

# Site ELPAC Coordinator Checklist

*For the Successful Administration of the 2024–25 Initial English Language Proficiency Assessments for California (ELPAC), Summative ELPAC, Initial Alternate ELPAC, and Summative Alternate ELPAC*

California Department of Education | April 2024

This checklist for site ELPAC coordinators is meant to organize the activities necessary to ensure the successful administration of the ELPAC and Alternate ELPAC.

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

**This checklist is created in an editable format so site ELPAC coordinators can add, remove, 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.

## Site ELPAC Coordinator Checklist

### Before Testing

#### Designation

* Ensure your local educational agency (LEA) coordinator has designated you as the site ELPAC coordinator in the Test Operation Management System (TOMS).

#### Manage Users

* Follow your LEA process to add local users to TOMSat the appropriate user level. Complete the additions as soon as possible so staff can administer the Initial ELPAC and Initial Alternate ELPAC. A list of all user roles in TOMS and their complete definitions is available in the [*TOMS User Roles for the ELPAC*](https://ca-toms-help.ets.org/toms/user-roles/#user-roles-for-elpac) subsection in the [*TOMS User Guide*](https://ca-toms-help.ets.org/toms/new-features/).
* Ensure that staff who will be assisting with testing, but do not need TOMS access, or any staff member who will have access to testing material, complete a non-TOMS user affidavit. The Non-TOMS *Test Security Affidavit* is available on the ELPAC [Test Security](https://www.elpac.org/test-administration/test-security/) web page.

#### Review Information

* Become familiar with the *Directions for Administration (DFA)* located in TOMS under the [**Resources**] tab.
* Access the *Preparing for Administration (PFA)* document on the ELPAC [Manuals and Instructions](https://www.elpac.org/test-administration/instructions/) web page.
* Review scheduled system downtimeson the ELPAC [Planned System Downtime](https://www.elpac.org/calendar/system-status/) web page and communicate them to staff.
* Review and share the ELPAC overview videos.
  + [Introduction to the Initial ELPAC for Parents](https://www.youtube.com/watch?v=QlTIXQlyWfk&t=1s) (English) (Video; 7:33)
  + [Introduction to the Initial ELPAC for Parents](https://www.youtube.com/watch?v=xwmcXeTH30k) (Spanish) (Video; 9:01)

* + [ELPAC Overview](https://www.youtube.com/watch?v=t7va4XUCkUU) (English) (Video; 9:46)
  + [ELPAC Overview](https://www.youtube.com/watch?v=MxlyXmupvho) (Spanish) (Video; 10:40)
  + [Introduction to the Alternate ELPAC for Parents](https://www.youtube.com/watch?v=5FuleRcGt80) (English) (Video; 9:26)
  + [Introduction to the Alternate ELPAC for Parents](https://www.youtube.com/watch?v=tzzOu5VMXSk) (Spanish) (Video; 10:38)
  + [CAASPP and ELPAC Starting and Stopping a Test Session](https://www.youtube.com/watch?v=CBalw_0uwVA) (Video; 10:10)

#### Share Resources

* Share the practice tests and training tests with test examiners (TEs) and teachers.
  + Practice and training tests are available on the ELPAC [Online Practice and Training Tests](https://www.elpac.org/resources/online-practice-and-training-test/) web page under the “Student Interface Practice and Training Tests” section. ***Please note:*** *Practice and training tests do not produce scores for review.*
  + Videos and quick reference guides for practice and training tests are available on the ELPAC [Videos and Quick Reference Guides](https://www.elpac.org/test-administration/qrgs-and-videos/) web page.

#### Plan for Testing

* Work with your LEA coordinator to plan your site’s test administration schedule, taking into account computer availability, bandwidth, available TEs, schedules, etc.
* Review the test assignments and assigned accessibility resources for the entire ELPAC administration.

Plan for the time and space requirements for testing. This includes accommodating students with separate setting and one-on-one administration, and ensuring all instructional materials are removed from walls or covered prior to testing.

* Conduct an inventory of Initial ELPAC and Summative ELPAC Answer Books for Writing for kindergarten through grade two (K–2) test takers.

Confirm the need for any supplemental orders (e.g., braille version or large print).

* Evaluate student demographic data in TOMS to [ensure that all English learner students are listed in TOMS](bookmark://_Ensure_EL_Listings_1) at the correct grade level. **Ensure that all “no shows” are removed from LEA’s student information system and California Longitudinal Pupil Achievement Data System (CALPADS) prior to February 1.**
* Remove “no-shows” from your student information system prior to summative windows opening.

#### Communication

* Reach out to your site-level California Assessment of Student Performance and Progress (CAASPP) coordinator if that is someone other than yourself. Communication between ELPAC and CAASPP coordinators throughout the year is crucial to successful test administration.
* Sign up to receive the California Department of Education’s (CDE’s) weekly Assessment Spotlight newsletter. To receive the CDE’s Assessment Spotlight emails, join the listserv by sending a blank email to [subscribe-caaspp@mlist.cde.ca.gov](mailto:subscribe-caaspp@mlist.cde.ca.gov).
* Follow your LEA process to notify parents/guardians about upcoming ELPAC and Alternate ELPAC testing.
  + Notification letter templates are provided on the ELPAC [Parent/Guardian Notification](https://www.elpac.org/test-administration/parent-notification/) web page and are available in multiple languages.
  + Parent guides are provided on the CDE [Parent Guides to Understanding](https://www.cde.ca.gov/ta/tg/ca/parentguidetounderstand.asp) web page and are also available in multiple languages.

#### Accessibility

* At the beginning of the school year, meet with your special education department to make sure the ELPAC and Alternate ELPAC are discussed during the special education referral, individualized education program (IEP), and Section 504 plan meetings.
  + LEA coordinators and site coordinators need to be notified when an alternate assessment is determined to be the most appropriate English language proficiency assessment during the initial or annual IEP meeting, especially for K–3 students.
* Review the California Assessment Accessibility Resources Matrix, on the CDE [Student Accessibility Resources](https://www.cde.ca.gov/ta/tg/ca/accesssupport.asp) web page, with testing staff.
  + Note that additional resources related to accessibility are available on the ELPAC [Accessibility Resources](https://www.elpac.org/resources/accessibility-resources/) web page.
  + Note that embedded accessibility resources videos are available on the ELPAC [Accessibility Resources Demonstration Videos](https://www.elpac.org/training/uaag/) web page.
  + Access the [*CAASPP and ELPAC Accessibility Guide*](https://ca-toms-help.ets.org/accessibility-guide/introduction/manual-content/)*,* if needed.
* Work with the LEA ELPAC coordinator to verify the need for picture cards or special test versions, such as braille or large print, as stated in students’ IEPs or Section 504 plans.
* Share the web-based Individual Student Assessment Accessibility Profile (ISAAP) Tool, which is located on the ETS [ISAAP Tool](https://isaap.ets.org/) website, with appropriate staff.
* Ensure that all English learner students without an IEP are designated the appropriate accessibility resources, if applicable.
* Verify accessibility resources with teachers or department chairs.
  + Follow your LEA procedures to ensure that all accessibility resources are loaded into TOMS (manually or upload template).
  + Follow your LEA procedures to ensure that all unlisted resources are requested in TOMS. The California Assessment Accessibility Resources Matrix is located on the CDE [CA Assessment Accessibility Resources Matrix](https://www.cde.ca.gov/ta/tg/ca/accessibilityresources.asp) web page.
  + Work with TEs to identify students who will need [specialized equipment](#_View_Matrix_Four) for accommodations and perform an equipment needs check based on individual student requirements.
* Ensure that student test settings are updated in TOMS 48 hours prior to testing.

#### Trainings

* Conduct any required site trainings for TEs, following your LEA process. ***Please note****: The TE Certification courses on the* [*Moodle Training Site (Moodle)*](https://moodle.caaspp-elpac.org/) *are mandatory.*
  + TE training guidelines are located in the ELPAC and Alternate ELPAC test administration manuals on the ELPAC [Manuals and Instructions](https://www.elpac.org/test-administration/instructions/) web page.
* Register for the monthly ETS Coffee Sessions on the ELPAC [Upcoming Training Opportunities](https://www.elpac.org/training/training-opportunities) web page.
* Provide information to instructional staff about the state-sponsored California Assessment Conference offered in the fall. Registration information is available on the [California Assessment Conference](https://www.cdecac.org/) website.
* Register for the California Educator Reporting System (CERS) training for LEA and site coordinators on the ELPAC [Upcoming Training Opportunities](https://www.elpac.org/training/training-opportunities/) web page.
* Share registration information for parts one and two of the Matching Accessibility Resources to Student Needs virtual training with educators. Registration is available on the ELPAC [Upcoming Training Opportunities](https://www.elpac.org/training/training-opportunities/) web page.

#### Technology

* Verify that bandwidth and technology capabilities are adequate. Additional information is available on the ELPAC [Technology Resources](https://www.elpac.org/resources/technology-resources/) web page.
* Have the technology coordinator confirm that the latest secure browser is loaded onto all necessary devices.
* Confirm that the correct number of student testing devices and TE devices are available.
* Communicate with TEs to identify the number of headsets needed for testing and ensure that the needed number are available at least two weeks prior to the testing window.
  + For the Initial ELPAC and Summative ELPAC, headsets may be needed for the Listening portion of the assessment and for students who require text-to-speech.

### During Testing

#### Testing Windows

* **July 3, 2024–June 28, 2025**—Initial ELPAC and Initial Alternate ELPAC
* **February 1–May 31, 2025**—Summative ELPAC and Summative Alternate ELPAC

#### Planning for Administration

* If your LEA is selected for second scoring, ensure that a second TE is trained and scheduled for all students taking the Summative Alternate ELPAC.
* Remind administrators, maintenance and operations departments, school administrators, and support staff of the site testing schedule.
* Download and **securely** distribute the *DFAs* and *PFAs* to TEs, as applicable.

#### Security

* Monitor the site during testing to support and ensure that test security procedures are followed.
* Follow your LEA process to submit incident reports as needed using the Security and Test Administration Incident Reporting System (STAIRS) in TOMS. Report test security incidents within 24 hours.
  + Detailed STAIRS instructions can be accessed in the [*CAASPP and ELPAC Security Incidents and Appeals Procedure Guide*](https://ca-toms-help.ets.org/stairs/overview/)*.*
  + Basic instructions on how to submit a security incident are available in the [How to Submit a Security Incident](https://www.caaspp.org/rsc/pdfs/qrgtomssubmitsecurity.pdf) quick reference guide.

**Technology**

* Collaborate with technology personnel to make sure all devices and systems are ready for testing. Additional information is located on the ELPAC [Technology Resources](https://www.elpac.org/resources/technology-resources/) web page.

**Scoring**

* Ensure that TEs are entering student scores into the Data Entry Interface or Teacher Hand Scoring System as applicable. Please refer to the [Scoring for the Computer-based ELPAC](https://www.elpac.org/test-administration/scoring-computer-based-elpac/) web page.

#### Accessibility

* Verify student accessibility resources are correct in TOMS, and confirm TEs are aware of the accessibility resources their students will be using during testing.

#### Completion Monitoring

* Monitor completion rates in TOMS, and communicate testing progress to other staff as appropriate, to ensure that all students participate as appropriate, addressing student issues as needed.

#### Materials

* Schedule the pickup date of test materials that must be submitted to the LEA for processing. This needs to be done before the LEA return dates. Consult your LEA coordinator for further information.

#### Document Trends

* Document any trends, issues, and ideas for suggested changes for your LEA coordinator to consider for next year’s administration.

### After Testing

#### Results

* Review information from your LEA ELPAC coordinator regarding the availability of the Initial ELPAC, Initial Alternate ELPAC, Summative ELPAC, and Summative Alternate ELPAC results, including the timeline and delivery status of the individual Student Score Reports (SSRs).
  + The completed Initial ELPAC and Initial Alternate ELPAC will produce SSRs and will be available for download in TOMS. SSRs will be made available to parents/guardians through parent or student portals. LEAs will be able to access the official Initial ELPAC SSRs and results in TOMS within less than 24 hours of the last domain test being scored and submitted for a student.
  + The Summative ELPAC results are released in May for grades three through twelve, and results for K–2 are released in late July or early August.
  + The Summative Alternate ELPAC results will be available in late July or early August.
* Coordinate with LEA staff on how you will brief different interest holder groups of the results.
* Work with your LEA coordinator to prepare to communicate Summative ELPAC and Summative Alternate ELPAC results to school staff, parents/guardians, and interest holders.

#### Materials

* Collect and return completed kindergarten, grade one, and grade two Summative Writing Answer Books and Rotating Score Validation Process (RSVP) for the Initial ELPAC Writing Answer Books as directed by the LEA ELPAC coordinator.
  + Please note that all Answer Books will be separated by grade level and site using the packing tape and brown paper bands provided in the Site Coordinator Kit. At the top of each section should be a completed Group Identification Sheet (GIS).
  + Before sealing the box, make sure that all student demographic information is correctly marked and returned with the proper GIS and that Pre-ID labels are placed correctly. Follow instructions located in the [*After Testing*](https://ca-toms-help.ets.org/summ-elpac-otam/ppt-test-admin/responsibilities-site-elpac-coordinator/#after-testing)subsection in the[*Summative ELPAC Online Test Administration Manual*](https://ca-toms-help.ets.org/summ-elpac-otam/overview/about/).
* Collect all nonscorable materials from site(s) and follow any LEA procedures regarding securely destroying materials.
* Collect all assessment materials for return or secure local destruction. (The window for returning secure, nonscorable test materials closes in June.)
  + - At the end of the 2024–25 test administration year, all used and unused Initial ELPAC materials must be locally destroyed in a secure manner or returned to ETS for secure destruction and reported to ETS.
    - Used and unused Summative ELPAC and Summative Alternate ELPAC materials should be destroyed or returned, as directed by ETS. If returned, these materials should be sent using the **brown** boxes provided.

#### Post-Test Feedback

* Complete the Continuous Improvement Survey that you receive from ETS through email to provide feedback on programs, systems, and resources related to California assessments.
  + Encourage TEs to also complete the Continuous Improvement Survey.
* Solicit feedback about the ELPAC and Alternate ELPAC test administration from TEs to identify changes for next year. This will be shared with the LEA ELPAC coordinator.

#### Training

* View The Results Are In, Now What? modules in [Moodle](https://moodle.caaspp-elpac.org/) with a team of educators from your site.
* Review upcoming training opportunities, which are located on the ELPAC [Upcoming Training Opportunities](https://www.elpac.org/training/training-opportunities/) web page.

## 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 |