



Technology Readiness Checker for Students Support Guidelines

Introduction

The varying range of technology experiences that students come to school with can make it difficult for educators to determine when a student is ready to independently take a computer-based assessment. These guidelines are meant to assist test examiners, teachers, parents/guardians, and educators in identifying a student's technology readiness using the [Technology Readiness Checker for Students \(TRCS\)](#) tool along with information to determine appropriate testing resources found in the [California Assessment Accessibility Resources Matrix](#).

Based on ongoing evaluation of testing data, grades three through twelve students are taking a longer time than anticipated to input responses in the Writing domain. To minimize the testing burden placed on students, consider using the TRCS to evaluate whether a student could benefit from having a Designated Interface Assistant (DIA) designated support available to assist with typing Writing item responses.

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The TRCS is an engaging, game-like tool that allows students the opportunity to navigate through a variety of screens and create a storyboard. The movements the students use while navigating through the TRCS are similar to the movements used in a computer-based assessment. The TRCS is **not** an assessment, does not provide scores, and is entirely optional. The TRCS can be used at any point in the year and can be used more than once (for example, once at the beginning of the year and then again closer to testing to determine what improvements the student has made that may not warrant a DIA).

The TRCS requires a student to select an option from each screen as the student creates a storyboard to be able to move on to the next screen. Because the TRCS is aligned to reflect the navigation needed on the English Language Proficiency Assessments for California (ELPAC), there will be differences in the options available to a student based on the grade level selected:

- In kindergarten through grade two, there is no option for keyboarding. As a reminder, administration is one-on-one in kindergarten through grade two and the Writing domain remains on paper. Although students in kindergarten through grade two do not navigate the testing platform on their own, the TRCS can help young students become comfortable with technology.

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- Grades three through twelve will offer an option that allows students to select speech bubbles or text bubbles that allow them to add phrases using the keyboard.

The TRCS includes a screen at the beginning for entering the student's name (required), the student's ID (optional), and the teacher's or educator's email address (required) so that a copy of the finished storyboard and *Student Progress* table can automatically be sent to the teacher or educator once a storyboard is completed. The *Student Progress* table provides information that can be used to determine whether a student is ready to navigate independently. It is important to note that the storyboard information, including recordings, is not saved once the student exits. However, printing the storyboard before exiting is an option.

Student Progress Table

Student Progress Criteria

The following items are listed in the *Student Progress* table:

1. backward and forward navigation
2. single selection of an answer
3. multiple selection of answers
4. drop down menus and selection
5. expanding / minimizing screenviews
6. scrolling
7. audio recording
8. audio playback
9. drag and drop
10. text entry
11. submenu navigation
12. final answer submission and completion

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A sample table from the *Student Progress* screen is presented in [figure 1](#):

Student Progress

Task	Times Demonstrated				
	1	2	3	4	5
1. backward and forward navigation	✓	✓	✓	✓	✓
2. single selection of an answer	✓	✓	✓		
3. multiple selection of answers	✓	✓	✓		
4. drop down menus and selection	✓	✓			
5. expanding / minimizing screenviews					
6. scrolling					
7. audio recording	✓	✓			
8. audio playback	✓	✓			
9. drag and drop	✓	✓	✓		
10. text entry	✓	✓	✓	✓	✓
11. submenu navigation					
12. final answer submission and completion	✓				

Figure 1. Student Progress screen

Interpreting the Student Progress Table

A list of recommendations to consider in determining technology readiness follows:

1. Four to five checks in eight or more categories can indicate a student is **comfortable** navigating in a computer-based environment.
2. Three to four checks in six to eight categories can indicate a student is **somewhat comfortable** navigating in a computer-based environment. Test examiners may want to have the student use the TRCS a few more times after providing navigational instruction or the training and practice tests to make sure the student is ready to independently navigate a computer-based environment.
3. Three checks in eight or fewer categories may indicate the student could benefit from the use of the Test Navigation Assistant (TNA). Please refer to the [Additional Technology Supports for the ELPAC](#) section for more information on this new role.
4. One to two or no checks, especially in item number 10 (text entry) for a student in grades three through twelve, indicate a student may need an additional level of support. The test examiner may consider assigning the DIA. Please refer to the [Additional Technology Supports for the ELPAC](#) section for more information on this new role.

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While the *Student Progress* table and the subsequent recommendations are one component in determining a student's technology readiness, test examiner observations while a student is engaged in the TRCS may also be considered. Some thoughts to consider include the following:

1. Does the student place the mouse pointer in the selection field? If not, is the student making big movements or losing the pointer in the screen? This may indicate a student needs more practice using a mouse.
2. For a student who is using the keyboard, does the student know where to put the mouse so the student can start typing text? Does the student generally know where the letters are on the keyboard or is the student "hunting" for the letters? If the student is hunting for the letters and is challenged with using the mouse, this may indicate the student may need more practice.

Additional Technology Supports for the ELPAC

The [California Assessment Accessibility Resources Matrix](#) outlines all the accessibility resources that are available to students during the ELPAC administration, including the following two technology supports:

- The **Test Navigation Assistant** is a trained test examiner available to support student navigation in the test delivery platform, and is considered a universal tool, meaning this resource is available to all test takers. Types of support include moving the mouse, navigating back and forth within the test, using the available universal tools such as the highlighter, and responding to test questions or keyboard support (i.e., typing responses is not allowed).
- The **Designated Interface Assistant** is a trained test examiner who goes beyond the TNA and can enter responses for students, as a designated support, meaning the resource is available for use by any student for whom the need has been indicated by an educator or team of educators. This designated support could benefit students who do not have experience using a keyboard and are technology novices. The student can provide the response on paper, and the DIA will keyboard the response exactly as the student has written it.

The [ELPAC Test Navigation Assistant and Designated Interface Assistant Use Scenarios](#) web document contains additional information about how to use these resources.

Additional Resources

The TRCS is one source of information to help determine a student's technology readiness. Additionally, each of the CAASPP and ELPAC assessments provide students with additional opportunities to familiarize themselves with not only the assessments, but also the testing platform.

The [training test](#) provides an opportunity for students and test examiners to familiarize themselves with the functions available for each of the assessments. Features such as

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highlighters, notepads, expand passages or items, and zoom are available on the training test.

The [practice test](#) allows students to take a full-length assessment before the administration. This allows increased familiarity with not only the test delivery functions, but also the types of items that will be available on the operational assessment.