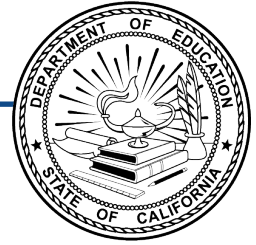# ELPAC

English Language Proficiency
Assessments for California

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

Initial 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 CAASSP & 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 electronically 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 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

This page is intentionally left blank.

What's New for the 2025–26 Initial ELPAC

- The Initial ELPAC has been refreshed for the 2025–26 test administration.
- *Directions for Administration* (*DFA*s) from previous test administrations cannot be used.
- Kindergarten through grade two (K–2) Writing Answer Books from previous test administrations cannot be used starting in 2025–26. LEAs with students in K–2 must order the appropriate Writing Answer Books through the Test Operations Management System (TOMS).

Helpful Links

Important Online Resources for the Administration of the ELPAC

- *ELPAC Online Test Administration Manual*
- *How to Start an ELPAC Test Session*
- Moodle Training Site (Moodle)
- *Test Administration Roles* section in the *ELPAC Online Test Administration Manual*
- Initial ELPAC: Estimated Testing Times web page
- *Using the DEI* chapter in the *ELPAC Online Test Administration Manual*
- *Directions for Administration (DFAs)*

Remote Testing Resources

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

- K–2 Initial ELPAC Remote Testing: Listening and Reading
- K–2 Initial ELPAC Remote Testing: Writing
- K–12 Initial ELPAC Remote Testing: Speaking
- Administering a Remote Initial ELPAC One-on-One Test Session
- Group Administration of a Remote Initial ELPAC

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.)

ELPAC Resources Listed in the PFA

This *PFA* contains hyperlinks to resources essential for test administration. Table 1 includes the URLs for the embedded links in this *PFA*.

Table 1. ELPAC Resources Listed in this Document

Resource	URL
Accessibility Guide	https://ca-toms-help.ets.org/accessibility-guide/introduction/manual-content/
Administering a Remote Initial ELPAC One-on-One Test Session [video]	https://www.youtube.com/watch?v=fXvUSHumO38
CAASPP & ELPAC Website	https://www.caaspp-elpac.org/
California Assessment Accessibility Resources Matrix	https://www.caaspp-elpac.org/resources/preparation/accessibility-resources/matrix
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
Directions for Administration (*DFA*s) [PDF]	https://mytoms.ets.org/
ELPAC Online Test Administration Manual	https://ca-toms-help.ets.org/elpac-otam/overview/about/
ELPAC Test Security Affidavit for Non-TOMS Users [PDF]	https://www.caaspp-elpac.org/elpac-non-toms-test-security-affidavit
Group Administration of a Remote Initial ELPAC [video]	https://www.youtube.com/watch?v=17UqKsEcByo
How to Start a Remote ELPAC Test Session—Kindergarten–Grade 2 [PDF]	https://ca-toms-help.ets.org/s/pdf/How-to-Start-a-Remote-ELPAC-Test-Session-Grades-K-2.pdf
How to Start an ELPAC Test Session [PDF]	https://ca-toms-help.ets.org/s/pdf/How-to-Start-an-ELPAC-Test-Session.pdf
Initial ELPAC: Estimated Testing Times web page	https://www.caaspp-elpac.org/assessments/elpac/initial/estimated-testing-times
Initial ELPAC Form Assignments web page	https://www.caaspp-elpac.org/resources/administration/form-assignments-second-scoring-rsvp/form-assignments--initial-elpac
K–2 Initial ELPAC Remote Test Administration: Listening and Reading [video]	https://www.youtube.com/watch?v=OG4gWUPQ-XI
K–12 Initial ELPAC Remote Test Administration: Speaking [video]	https://www.youtube.com/watch?v=uJ7qoZDj2U8
K–2 Initial ELPAC Remote Test Administration: Writing [video]	https://www.youtube.com/watch?v=kv0tf4iIuwg
K–2 Student Writing Response Sheet	https://mytoms.ets.org/

Helpful Links (cont.)

Resource	URL
K–2 Teacher Answer Book	https://mytoms.ets.org/
Monitoring a Remote Test Session [video]	https://www.youtube.com/watch?v=MFdAkWBpLmE
Moodle Training Site	https://moodle.caaspp-elpac.org/
Rotating Score Validation Process for the Initial ELPAC	https://www.caaspp-elpac.org/resources/administration/form-assignments-second-scoring-rsvp/rsvp
Scheduling, Starting, and Stopping a Remote Test Session [video]	https://www.youtube.com/watch?v=QukThDxsFzc
Success Agent Lookup	https://ca-toms-help.ets.org/contact/lea-success-agents/
Test Administration Roles section in the *ELPAC Online Test Administration Manual*	https://ca-toms-help.ets.org/elpac-otam/overview/test-admin-roles/
Test Operations Management System (TOMS)	https://mytoms.ets.org/
Using the DEI chapter in the *ELPAC Online Test Administration Manual*	https://ca-toms-help.ets.org/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 (including Student Score Sheet)
- Electronic device for the student or 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
- Pencil and eraser for test examiner and student
- The student's required logon information (Statewide Student Identifier [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 (for example, computer, laptop, tablet)
- 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 *Accessibility Guide* for necessary settings when launching with assistive technology.)
- For test takers who are blind, a screen reader with a refreshable braille device
- Perkins Brailler, if applicable
- Embosser, if applicable
- For students assigned the braille accommodation, embossed Reading and Writing test content (Please refer to 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 refer to 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 Initial 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 (for example, 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).
- In the case that a student taking the Initial ELPAC has an individualized education program (IEP) or a Section 504 plan that includes testing accommodations, or for any student with designated supports, be sure to set the appropriate test settings (for example, masking, etc.) in the student's profile in TOMS at least 24–48 hours prior to test administration. Test examiners will also be able to set some embedded designated supports (for example, color contrast, masking) in the Test Administrator Interface on test day if needed by the student. 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 (for example, large mouse cursor) to facilitate administration of the computer-based ELPAC.

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 [*ELPAC Online Test Administration Manual*](#) on the ELPAC website and in [Moodle](#).
- 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.
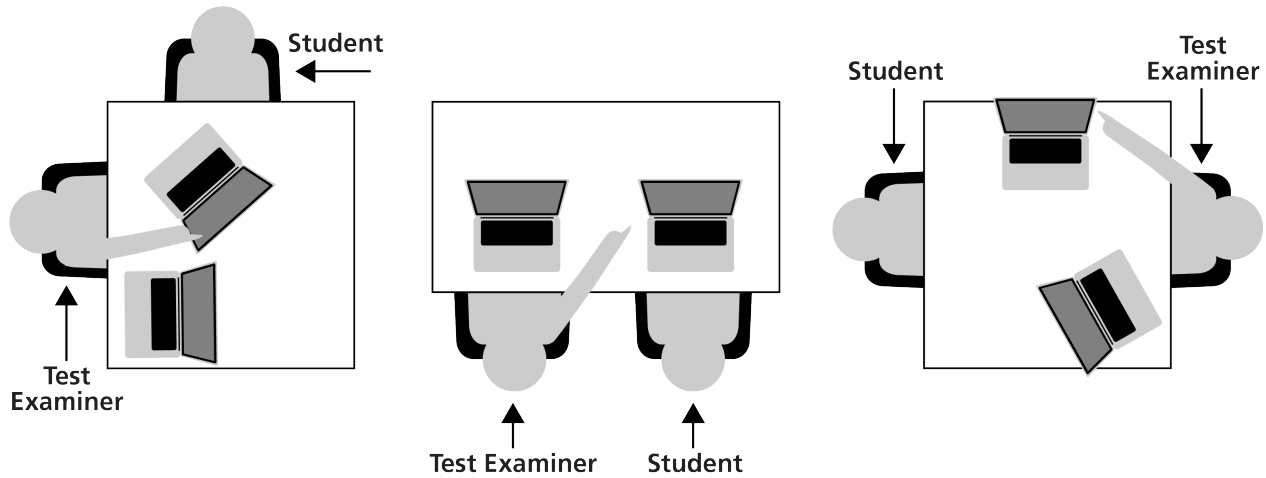

Figure 1. Recommended Seating Arrangement Options

Administering the Test (cont.)

During Testing

- The test examiner should greet students and read the information from the administration script in the *DFA* for that domain (that is, 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 (for example, 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 (for example, 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 (for example, 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. When applicable, pronunciations are provided within the test question for technical terms and frequently mispronounced words.
- Verify the student's test settings in the Test Administrator Interface.
- On the day of test administration or during the test administration, if a test examiner determines that an Initial ELPAC student needs to have a designated support, the test examiner can select the appropriate test setting in the Test Administrator Interface. If the need to add a designated support arises in the middle of the administration, the test examiner must pause the test by selecting [**Pause**] and log the student off. Then, the test examiner must log the student on again and assign the appropriate test setting before reentering the test. The setting must be applied for each domain-level test in which the resource is needed. A list of embedded and non-embedded designated supports available for student testing can be found in the California Assessment Accessibility Resources Matrix on the CAASPP & ELPAC Website.

Administering the Test (cont.)

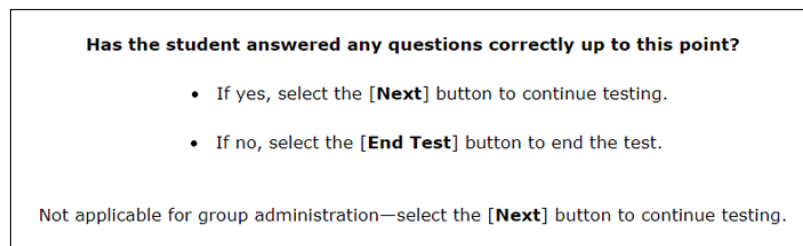## Additional Information for Remote Administration—During Testing

- Greet the student in a video meeting and read the information from the test administration script for that domain (that is, 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.

When to Stop the Test

There are stopping markers in each domain as indicated in the *DFA* by the **NOTE** 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). The [**End Test**] button will be on its own screen:

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 Initial ELPAC

Domain	Pause	Moving from Question to Question	Expiration
Listening and 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.	30 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.	30 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 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 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).

- 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 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.
- A student must log on to all four domains to receive a score report, unless a domain has been exempted in TOMS.
- Enter Speaking scores into the DEI immediately, if not completed during testing.
- All scores must be entered in the DEI within 30 calendar days of enrollment or before the end of the testing window.
- Even if a student did not complete or respond during the administration of the Speaking or Writing domains, the test examiner must still submit scores in the DEI to generate a score report.
- Once all domain scores are completed, the official score report will be available in TOMS under the Reports tab.

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).

Administering the Test (cont.)

Rotating Score Validation Process (RSVP) LEAs

Approximately 10 percent of LEAs in California have been identified by the California Department of Education (CDE) to take part in the RSVP for the Initial ELPAC. These identified LEAs will return their scannable Answer Books to the testing contractor Educational Testing Service (ETS) after local scoring, data entry of scores, and parent notification of the results have been completed. This process will help to produce item statistics for the Initial ELPAC, validate scores, and provide technical assistance for scoring. LEAs participating in the RSVP should refer to the *ELPAC Online Test Administration Manual* for instructions on filling out the demographic information in the student Writing Answer Book.

Non-RSVP LEAs

Non-RSVP LEAs will have procedures within your LEA for filling out the necessary demographic information and collecting the Answer Books. Please refer to your LEA site coordinator and LEA ELPAC coordinator for details.