

# ELPAC Test Examiner Checklist

*For the Successful Administration of the 2025–‍26 Initial English Language Proficiency Assessments for California (ELPAC) and Summative ELPAC*

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This checklist for ELPAC test examiners (TEs) is meant to organize the activities necessary to ensure the successful administration of the ELPAC.

Although comprehensive, this checklist is not exhaustive and may not include every task or activity required of an ELPAC TE to support a successful administration. Ongoing tasks are listed at the beginning of the checklist.

**This checklist is in an editable format so ELPAC TEs can add or reorganize tasks to create a unique checklist of local activities and timelines.**

Additional details are available for many of the tasks listed in the checklist.

## ELPAC Test Examiner Checklist

### Before Testing

#### User Account

* Confirm that Test Operations Management System (TOMS) logon information has been received in an automated email from TOMS with logon instructions. This username and password are also used for the online Test Delivery System.
  + Note that user roles do not carry over from test administration years and will need to be re-created annually.
  + If this information has not been received, check a spam or junk email folder to determine whether it was mistakenly routed there. If you are still unable to locate logon information, contact your site ELPAC coordinator. The role designation email will be sent from [ca-assessments@ets.org](mailto:ca-assessments@ets.org).
* Log on to [TOMS](https://mytoms.ets.org/) and electronically sign the ELPAC *Test Security Affidavit*.
  + Note that TEs must sign the affidavit at least one hour in advance of testing to access and administer the ELPAC.

#### Manage Student Logon

* Create or provide logon information locally for each student that includes the student’s first name and Statewide Student Identifier (SSID)*—*it is also permissible to include a photo of the student or include the student’s last name with the logon information as additional safeguards to ensure that the student receives the correct logon information.
  + Note that if the *Preferred Name* field is populated in the California Longitudinal Pupil Achievement Data System, that is the name the student will use to log on to the test.
  + Optional: Add each student’s test settings for designated supports and accommodations on the logon card.

#### Training

* Complete all assigned activities in the 2025–26 Initial ELPAC or Summative ELPAC Examiner’s Resources course for the grade level(s) and grade span(s) you will be testing, including passing the calibration quizzes for the grade level(s) and grade span(s) for which you will be scoring. These are located on the [Moodle Training Site (Moodle)](https://moodle.caaspp-elpac.org/). Please contact your site or local educational agency (LEA) ELPAC coordinator for the Moodle course enrollment keys.
* Review TE materials assigned by site ELPAC coordinators or LEA ELPAC coordinators in Moodle.The materials will be based on which grade levels or grade spans you are assigned to test.

#### Review Information

* Become familiar with the *Directions for Administration* (*DFA*) located in [TOMS](https://mytoms.ets.org/) under the [**Resources**] tab.
* Access the *Preparing for Administration* (*PFA*) document on the [Administer a Test Session web page](https://www.caaspp-elpac.org/resources/administration/administer-a-test-session).
* Review all guidelines for managing a secure test environment and security procedures and guidelines.

**Access Test Resources**

* Explore interim assessment resources available on the [CAASPP and ELPAC Interim Assessments web page](https://www.caaspp-elpac.org/assessments/interim/caaspp-and-elpac), including the [Interim Assessment Lookup Tool](https://www.caaspp-elpac.org/assessments/interim/caaspp-and-elpac/interim-assessment-lookup) to identify available interim assessments.
* Use the practice and training tests available on the [Practice and Training Tests web page](https://www.caaspp-elpac.org/resources/preparation/practice-and-training-tests).
  + Note that practice and training tests do not produce scores for review.
* Check out additional educator resources, such as the [Tools for Teachers website](https://smartertoolsforteachers.org/).

#### Plan for Testing

* Work with site staff to plan for the time and space requirements for testing. This includes accommodating students with a separate setting or one-on-one administration.
* Make sure that the physical conditions of the testing room are satisfactory. This includes accommodating students with a separate setting or one-on-one administration, and ensuring all instructional materials are removed from walls or covered prior to testing.

Note that there are [optional testing notices for printing](https://www.caaspp-elpac.org/resources/administration/administer-a-test-session#:~:text=Optional%20Testing%20Notices%20for%20Printing).

Testing—Do not disturb

Unauthorized electronic devices **may not** be used at any time during the testing session.

* Follow your school procedures to confirm all eligible students are designated to take the Initial ELPAC or Summative ELPAC.
* Confirm that the students who need accommodations, per their individualized education programs (IEPs) or Section 504 plans, or designated supports have been assigned the appropriate test settings in TOMS **one week prior to testing**.
* Optional: Schedule test sessions in the Test Administrator (TA) Interface.
  + Note that sessions can be scheduled up to two weeks in advance once the testing window has opened. On the day of testing, you will need to select “join” to make a scheduled test session active in the TA Interface. Additional tests cannot be added to a scheduled session.

#### Technology

* Perform an equipment needs check based on individual student requirements.
  + Work with the site ELPAC coordinator to identify students who will need specialized equipment for accommodations. Students are permitted and encouraged to use their own earbuds or headsets, but LEAs and schools should also plan on having some available.
* Identify students who will need specialized equipment for accommodations, and perform an equipment needs check based on individual student requirements.
* Confirm that the correct number of student testing devices and a TE device are available.
* Ensure that all student testing devices have the 2025–26 secure browser installed.
  + Complete this prior to testing and verify again the day before testing. If the [**Secure Browser**] icon is missing from the testing device, contact your site ELPAC coordinator or school technology coordinator. The[*Technical Specifications and Configuration Guide for Online Testing*](https://ca-toms-help.ets.org/tech-specs-and-config/) is available for detailed instructions.
* Follow your school procedures to verify that bandwidth and technology capabilities are adequate.

#### Accessibility

* Review the following resources associated with student accessibility:
  + [Accessibility Resource Graphics web page](https://www.caaspp-elpac.org/resources/preparation/accessibility-resources/graphics)
  + [Accessibility Resource Demonstration Videos web page](https://www.caaspp-elpac.org/resources/preparation/accessibility-resources/resource-videos)
  + [[ELPAC Student Needs Matching Tool web document](https://www.cde.ca.gov/ta/tg/ca/documents/elpacmatchingtool.pdf)](https://www.caaspp-elpac.org/resources/preparation/accessibility-resources/resource-videos)
  + [Individual Student Assessment Accessibility Profile (ISAAP) Tool](https://isaap.ets.org/)
  + [Accessibility Resources web page](https://www.caaspp-elpac.org/resources/preparation/accessibility-resources)
  + [*Accessibility Guide*](https://ca-toms-help.ets.org/accessibility-guide/introduction/manual-content/)
* To follow best practices, take the [Accessibility Resources On-Demand Modules](https://www.caaspp-elpac.org/training-and-communication/training/upcoming-and-on-demand/ar-training-series) for a deep dive into the topic of accessibility resources.
* Verify that IEPs and Section 504 plans are current. Follow your LEA procedures to ensure that all assigned accessibility resources in TOMS are correct.
  + Resources for helping IEP teams determine whether alternate assessments are appropriate and how they work are located on the CDE [Alternate Assessment IEP Team Guidance web page](https://www.cde.ca.gov/ta/tg/ca/caaiepteamrev.asp).
* Ensure that all English learner students without an IEP or Section 504 plan are assigned the appropriate accessibility resources, if applicable.

### During Testing

#### Testing Windows

* **July 7, 2025–June 30, 2026**—Initial ELPAC and Initial Alternate ELPAC
* **February 2–May 29, 2026**—Summative ELPAC and Summative Alternate ELPAC

#### Administration

* Verify that the students have their logon information (first name, SSID, and session ID). Logon information is a secure testing material. These materials are to be securely destroyed after testing.
* Ensure the student sets the system volume prior to launching the secure browser to ensure the student can hear the audio portions of each domain.
* Administer the appropriate assessments, following the instructions and script in the *DFA* precisely as written to ensure standardization of administration.
  + Provide students with scratch paper for **all** test sessions.
  + Note that guidance on how to open and start a test session is located on the [Administer a Test Session web page](https://www.caaspp-elpac.org/resources/administration/administer-a-test-session).
* Actively monitor students throughout the test sessions.
  + Ensure unauthorized electronic devices **are not** used at any time during the test session.
* If tested students are expected to remain in the testing room until the end of the session, instruct them on what nondisruptive activities they may engage in after they finish the test.
* Provide any necessary non-embedded designated supports and accommodations.

#### Security

* For group administrations, students should be seated so there is enough space between them (or provide desktop partitions, while still allowing the TE the ability to monitor for cell phone use) to minimize opportunities to look at each other’s screen.
* Ensure that students clear their desks and put away all books, backpacks, purses, and other materials not needed for the test. This includes electronic devices (for example, cell phones, smartwatches) unless they are an approved medical support or unless they are required by a student’s IEP or Section 504 plan.
* Students not being tested cannot be in the room when a test is being administered.
* Verify that each student has their own logon information card (first name, SSID, and session ID).
* Follow local procedures to report any testing improprieties, irregularities, and breaches to the site ELPAC coordinator and LEA ELPAC coordinator immediately.
  + Note that the coordinator will report the incident using the online ELPAC Security and Test Administration Incident Reporting System/Appeals process. Document and report any security incidents to the site ELPAC coordinator.

#### Scoring

* Enter Speaking and Writing scores, as applicable, into the Data Entry Interface (DEI) during or after testing. Please refer to the [Scoring Resources (Teacher Hand Scoring System [THSS] and DEI) web page](https://www.caaspp-elpac.org/resources/administration/scoring-resources-thss-dei) to specify where Speaking and Writing scores will be submitted for the Initial ELPAC and Summative ELPAC—for example, Initial ELPAC Writing items will be scored locally for grades three through twelve in the THSS.

#### Identify Trends

* Identify any trends, issues, and ideas for suggested changes for next year, and follow local procedures to provide these to the site ELPAC coordinator.

### After Testing

#### Materials

* If directed by the LEA ELPAC coordinator or site ELPAC coordinator, verify for Summative ELPAC kindergarten through grade two and Initial ELPAC Rotating Score Validation Process students that Pre-ID labels are on the correct Answer Book.
* Account for all secure testing materials. Follow the site ELPAC coordinator and LEA ELPAC coordinator directions for specifics on secure storage of test materials that will be returned to the site ELPAC coordinator. LEAs will securely dispose of all printed testing materials, including student logon information, print-on-demand documents, and scratch paper, as directed by the LEA ELPAC coordinator or site ELPAC coordinator.
* Note that if secure materials, such as the *DFA*, are stored on a TE device, the file must be deleted, and the device Recycle Bin emptied when testing is completed.

## Commonly Used Acronyms and Initialisms

| Term | Meaning |
| --- | --- |
| CAA | California Alternate Assessment |
| CAASPP | California Assessment of Student Performance and Progress |
| CALPADS | California Longitudinal Pupil Achievement Data System |
| CalTAC | California Technical Assistance Center |
| CAST | California Science Test |
| CAT | computer adaptive test |
| CBT | computer-based test |
| *CCR* | *California Code of Regulations* |
| CCSS | Common Core State Standards |
| CDE | California Department of Education |
| CDS code | county/district/school code |
| CERS | California Educator Reporting System |
| CSA | California Spanish Assessment |
| DEI | Data Entry Interface |
| *DFA* | *Directions for Administration* |
| EAP | Early Assessment Program |
| *EC* | *Education Code* |
| EL | English learner |
| ELA | English language arts/literacy |
| ELAS | English language acquisition status |
| ELPAC | English Language Proficiency Assessments for California |
| FIAB | Focused Interim Assessment Block |
| IAB | Interim Assessment Block |
| IAHSS | Interim Assessment Hand Scoring System |
| ICA | Interim Comprehensive Assessment |
| IDEA | Individuals with Disabilities Education Act |
| IEP | individualized education program |
| IFEP | initial fluent English proficient |
| ISAAP | Individual Student Assessment Accessibility Profile |
| K–2 | kindergarten through grade two |
| LEA | local educational agency |
| LOSS | lowest obtainable scale score |
| NCEO | National Center for Educational Outcomes |
| non-PT | non–performance task |
| NPS | nonpublic, nonsectarian school |
| NTE | Not tested medical emergency |
| OTAM | online test administration manual |
| *PFA* | *Preparing for Administration* |
| PGE | Parent/Guardian exemption |
| PII | personally identifiable information |
| PPT | paper–pencil test |
| Pre-ID | pre-identification |
| PT | performance task |
| RFEP | reclassified fluent English proficient |
| SEIS | special education information system |
| SIS | student information system |
| SmART | Smarter Annotated Response Tool |
| SRC | Student Response Check |
| SSID | Statewide Student Identifier |
| SSO | Single Sign-On |
| SSR | Student Score Report |
| STAIRS | Security and Test Administration Incident Reporting System |
| TA | test administrator |
| TBD | To Be Determined |
| TDS | Test Delivery System |
| TE | test examiner |
| THSS | Teacher Hand Scoring System |
| TIDE | Test Information Distribution Engine |
| TOMS | Test Operations Management System |
| *UAAG* | *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines* |
| UDAs | universal tools, designated supports, and accommodations |