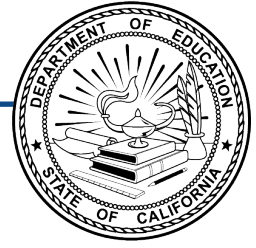


ELPAC

English Language Proficiency
Assessments for California



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



2025–26 Summative ELPAC Kindergarten–Grade 2

Summative ELPAC Administration Notes

Notes to English Language Proficiency Assessments for California (ELPAC) Coordinators and Test Examiners:

- This *Preparing for Administration (PFA)* document 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 information for use 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 the [TOMS](#)) 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 test materials must be kept secure and securely destroyed when testing is complete, as directed by the LEA ELPAC coordinator.
- 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:

- 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. Refer to the [Success Agent Lookup web page](#) to look up the name and contact information for the LEA's assigned representative or the [Contact Us web page](#) for all support options.

Copyright © 2026 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 (LEAs) 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

Resources for Administering the Summative ELPAC	1
What's New for 2025–26	1
Important Online Resources	1
Test Materials	3
Assembling Test Materials	3
Additional Information for Remote Administration—Assembling Test Materials	3
Additional Information for a Braille Administration—Assembling Test Materials.	3
Administering the Test	5
Before Testing	5
Additional Information for Remote Administration—Before Testing	5
Recommended Seating Arrangement	6
During Testing	7
Additional Information for Remote Administration—During Testing	7
When to Stop the Test	8
Pause Rules, Advancing the Test, and Expiration Rules	9
Coaching and Guessing	10
After Testing	10
Additional Information for a Braille Administration—After Testing	10
Filling Out Student Writing Answer Books	11
Pre-ID Students	11
Non Pre-ID Students	11
K–2 Writing Answer Book Front and Back Cover Fields	13

This page is intentionally left blank.

Resources for Administering the Summative ELPAC

What's New for 2025–26

The number of forms on the 2025–26 Summative ELPAC has reduced from ten to seven. Refer to the [Form Assignments web page](#) on the CAASPP & ELPAC Website to confirm your LEA's form assignment for the 2025–26 test administration.

Important Online Resources

Table 1. Resources for Administration of the Summative ELPAC

Category	Resource	URL
Accessibility	<i>Accessibility Guide</i>	https://ca-toms-help.ets.org/accessibility-guide/introduction/manual-content/
Accessibility	California Assessment Accessibility Resources Matrix web page	https://www.caaspp-elpac.org/resources/preparation/accessibility-resources/matrix
Getting Help	CAASPP & ELPAC Website	https://www.caaspp-elpac.org/
Getting Help	Contact Us web page	https://www.caaspp-elpac.org/help/contact
Getting Help	Success Agent Lookup web page	https://www.caaspp-elpac.org/help/success-agent-lookup
Test Administration	Conducting a Practice Test Session with Students [video]	https://www.youtube.com/watch?v=rF-kJXNypt0
Test Administration	Data Entry Interface (DEI)	https://ca.cambiumtds.com/student/?a=ResponseEntry
Test Administration	<i>Directions for Administration (DFAs)</i> [PDF]	https://mytoms.ets.org/
Test Administration	<i>ELPAC Online Test Administration Manual</i>	https://ca-toms-help.ets.org/elpac-otam/overview/about/
Test Administration	<i>ELPAC Test Security Affidavit for Non-TOMS Users</i> [PDF]	https://www.caaspp-elpac.org/elpac-non-toms-test-security-affidavit/
Test Administration	<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
Test Administration	K–2 Student Writing Response Sheet	https://mytoms.ets.org/
Test Administration	K–2 Teacher Answer Book	https://mytoms.ets.org/
Test Administration	Moodle Training Site	https://moodle.caaspp-elpac.org/
Test Administration	Summative ELPAC: Estimated Testing Times web page	https://www.caaspp-elpac.org/assessments/elpac/summative/estimated-testing-times

Resources for Administering the Summative ELPAC (cont.)

Category	Resource	URL
Test Administration	Summative ELPAC Form Assignments web page	https://www.caaspp-elpac.org/resources/administration/form-assignments-second-scoring-rsvp/form-assignments--summative-elpac
Test Administration	<i>Test Administration Roles</i> section in the <i>ELPAC Online Test Administration Manual</i>	https://ca-toms-help.ets.org/elpac-otam/overview/test-admin-roles/
Test Administration	Test Operations Management System (TOMS)	https://mytoms.ets.org/
Test Administration	<i>Using the DEI</i> chapter in the <i>ELPAC Online Test Administration Manual</i>	https://ca-toms-help.ets.org/elpac-otam/using-dei/overview/
Remote Test Administration	How to Give a Remote Group Test [video]	https://www.youtube.com/watch?v=1rypWJLTiBk
Remote Test Administration	<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
Remote Test Administration	Monitoring a Remote Test Session [video]	https://www.youtube.com/watch?v=MFdAkWBpLmE
Remote Test Administration	Scheduling, Starting, and Stopping a Remote Test Session [video]	https://www.youtube.com/watch?v=QukThDxsFzc
Remote Test Administration	Summative ELPAC: K–2 Remote Test Administration for the Listening and Reading Domains [video]	https://www.youtube.com/watch?v=SDAUwE4e44w
Remote Test Administration	Summative ELPAC: K–12 Remote Test Administration for the Speaking Domain [video]	https://youtube.com/watch?v=D-zHFA8Sbks
Remote Test Administration	Summative ELPAC: K–2 Remote Test Administration for the Writing Domain [video]	https://www.youtube.com/watch?v=u6f2_wtq2kA
Remote Test Administration	Summative ELPAC: Starting a One-on-One Remote Test Session [video]	https://www.youtube.com/watch?v=P6m4V2RSBTM

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 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
- 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 [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

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 Braille, if applicable
- Embosser, if applicable

Test Materials (cont.)

- 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 Summative ELPAC secure. Information about questions (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.
- Be sure to set the appropriate test settings (for example, masking, etc.) in the student's profile in the Test Operations Management System (TOMS) at least two hours prior to the test administration. Domain exemption test assignments must also be set in TOMS if they are designated in a student's individualized education program (IEP).
 - **Note:** If the IEP team identifies text-to-speech (TTS) for a student, it is not necessary for the Listening and Speaking domains as the test is designed to read all questions and answer options aloud. TTS is not allowable for the Reading domain.
- If desired, set up any additional accessibility resources (for example, 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 [ELPAC Online Test Administration Manual](#) 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.

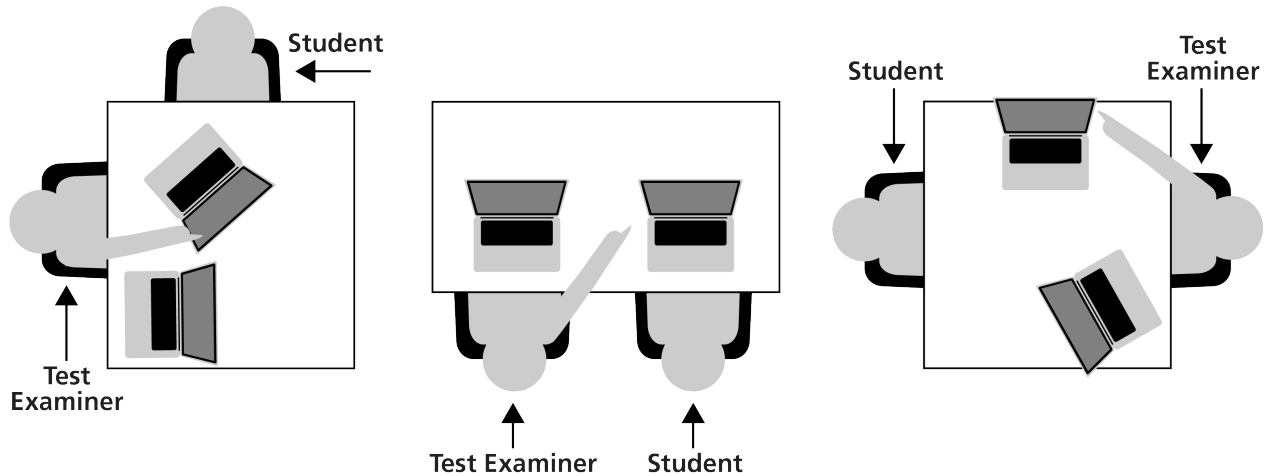


Figure 1. Recommended Seating Arrangement Options

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.

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.

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 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.	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 the test examiner needs 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) to reopen the test.
- 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, the test examiner must log back on to continue entering data. When the test examiner logs on, the system returns to the last question (item).

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.
- When all testing sessions are complete, any printed copies of the *DFA* must be securely destroyed immediately to maintain test security.

Additional Information for a Braille Administration—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 the California Longitudinal Pupil Achievement Data System (CALPADS) based on the SSID 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 on this page and on the following pages to complete the required information for students with or without a pre-identification (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 the test site received Pre-ID labels from its LEA, they should 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 the test site did not receive Pre-ID labels from its LEA, or if a Pre-ID label for a student is missing, 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.

© 2010 Pearson Education, Inc. or its affiliate(s). All rights reserved.

Front Cover Fields

NAME _____ 3

[illegible]

[illegible]

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 the 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 semiblack Answer Book.

Box 10—Optional—Local Use

This is an optional field for LEA use.