

# ELPAC New Coordinator Training Notetaking Guide

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## Learning Goals

Educators will understand:

- How to prepare for testing
- The purpose of the Educational Testing Service (ETS) Pretest workshop
- How to support sites during testing
- How to collect feedback after testing is complete

## Success Criteria

Educators will be able to:

- Create a plan for testing
- Understand what to focus on at the ETS pretest workshops
- Organize staff to support sites during testing
- Collect and analyze feedback after testing

## Preparing for Testing

### Administering the Initial ELPAC

The test window for the Initial English Language Proficiency Assessments for California (ELPAC) is July 1 through June 30.

As students continue to enter your LEA, follow the same Initial process you have been completing, that is—testing students who need the Initial and notifying parents of the results within 30 days.

If the student came from a California public school, check to see if the student took the initial at the prior district.

### Initials during the Summative ELPAC Window

There is no cutoff date for students to take or do not take the Summative.

If a student is classified as an EL at any time during the Summative window, they need to take the Summative ELPAC.

The Initial ELPAC is a screener—designed to tell if a student is an English learner or not. It is a Federal requirement.

### Who Takes the Summative?

One way to check if a student needs to take the Summative is to run a report of EL students through CALPADS. This list should be run for all TK–twelfth grade students. Compare this list to the list provided in TOMS.

The reason for this comparison is to ensure the Student Information System (SIS) and the information from CALPADS match.

If there is a discrepancy between lists, investigate the differences, make any necessary changes, and still test within the assessment window.

## Accessibility

### *Loading Supports Individually*

- Log onto the TOMS system
- Search for the student on the 'students navigation tab' on the "navigation bar."
- Select the view icon next to the student
- Select the Test Settings action tab
- Edit settings as needed. You will see only the available settings for each test. If the setting is not available for the test it will be grayed out. These are also organized by type (accommodation, designated supports etc.) and embedded/non-embedded.
- Always be sure to save

### *Loading Supports In Bulk*

- In TOMS go to the students navigation tab and select upload from the action tab.
- For the upload type you will select the Online Test Settings and select the next button
- This is where you will get the file template that you need to fill in for all of you students.
- If you select the next button again THIS is where you can validate and upload your file.
- TOMS goes through a file validation before it is loaded to catch any potential errors.

### Validating Supports

Conduct audits of the designated supports and accommodations that have been identified for students and ensure that they are appropriately marked in TOMS.

This is an EXTREMELY IMPORTANT PROCESS!

One way to conduct these audits and validate the data is to compare information from the student information system and the special education system to the designated supports and accommodations set in TOMS.

The TOMS information is available in a downloadable data file.

This file will be accessed the same way as the test settings file.

- Log into TOMS
- Select the reports navigation tab
- Select the LEA-level student test settings report

When comparing the data across the various sources, check all students who have been identified as needing supports are represented.

### Preparing to Prepare

#### *Technology Readiness Checker*

- The purpose of this checker is to determine student familiarity with technology and their readiness to take an online assessment.

- Administering the check to students is optional on a student-by-student basis.

#### *Sharing Practice Tests*

- The computer-based English Language Proficiency Assessments for California (ELPAC) training test gives students, parents/guardians and families, teachers, administrators, and others an opportunity to become familiar with both the types of test questions on the ELPAC and with the new computer-based platform in which the test will be administered beginning February 2020.
- The practice tests are ideal for teaching students how to use the available supports.
- A quick reference guide has been created to help navigate through administering the practice tests.

#### *Selecting Test Examiners*

- ELPAC Test Examiners ensure the proper administration of all testing procedures, maintain the security of all test materials while administering the ELPAC and process the Initial ELPAC Answer Books within the LST.
- Per the ELPAC regulations, the ELPAC assessments can only be administered by employees or contractors of an LEA or nonpublic school who are proficient in English, have received formal ELPAC administration and scoring training, and have signed the Test Security Affidavit.
- Test Examiners must also have no discernable accent and must be trained before administering any portion of the assessment.
- From the regs: An ELPAC test examiner” is an employee or contractor of an local educational agency (LEA) or nonpublic school (NPS) who has electronically agreed to an ELPAC Test Security Affidavit, who is proficient in English and has complete command of pronunciation, intonation, and fluency, and who certifies completion of training in the administration of the ELPAC.

#### *Preparing Test Examiners*

- All ELPAC test examiners are required to be trained to administer the 2019–2020 computer-based Summative ELPAC. To accommodate your LEA’s training needs, many regional workshops around the state will be available.
- Once you have attended a regional training, you will be certified to train others.
- Please check the 2020 Computer-based Summative ELPAC Regional Training list on the CDE webpage for training dates and locations.

#### *Moodle*

- All test examiners must review training materials in the ELPAC Moodle Training Site and take the necessary quizzes to be certified to administer the assessments.
- Test examiners will receive Moodle keys after attending a state-sponsored AST.
  - To access the Moodle Training Site, visit <https://moodle.ELPAC.org>

- Using Moodle requires trainers, LEA ELPAC coordinators, and test examiners to set up individual user accounts and have enrollment keys.
- The ELPAC LEA coordinator, who has access to the ELPAC Administration and Scoring Training Registration site, is the only person with access to the LEA Moodle keys and is responsible for distributing these keys to the appropriate staff.
- There are three separate enrollment keys which are used for different purposes.
  - The Trainer's Resource key allows LEA trainers to log into the Trainer's Resources course to access training presentations, along with the presenters' scripts.
  - The Examiner's Resource key allows LEA test examiners to automatically become part of the LEA's user group.
    - The user group is set up to retain test examiners' training and calibration results and provide reports for LEA trainers to monitor test examiner training progress within Moodle.
  - The Downloads enrollment key is only provided to LEA ELPAC coordinators and gives access to download the Training Binder and training videos.
    - Access to this course should be limited to the LEA ELPAC coordinator and lead trainer.

#### *Devices and Equipment*

- As part of the testing preparation ensure student testing devices have been updated with the latest secure browser or Chrome application.
- Verify any additional equipment is ready for use at the sites.
  - This will include headphones, and where necessary, speakers, printers for print-on-demand items, text to speech packs, speech to text packs, braille printers, assistive devices, etc.
- Testing things out, prior to testing, is so important!
  - You will also want to confirm with IT staff what students need to do to launch the secure browser on their testing device -- for example:
    - how do students log into the testing device?
    - What icon do they select to launch browser?
    - It's helpful to include a screenshot in the LEA/site training materials so teachers see the process that students follow.

#### *Listening and Speaking Domains*

- Verify any additional equipment is ready for use at the sites.
  - This includes, speakers, printers for print-on-demand items, text to speech packs, speech to text packs, braille printers, assistive devices, etc.
- Remember the Listening domain for grades 3–12 is played through the testing system.

Also, the Speaking domain will have a recorded audio component, so headsets with microphones, or a recording device of some sort will be needed.

#### *Exemptions*

- Domain exemptions can be provided to students on an IEP or 504 plan.
- Student can receive a domain exemption for one domain in the Oral composite and one domain in the Written composite.

The Oral composite is comprised of the Listening and Speaking domains, and the Written composite is comprised of the Reading and Writing domains.

#### Test Expiration

- Test expiration for the Summative ELPAC is 45 days for Listening and Reading and 10 days for Speaking and Writing.

#### Test Security

- Test security is extremely important.
- Address each of these security related issues:
  - Maintaining the security of user accounts and system access
  - Keeping staff from sharing user accounts or providing logins and passwords to others who are not authorized for that level of access
  - Keeping both the student login information and paper pencil tests secure before and during testing
  - What capacity each school has to shred secure test materials after testing
- Before testing begins, you should have your protocol established that will describe how to:
  - Monitor security issues
  - Track security issues within the school district
  - Submit incident reports through the Security and Test Administration Incident Reporting System (STAIRS).
  - Store P/P materials
  - Collect P/P materials
  - Shred as needed

#### Local Training

- ELPAC test site coordinator training topics should address the following:
  - An overview of ELPAC including what grade / domains are paper pencil
  - Roles and responsibilities of site coordinators and test examiners
  - Accessibility resources, including universal tools, designated supports, and accommodations
  - Test security protocol
  - Timelines and test windows

#### Test Site Planning

##### *Your Local Test Window*

- Test preparation includes the development of testing schedules at the school sites. However, unlike the CAASPP you won't be setting any official windows within TOMS.

- The LEA must also accommodate non-public school sites as needed.
- The LEA Coordinator must contact NPS sites to ensure that tests are accessible and completed within the testing window.

#### *Test Time Estimates*

- The Summative ELPAC is an untimed test. Students are allowed as much time as they need to complete their responses in each domain (i.e., Listening, Speaking, Reading, Writing).
- The testing schedule may be altered to give students sufficient breaks to avoid fatigue.
  - The test may be administered over the course of several days. However, at kindergarten through grade two, an entire domain should be administered in a single sitting.
- For each domain of the test, allow an additional five minutes to read directions and, when applicable, to administer the practice questions.
  - Actual testing times may be shorter if the student exits the test at a stopping marker.
  - Testing times may be longer if a student needs time to finish entering responses.
- Estimated testing times for each grade can be found in the Test Administration section of the Administrator Manual but tend to be estimated between 55–175 minutes.

#### Materials

##### *Ordering*

- Before ordering ELPAC materials research the number of EL students enrolled in your school or LEA.
- CALPADS is a great source of information as that system shows the number of EL students currently enrolled.
- An overage is built into the system.
  - This means that you will receive more materials than you ordered to cover student transfers into your school and new enrollments. For the Summative ELPAC you automatically receive a 5% overage.
- For the paper and pencil portion of the test, Pre-ID labels will be sent.
- Pre-ID is the process of electronically identifying students through a barcoded label rather than filling in student demographic information on the Answer Book.

##### *Distribution*

- Conduct an inventory of all test materials once they have arrived to confirm the order counts and packing slip counts.
- Remember that all ELPAC test materials are secure and must be stored in secured place.
- Consider the distribution of test materials as part of test materials management.

- Consider the delivery method for the test materials and how LEA systems, such as a centralized warehouse, assist in distributing secure test materials to the sites.
- Think about asking your Site ELPAC Coordinators to conduct an inventory of all boxes, to verify counts when the boxes arrive at their school sites.

#### *Tracking*

- Tracking materials throughout the ELPAC assessment window is critical.
  - LEA Coordinators are responsible for tracking both scorable and nonscorable materials.
  - Scorable materials are collected and sent to ETS twice a month for scoring.
    - This includes used answer books, used standard answer books from the large-print test administrations, and used and unused braille answer books, test books, and braille examiner's manuals.
- Do not return nonscorable test materials with your answer books being returned for scoring.
- Securely destroy the test materials locally—LEAs will receive an email providing more detailed instructions for the destruction of the test materials in the spring.

#### *Returning*

- Site ELPAC coordinators are responsible for packing Answer Books for scoring and delivering them to the LEA ELPAC coordinators and returning unused secure materials to their LEAs at the end of the administration window.
- Determine what process will be used and communicate that process at training.
- Packing and return instructions can be found in the 2019–2020 Summative ELPAC Packing and Return Instructions found in each of your Summative ELPAC material boxes.

#### Communication

##### *With LEA Staff*

- Once site testing schedules have been determined, it is important to share them out with school and school district administration and leadership teams and with facilities and technology services staff.
- Other departments like maintenance and grounds departments should know about the testing schedule.
- The communication of schools' test schedules may also include posting them to the school district and school's websites
- School district staff and parents appreciate advanced notice of testing dates and times so that they can schedule direct testing support or appointments accordingly.

##### *With Parents*

- Parents should be informed about:
  - The test schedules

- Resources that can access information about the test and links to practice tests
- A general idea of when they might receive their student's test results
- How they can support their student during testing such providing a good breakfast, or telling their child that they know he or she will try his or her best
- The CDE makes letter templates available on their website that you could use as a starting point.
- In some LEAs the LEA writes one letter and distributes it out to the site administrators to add their specific testing dates.
- In other LEAs, each site administrator writes a letter specific to the testing schedule and process at their school.

*With Site Admins / TEs*

- In addition to communicating to parents, communicate with site coordinators, Test Administrators, and Test Examiners to keep them informed about:
  - System downtimes and known issues with the website
  - New resources about ELPAC testing that can be of value to educators or parents
- The Assessment spotlight emails are a great way to stay informed.
- Other reminders to share include:
  - The value of the Practice and Training Tests.
  - About the school district's CAASPP testing security practices and test incident and irregularity practices

## Support During Testing

### Who and When

- When thinking about support, there are two-time frames to think about
  - what support is needed during the 1st couple of days of testing at a school site and
  - what support is needed ongoing after the site has gotten started.
- Consider what issues have occurred in the past, to prepared with the support needed if they were to happen again.

### Coordinator Support

- The initial, "first day" support at school sites can look different in different LEAs. Small-medium sized district sites may each need visiting on their first day of testing.
  - If this is possible in your district, then you'll need to be strategic if you have more than one site starting testing on the same day.
  - Another option is to stagger the start times on days when multiple sites launch to be on each campus for the first launch.
  - For example, if two school sites were starting testing on the same day, make sure one starts at the beginning of the day while the other starts in the mid-morning.

- In larger districts with many schools or in rural districts with large distances between schools, visiting every school site on their first day of testing might not be feasible.

In cases like this, consider establishing an ELPAC Command Center to field start-up calls and support sites in the beginning of testing.

#### Technology Support

- Technology Staff will be instrumental in the success of the startup of ELPAC testing at sites.
- It is important that as the LEA Coordinator to plan with your technical staff and decide ahead of time who is doing what role for testing and during testing.
- Pulling this off this level of technology support requires collaboration between the IT department and Assessment/Educational Services which in some districts can be a new concept and uncharted territory.
- 1st Day Support can look different in different districts.
  - For example, in some districts, they deploy at least one technology specialist to each school for the first two days of their testing schedule.
- The primary focus of technology staff on those days is to be present near or in the testing rooms to assist with issues that arise.
- Additional options currently in place in other districts include "On Call Techs" which are strategically located and can be deployed as needed to be on-site within 15 minutes and Tech Support that is assigned to a cluster of schools based on their vicinity to one another.
- It will be important for the assessment team and tech team to decide how to handle phone calls.
- A recommendation is to log all the calls received by both tech and assessment so that you can be proactive with issues that are occurring frequently.
  - Debrief sessions with Test Site Coordinators is also helpful in determining common issues.

#### District Staff Support

- Depending on the size of your district and personnel available, additional Central Office staff may be able to provide support during testing.
- Some districts enlist Central Office staff (administrators and classified staff) to assist with the log-in process the first day or two of testing, especially in the lower grades.
  - This approach is especially helpful in grades that have not participated in CAASPP assessments or other online testing environments as the log on process will be completely new to them.
- Other places where support might be helpful is when a site coordinator is out sick or a teacher who is struggling and just needs some support for the first testing time.

- It is important as a district that you carefully identify staff that could help during testing (curriculum staff, teachers on special assignment, clerical staff, etc.) and who is available when and who can be on call if needed.
- In some districts all TOSAs are trained and they have at least one person on call every day to be deployed to sites if needed.

#### Special Populations

##### *Special Ed*

- It is important to establish procedures, or documentation about site coordinators should follow the student's IEP to determine whether the student should receive the ELPAC or a local alternate assessment.
- Create a document that lists the steps the site coordinator should take when assessing an EL student with a disability and who they should contact for support.
- This will be something to include in your trainings for the site coordinators and test examiners.
- Communicate with your principal or administrator and your special education coordinator.

##### *NPS*

- Nonpublic, nonsectarian school” means a private, nonsectarian school that enrolls individuals with exceptional needs pursuant to an individualized education program and is certified by the department.
- Contact with all NPS sites must be established prior to testing.
- Often, NPS contacts established at the beginning of the year change by the testing windows.

Communicate with sites in advance to confirm testing dates for these students.

- Develop procedures of how you will keep track of NPS students and their test completion status.
- Enrollment in NPS changes throughout the year, so you will have to keep monitoring.

#### Planning for Issues

##### *New Students*

- EL students who enroll in LEAs after the testing window has opened may require a little extra attention because there is a delay between that student's enrollment in your district and when tests are assigned or “catch up” with the student.
- From the time of enrollment, it can take up to 3–5 days before the student will appear in TOMs and the Testing Platform - CALPADS to the testing system, alone, takes at least 24–48 hours to communicate.
- Once the student is registered in TOMS and in the Testing Platform as your district's student their testing status will be accessible.

Tests already completed will be grayed out on the student's screen and the student will not be able to access that assessment in this summative

administration. This information will also appear in the completion reporting that we will talk about shortly.

It is important that LEA CALPADS administrators make timely updates in CALPADS to ensure students are eligible to test.

- Sites can call the previous student's score to see if the student completed testing or not.

#### *Accessibility Changes*

- For students new to the LEA, their information will come with them in TOMS as long as their IEP or 504 is still valid.
- Confirm with the student's special education teacher that the correct resources are in TOMS.
- Make sure their IEP/504 documentation keeps up with what is in the system and that any change made in the system is documented in their paperwork.
- Conduct follow up for students who have a newly written IEP or 504 or who have had changes made since the information was loaded in TOMS, you will want to have process to follow set up.

#### *Status Changes*

- Once testing starts, LEA and site coordinators will receive emails regarding a change in student status.
- The change in status means that either a student's Special Education Status or their 504 Status has changed, meaning that they are no longer listed as Special Education or with a valid 504 plan.
- These changes are usually caused by the plans expiring.
- Due to the change in status, all the student's accommodations that had been assigned are dropped from TOMS.
- The report will show you why they were dropped and what accommodation they had.
- It is important to note not all students listed on the status change report will have had accommodations or designated supports assigned to them.
- If the reason for the drop of status is corrected (like an expired IEP updated) the student accommodations will need to be reset in TOMS.
- This is also the case with students who are assigned CAA. If they had a change in status, they will lose their CAA assignment and it will need to be reset in TOMS once they have their special education status corrected.
- Another reason for a status change could be related to a change in the level of program (like moving from an SDC environment or RSP and now taking the SBAC instead of the CAA)

#### *Domain Exemptions*

- For a student with approved exemptions, mark the Contractor-Directed (Domain Exemption[s]) circle (Box 12) on the Answer Book for each domain for which an exemption was approved.
- Please note:

A student may be assigned an overall score only if assessed in both oral and written language.

To be considered as having been assessed in oral language, the student must have been assessed in either Speaking or Listening.

To be considered as having been assessed in written language, the student must have been assessed in either Reading or Writing.

- If an Answer Book is received and the student was marked as exempt in Box 12 for both the speaking and listening domains, a score cannot be calculated, and the student will receive an NS [No Score] for oral language.

An NS in oral language will also result in an overall score of NS on the student score report, since it will not be possible to compute an overall score without a valid score in both oral language and written language.

#### *Name Changes*

- It is important for a staff member to have a caring conversation with family in advance of testing to inform them that the official name is required for login, appears on every testing screen, and appears on score reports.

#### *Testing the Wrong Student*

- If a testing irregularity or security breach occurs, the LEA ELPAC coordinator must complete a STAIRS case in the TOMS system.
- ETS, the CDE, or both will contact the LEA ELPAC coordinator with instructions on how to handle the situation.
- Do not take action (e.g., return the Answer Book, fill in the Testing Irregularities field) until instructions have been provided.
- If a testing irregularity or security breach occurs at the school, the test examiner must report the incident to the site ELPAC coordinator, who will report the incident to the LEA ELPAC coordinator.

Testing irregularities relate to incidents during the administration of the ELPAC that are likely to impact the reliability and validity of the test

#### *Uncommon Issues*

- LEA coordinators need a plan for how to handle uncommon issues.
- Only LEA coordinators can call CALTAC with an issue.
- In addition to CALTAC one of the best resources are fellow LEA Coordinators. It helps to learn from others about issues they have and their solutions.
- If there is a problem that has happened more than once, communicate this issue to your other site coordinators. The other sites may be able to handle the situation and not have to call in at all.

#### Monitoring and Security Reporting

##### *Completion Status*

1. Log into the TOMS system
2. Select the Reports link in the upper navigation bar

3. Select the Completion Status Report you would like to run (Status Report or Status Summary Report)
4. Select the LEA you would like the report run for from the drop down menu
5. Select the Request New Report button
6. Once the report is complete select the Download button

#### *Site Progress*

- The test completion rate report can be run for the district or for all schools at one time or for a single school.
- This tool provides completion rates by grade level and type of test.
- It must be run separately for Smarter Summative (which is the ELA and Math), CAA and CAST.
- It is important to note that these rates are not instant, and they are updated nightly.
- The report will show by each grade test the total number of students who should test, the number started, and the number completed.
- It is important to note the total student's column will change as students move in and out of the school/district during testing.
- This report does not show you which students are missing tests.
- Some larger district export the reports into a databased to create a combined report that gives more complete overall picture of the district and of schools.
- There are reports available in TOMS that combine the completion status of all parts of a test.

#### *Student Progress*

- The other report available is the Plan and Manage Testing Report. This report will drill down to the individual student level.
- This report is a great report to ensure all students have completed their test as well as monitor any test that might be close to expiring.
- Like the completion status report, run this report separately for Smarter Summative (the ELA and Math), CAA and CAST.
- Besides the status of paused, completed or expired, there are a number of other reports.
- In your online resources a report titled Testing Status Definitions will explain all of the other statuses that will appear.
- Additionally, the expiration of a test may result in the filing of a report in the Security and Test Administration Incident Report System (STAIRS) to request the re-opening of the expired test.
- The approval of a re-opening by the CDE is based on a limited number of reasons such as prolonged, unexpected student illness.

#### *Incident Reporting*

- Once an incident happens it needs to be reported to the state.
- The process is first to file a report in TOMS using the STAIRS tab.

- Once a STAIRS report is submitted, a STAIRS incident number and directions on how to proceed will be given.
- Establish a process for how the different type of incidents are handled.
- In the online resources there is one example of the form a district might use to record incidents that are called into their office as well as a sample log to track STAIRS reports.

#### Communication

- As an LEA Coordinator, communication will be key in keeping stakeholders informed and avoiding test issues.
- When providing information, consider your audience in crafting communication.
- To provide the appropriate level of information, be mindful of who is receiving this information. What you share with Cabinet-level administrators, site coordinators, technology staff, Test Administrators, other Central Office staff, and possibly even, parents, will likely vary depending on the intent of your message.
- Additionally, it is important within your district to establish a chain of command for the dissemination of information during testing. This will facilitate the delivery and accuracy of the message.
- During testing, new and updated information will be released by the CDE, ETS, and your LEA.
- Information from the CDE and ETS is presented weekly in the Assessment Spotlight which is typically released every Wednesday.
- Additionally, both the CDE and ETS will send e-mails to LEA Coordinators with new or updated information.
- Consider the frequency and format of your e-mail as to not overwhelm site coordinators.
- Consider using highlighting, bullet points, and check-off formats to draw attention to critical information.
- LEA Coordinators can post messages to site coordinators and Test Administrators via the TOMS Banner that are general messages relevant to the entire testing system, like scheduled downtimes, or that are specific to your LEA.

### Collecting Post Test Feedback

#### Gathering Feedback

- For the ELPAC, it is important to collect information from participants in the testing: both teachers and students about their perception of the test and what might or might not have been difficult. Understanding this can help put the results in context and help determine next steps.
- Collecting perception data can be done by surveys or by having class discussions and recording the answers.
- These are most effective if done within 1–2 weeks of when testing was done.
- Some of the essential questions that might be asked include:
  - What did you think about the tests?
  - How did these tests compare to test you took during the year in your class?

What did you find hard about the items? Computer, reading, not understanding the question or the content might be probes you use to drill down more.

What do you think your teacher could have done during the school year that would have help you on the test?

#### Reporting Feedback

- One use for this type of data is to include the data in your presentation of the testing results as a section called "what we learned from students" or "what we learned from staff".
- When including both student and staff feedback, it is important to connect them together.  
Example if students reported "one thing that is difficult for them is that they are not used to reading multiple passages at one time and answering questions on them both" then you might report what teacher said about this idea.
- Another idea about using this data, is reporting it as what information is similar to what we heard last year and is new this year.
- And, if possible, use the information gathered to initiate change in the district that will improve teaching and learning.

#### Making Tweaks based on Feedback

- It is important as a LEA coordinator to debrief after testing is completed.
- Districts want to think about how things went and how they might change things for next year...things like district training for site coordinators, how they support coordinator especially new coordinators, technology issues that need to be addressed, test windows, etc.  
Districts will also want to collect and summarize any feedback that they think is critical for ETS or CDE to know.