at least 24 to 48 hours prior to administration.

Preparing for Administration (cont.)

Alternate Ways to Provide Directions

Some students may need directions provided in alternate ways:
- Test examiners of students who are deaf or hard of hearing may use sign language where **SAY** directions appear.
- Test examiners of students with visual impairments may provide alternative text where **POINT TO** directions appear. Refer to the Alternative Text for a Student with Visual Impairments section for additional details.
- Test examiners of students who point to pictures or objects as their response mode may substitute "Point to" or "Touch" for "Show me" directions.
- Test examiners of students who point to pictures, objects, or manipulatives (that is, real objects used in the classroom that can be held and touched, such as a model bus or plastic coins), as their response mode can use "Point to," "Show me," "Give me," "Touch," or other directives as appropriate and as used with the student globally in all settings.

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

Alternative Text for a Student with Visual Impairments ALT

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

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

Where the administration script prompts a test examiner to "**POINT TO**" an image, the test examiner would instead read the alternative text to the student.
- For multiple images within a story or passage, the test examiner would read the alternative text in place of pointing to the related image, in the order in which the images appear in the story or passage.
- The alternative text can be reread on the basis of a student's need or request.
- The alternative text should be read exactly as it is written in the *DFA*.

Preparing for Administration (cont.)

Optional Individualization IND

All test questions may be individualized on the basis of the student's IEP and following the Alternate ELPAC Accessibility and Accommodations Guidelines. Optional individualization is the ability for test examiners to provide objects (either real objects or models of objects, such as plastic coins) or picture cards 🖼 , as appropriate for an individual student as designated in their IEP, to help ensure the student can fully interact with the test.

The Initial Alternate ELPAC should be administered to each student in a consistent manner according to the directions provided, with variations only as specified in each student's IEP.

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

Optional individualization provides for the use of real objects, manipulatives, or picture cards. The use of real objects, manipulatives, or picture cards is listed in the California Assessment Accessibility Resources Matrix as alternate responses.

- The picture cards can be printed for student use.
- The picture cards can be programmed into a student's augmentative and alternative communication (AAC) device.

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

Note: The answer choice cards (that is, cards labeled A, B, and C) and *yes or no* cards are available on the Alternate ELPAC Resources web page.

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

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

- is permitted to preview test content before testing with the student by using the TIP book that is in Moodle; and
- should program the AAC device with the picture cards provided.

Preparing for Administration (cont.)

Planning the Testing Schedule

The Initial Alternate ELPAC is an untimed test. Students should be given as much time as possible to engage with the test. Decisions on how to administer a test to this population should be informed by the test examiner's knowledge of the individual student.

The estimated cumulative testing time for the Initial Alternate ELPAC is 50 to 60 minutes. This estimated testing time includes the presentation of student directions, stories, and test questions and does not include logon and device setup time. The actual testing time for an individual student may vary because of individualization. Any variance between the actual testing time and the estimated testing time is allowable.

The estimated time for the administration of each task type is provided (table 2).

Table 2. Estimated Administration Time

Task Type	Kindergarten–Grade 2	Grades 3–12
Recognize and Use Common Words	About 15 minutes	About 10 minutes
Communicate About Familiar Topics	About 5 minutes	About 4 minutes
Understand a School Exchange	About 9 minutes	About 11 minutes
Describe a Routine	About 7 minutes	About 8 minutes
Understand and Express an Opinion	About 7 minutes	About 11 minutes
Interact with a Literary Text	About 7 minutes	About 7 minutes
Interact with an Informational Text	About 7 minutes	About 7 minutes
Total Estimated Time	**57 minutes**	**58 minutes**

Preparing for the Test

Before administering the test, the test examiner must
- prepare testing devices and materials for the student and test examiner;
- select a quiet area to administer the test and eliminate distractions (for example, extraneous noises, windows, etc.);
- ensure that only individuals participating in the test administration who have electronically signed the *Test Security Affidavit* are permitted in the room; and
- become familiar with the information in this *PFA* and the grade level– or grade span–specific assigned *DFA*.

Preparing for Administration (cont.)

Test Materials

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

- Printed or electronic copy of this *PFA* and the grade level– or grade span–specific assigned *DFA*
- Electronic device for the student and test examiner to access the test (Refer to the *Alternate ELPAC Online Test Administration Manual* for a list of supported electronic devices. This document is available on the CAASPP and ELPAC Manuals Library web page.)
  - ◆ If the student is assigned the designated support for print-on-demand, a print-on-demand version of the item or stimuli for that test question should be printed ahead of testing and securely destroyed when testing is complete.
- Electronic device for the test examiner to begin the testing session
- The student's required logon information (Statewide Student Identifier [SSID] and first name as reported in TOMS and CALPADS)
- Any supplemental test materials needed by the individual student, such as scratch paper, writing tools, objects or manipulatives (refer to the *DFA* document, appendix A), picture cards, answer choice cards, or an AAC device (If an AAC device is used by the student, be sure to program the device prior to starting the test session.)

Student Engagement

Establishing and maintaining student engagement is important to the successful administration of the Initial Alternate ELPAC. A test examiner should

- provide the student with as much time as needed;
- allow the student to communicate as the student does globally in all settings; and
- pause and resume the test as needed to allow the student to perform well, including breaks and administering over multiple days. When resuming testing, the test question(s) that were marked as no response can be presented to the student again by the test examiner as appropriate.

For more information about response options for alternate assessments, refer to the Response Options for Alternate Assessments web document.

Preparing for Administration (cont.)

Stopping Policy

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

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

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

Participation Requirements

The Initial Alternate ELPAC is for students who are identified by their IEP teams as eligible for an alternate assessment, are newly enrolled students in a California public school, and have a home language survey that indicates a language other than English is spoken in the home. All students eligible to take the Initial Alternate ELPAC are required to be identified, complete testing, and have results reported to parents/guardians within 30 calendar days of their first day of enrollment, or up to 60 days prior to their first day but not before July 1 of that academic year. For guidance on identifying students for alternate assessments, reference the Alternate Assessment IEP Team Guidance web page and the Alternate Assessment Decision-Making Tool for California web document. To be considered as having participated in the Initial Alternate ELPAC, a response must be indicated using the multiple-choice options or the *Mark as No Response* option in the context menu for, at minimum, one receptive test question and one expressive test question. If a student's test is submitted without a response for at least one receptive test question and one expressive test question, then the student will not be counted as having participated (refer to the Alternate ELPAC Participation and Scoring web document). In the *DFA*, receptive test questions are marked with (R), and expressive test questions are marked with (E).

Administering the Test

Student Responses

The Initial Alternate ELPAC is designed for one-on-one administration. A student may respond by

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

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

Presenting All Response Options

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

Scoring of Student Responses

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

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

Administering the Test (cont.)
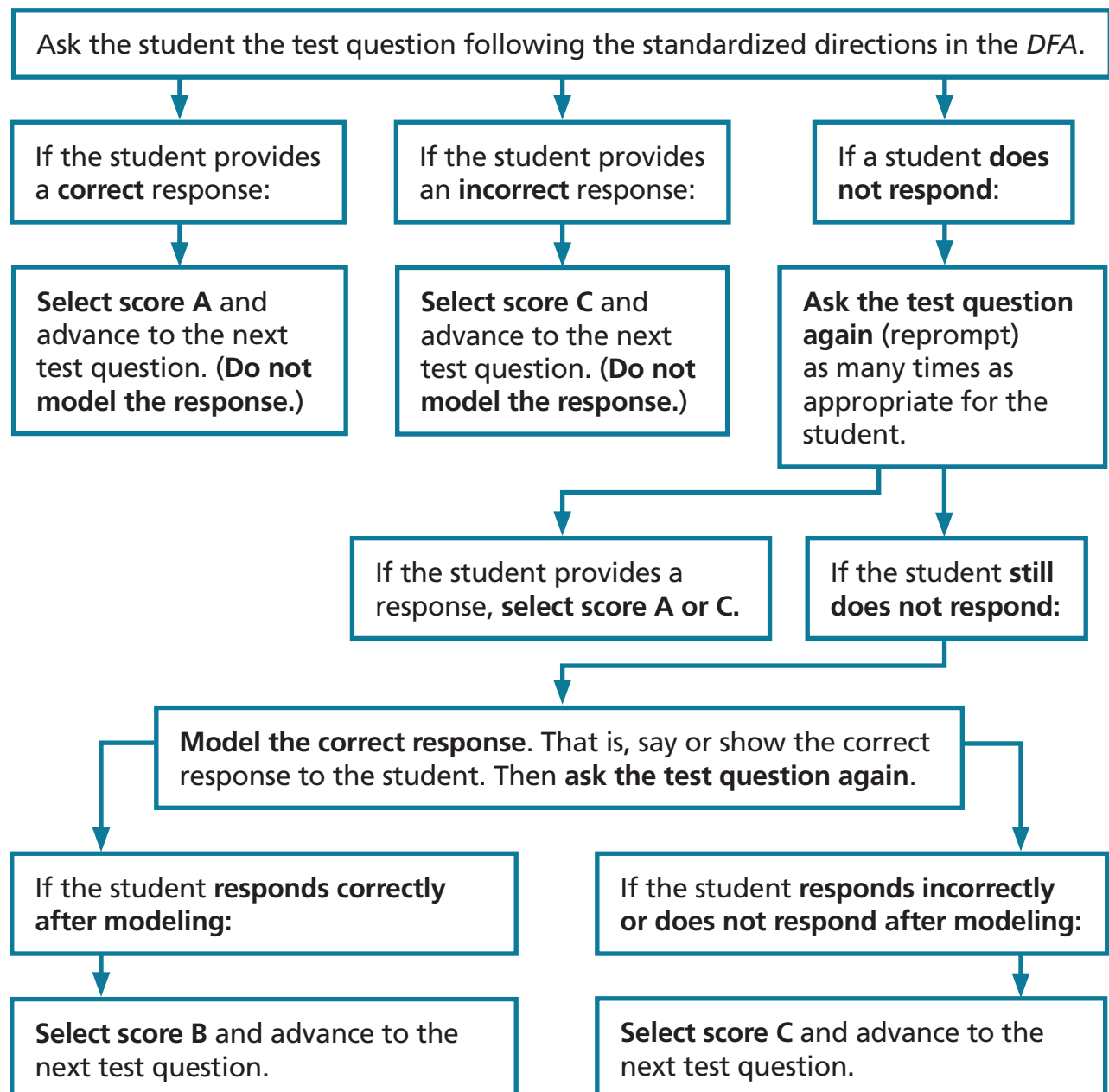
Test Questions That Allow Modeling

The task types *Recognize and Use Common Words* and *Communicate About Familiar Topics* include test questions with a rubric that allows for modeling ⟳ . To model a response, say or show (that is, point to or otherwise indicate), as appropriate for the student, the correct response. The following flowchart (figure 1) provides directions for modeling. For examples of a modeled response, refer to pages 10 and 11.

Figure 1. Modeling Rubric Flowchart

Ask the student the test question following the standardized directions in the *DFA*.

If the student provides a **correct** response:

Select score **A** and advance to the next test question. (**Do not model the response.**)

If the student provides an **incorrect** response:

Select score **C** and advance to the next test question. (**Do not model the response.**)

If a student **does not respond**:

Ask the test question again (reprompt) as many times as appropriate for the student.

If the student provides a response, **select score A or C.**

If the student **still does not respond**:

Model the correct response. That is, say or show the correct response to the student. Then **ask the test question again**.

If the student **responds correctly after modeling**:

Select score **B** and advance to the next test question.

If the student **responds incorrectly or does not respond after modeling**:

Select score **C** and advance to the next test question.

Examples of Modeled Responses

Figure 2. Sample Modeled Response for Sock

What is this?

Select score below.

Example 1—Verbal Response

Test examiner:	(points to picture on screen) What is this?
Student:	(No response)
Test examiner:	(points to picture on screen) What is this? Tell me.
Student:	(No response)
Test examiner:	(points to picture on screen) What is this? [pause] *A sock*. [pause] What is this?
Student:	Sock.

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

Figure 3. Sample Modeled Response for Cup

> Is this a cup?
>
> Select score below.

Example 2—Answer Choice Card Response

Test examiner:	(gives cup to student) Is this a cup?
Test examiner:	(points to yes/no cards used in daily instruction) Yes or no.
Student:	(No response)
Test examiner:	(points to cup held by student) Is this a cup?
Test examiner:	(points again to yes/no cards) Yes or no.
Student:	(No response)
Test examiner:	(points to cup held by student) Is this a cup? [pause]
Test examiner:	(points to yes card) *Yes, this is a cup*. [pause]
Test examiner:	(points to cup held by student) Is this a cup?
Student:	(No response)

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

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

Administering the Test (cont.)

Presentation Guidelines

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

Repeating Test Content

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

Allowing for Wait Time

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

Emphasizing Test Content

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

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

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

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

For a student using eye gaze, information can be found in the Guidance on Using Eye Gaze as an Alternate Response Option web document. All students should be afforded an opportunity to provide a written response to test questions scored with a rubric.

Providing Positive Reinforcement

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

Administering the Test (cont.)

Presentation Guidelines for Specific Task Types

These presentation guidelines apply to all task types. Additional guidelines may apply to specific task types.

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

Using the Expand Tools

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

Figure 4. Expand Tools

INITIAL ALTERNATE ELPAC—PREPARING FOR ADMINISTRATION

Administering the Test (cont.)

Selecting the "Mark as No Response" Option

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

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

Figure 5. "Mark as No Response" Option