

ELPAC SUMMATIVE ASSESSMENT

Training of Trainers 2020-21

Stockton Unified School District

TODAY'S PRESENTATION

Message:
Rguel@stocktonusd.net

Google Drive

Stockton Unified School District

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Icons: Families, Students, Community, Staff

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About the ELPAC

English Language Proficiency Assessments for California

The ELPAC is the required state test for English language proficiency (ELP) that must be given to students from kindergarten (including transitional kindergarten) through grade 12 whose primary language is a language other than English. The ELPAC is aligned with California's 2012 English Language Development Standards, and is comprised of two separate ELP assessments:

1. Initial Assessment (IA)—an initial identification of students as English learners
2. Summative Assessment (SA)—an annual summative assessment to measure an English learner's progress in learning English and to identify the student's ELP level

Source: ["About the ELPAC, Background"](#)

State Information/Resources

Resources:

- [ELPAC Information and Resources: https://www.elpac.org/resources/](https://www.elpac.org/resources/)
- [CDE ELPAC Information and Resources: https://www.cde.ca.gov/ta/tg/lep/](https://www.cde.ca.gov/ta/tg/lep/)

Parent Resources:

Starting Smarter

BE A PARTNER IN YOUR CHILD'S SUCCESS.

Explore Your Child's Test Score Reports | Check Out Sample Test Questions | Access Parent-Friendly Resources

Forms

- [Order Additional ELPAC Materials Online Form](#)
- [VCCALPS Form](#)
- [ELPAC/CELDLT Score Request Form](#)
- [Security Affidavit](#)
- [45 Day Consultant Request Form](#)
- [ELPAC Initial Return Answer Book Form](#)
- [ELPAC Summative Return Answer Book Form](#)

Resources

- [ELPAC Webinar](#)

Here

INTRODUCTIONS

- Presenter @Stephen
 - Presenter
- Technical Support @Valerie
 - Technology
 - Log-in
 - volume
 - how to navigate
- General Assistance @Renee
 - Materials
 - Powerpoint
 - Workbook
 - Reference guides
- Moderate Q&A @Debra
 - Questions



Moderator
@Stephen



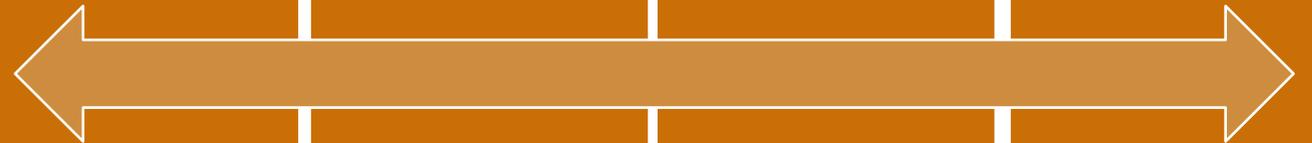
Technical
Support
@Valerie



General
assistance
@Renee



Q & A
@Debra





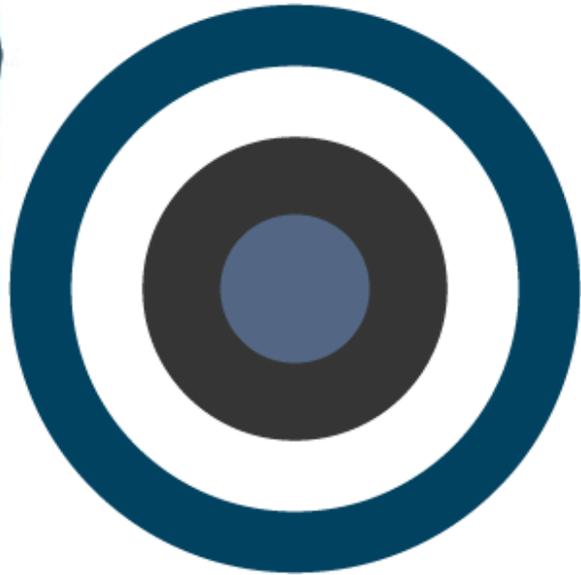
AGENDA

- Important Updates and Reminders
- Learning Goals
- Before Testing
- During Testing
- After Testing
- Test security
- Additional Resources
- Questions

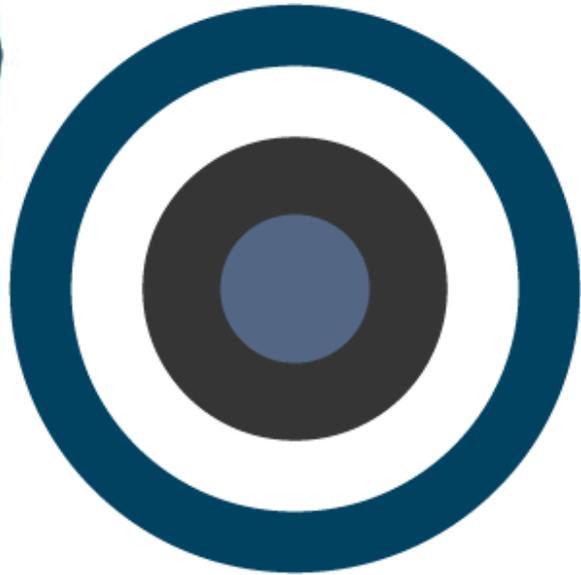
LEARNING GOALS

By the end of the training today, you will understand the following:

- Important Updates
- How to administer the Summative ELPAC
- Important resources to navigate test administration options



GRADING RUBRIC FOR SA ELPAC TRAINING



- Sign-up for class at Stocktongosignmeup.com
- Sign non-Toms test security affidavit
- Complete Calibration “Summarize an Academic Presentation” on Moodle as a Final
- Participate by answering questions in the chat field at least 6 times

UPDATED AFFIDAVIT

Affidavits Non-Toms

Affidavits Toms



English Language Proficiency Assessments for California (ELPAC) Test Security Affidavit

I acknowledge that I will have access to one or more of the English Language Proficiency Assessments for California (ELPAC) initial and summative assessments pursuant to Education Code section 60810, for the purpose of administering the test(s) to eligible pupils. I understand that these materials are highly secure and may be under copyright restrictions, and it is my responsibility to protect their security as follows:

- 1) I will not divulge the contents of the test materials to any other person through verbal, written, or any other means of communication. This includes, but is not limited to, sharing or posting test content via the Internet or by e-mail without the express prior written permission of the California Department of Education (CDE) and test contractor.
- 2) I will not copy or take a photo of any part of the test materials. This includes, but is not limited to, photocopying (including enlarging) and recording without the express prior written permission from the CDE and test contractor.
- 3) I will keep all test materials secure prior to and following the distribution of the test(s).
- 4) I will permit eligible pupils access to test materials only during testing periods. I will permit only eligible pupils who are testing, and individuals participating in the test administration who have signed an ELPAC Test Security Affidavit, to be in the room when and where the ELPAC assessments are being administered.
- 5) I will not allow any pupils to use any electronic devices that allow them to access outside information, communicate with any other pupils, or photograph or copy test content. This includes, but is not limited to, cell phones, personal digital assistants, tablets, laptops, cameras, and electronic translation devices.
- 6) When acting as a test examiner, I will: (a) collect and account for all test materials following each testing session; (b) not permit any pupils to remove any test materials by any means from

<https://www.stocktonusd.net/Page/10149>

The logo for ELPAC (English Language Proficiency Assessments for California) features a yellow outline of the state of California on the left and the text "ELPAC" in large blue letters on the right. Below "ELPAC" is a blue brushstroke, and further down is the text "English Language Proficiency Assessments for California" in a smaller, grey font.

2020-2021 ELPAC Test Security Affidavit for Non TOMS Users

1. Which of the following describes your role associated with the ELPAC for the 2020-2021 school year? *

ELPAC Proctor

LEA staff with access to secure ELPAC materials

I acknowledge that I will have access to one or more of the English Language Proficiency Assessments for California (ELPAC) and Alternate ELPAC, initial and summative assessments, pursuant to Education Code section 60810, for the purpose of administering the test(s) to eligible pupils. I understand that these materials are highly secure and may be under copyright restrictions, and it is my responsibility to protect their security as follows:

[/2020-2021 ELPAC Test Security Affidavit for Non TOMS Users \(surveygizmo.com\)](#)

IMPORTANT UPDATE ALTERNATE ELPAC POSTPONED

- The Alternate ELPAC Operational Field Test has been postponed to 2021–22.
- Continue administering locally determined alternate assessments for 2020–21.
- An individualized education program (IEP) addendum is **not** needed.
- The English only study has also been postponed.



IMPORTANT UPDATE

Initial ELPAC Make-Up

December 2020							January 2021						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5						1	2
6	7	8	9	10	11	12	3	4	5	6	7	8	9
13	14	15	16	17	18	19	10	11	12	13	14	15	16
20	21	22	23	24	25	26	17	18	19	20	21	22	23
27	28	29	30	31			24	25	26	27	28	29	30
							31						

Schedule appointments: Jan. 4th – 16th
Pick up material from Research: Jan. 11th - 16th
Test Students: January 18th – 29th

IA Statistics

Overall
87% Tested

ELPAC BACKGROUND & RECAP

Initial ELPAC

- Initial ELPAC
 - o Given throughout the school year
- To help identify EL students
- To identify initial fluent English proficient students (IFEP)
- Within 30 days of enrollment in a California school
 - o Locally scored

Summative ELPAC

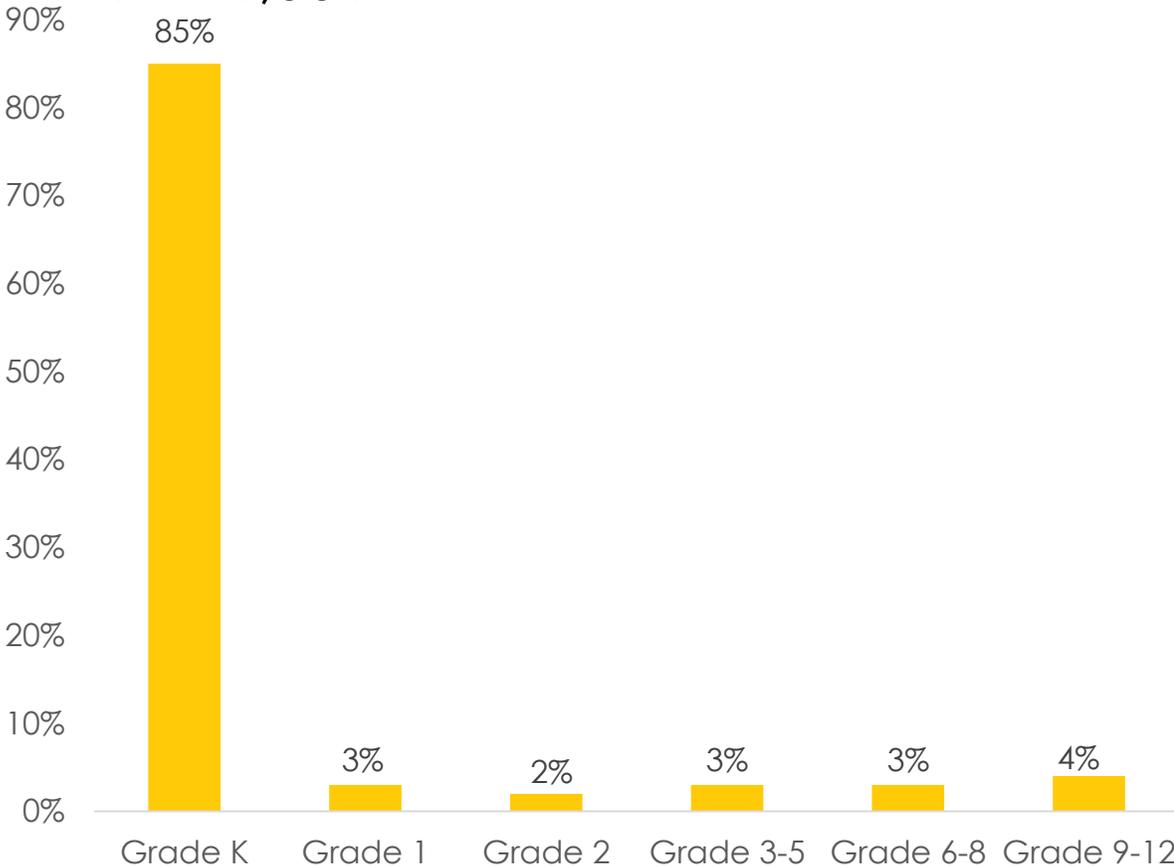
- Summative ELPAC
 - o Given February 1 until May 31 each year
 - o To all EL students
- Scored by ETS
- To determine the level of ELP of EL students
- Assess progress of EL students in acquiring the skills of listening, speaking, reading, and writing in English

INITIAL VS SUMMATIVE GRADE DISTRIBUTION

Initial

• N = 1,001

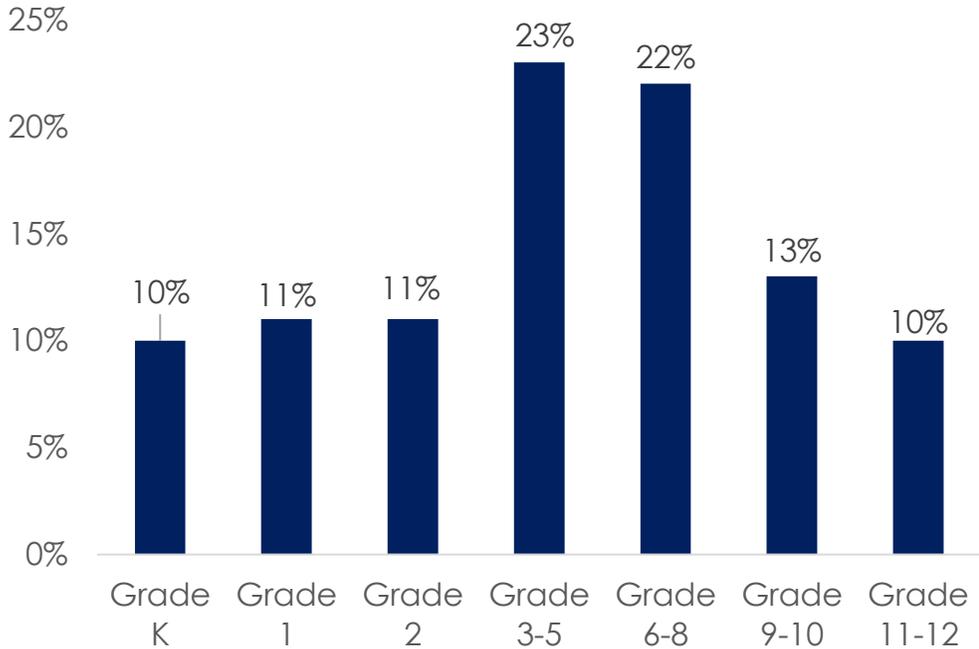
Initial ELPAC



Summative

• N = 8,480

Summative ELPAC



VOCABULARY

- **English Learner (EL):**
 - A student in k-12 for whom there is a report of a language other than English on the Home Language Survey (HLS)
 - Has taken Initial [ELPAC] or prior to the 2017–18 school year, the California English Language Development Test [CELDT])
 - Determined to lack the clearly defined English language skills of listening, speaking, reading, and/or writing necessary to succeed in the school's regular instructional programs.
- **English Only (EO):**
 - A student in kindergarten through grade 12 for whom the only language reported on the HLS is English or American Sign Language (ASL).
- **Reclassified Fluent English Proficient (RFEP):** A student in kindergarten through grade 12 who, upon entering public school in California, is identified as an EL and subsequently reclassified/re-designated in California, per EC 313, as proficient in English. EC 313.
 - Criteria include, but are not limited to, an assessment of English proficiency in listening, speaking, reading, and writing as currently measured by the ELPAC (prior to the 2017–18 school year the CELDT was used), teacher evaluation of curriculum mastery, parental opinion/consultation, and student's performance of basic skills, as measured by the CAASPP-ELA that demonstrates sufficient proficiency in English to participate effectively in a curriculum designed for students of the same age whose native language is English.
- **To Be Determined (TBD):** A student in kindergarten through grade 12 for whom there is a report of a primary language other than English on the HLS and for whom the district has not completed the assessment process. The assessment process must be completed within 30 days of initial enrollment.

VOCABULARY - ACRONYMS

- ELPAC – English Language Proficiency Assessment for California
- DEI – Data Entry Interface
- TOMS- Test Operation Management System
- DFA – Directions for Administration
- EL student – English Learner
- EO – English Only
- RFEP – Reclassified Fluent English Proficient
- TBD – To Be Determined



ELPAC
English Language Proficiency
Assessments for California

SUMMATIVE ASSESSMENT

TEST DESIGN & ADMINISTRATION

- Test Design and Administration Guidelines The Summative ELPAC is an online, linear (nonadaptive),
- Grade-level assessment for students in kindergarten through high school who are English learners.
- The Summative ELPAC is designed for one-on-one administration between a single student and a test examiner for kindergarten through grade two and for group administration for grade levels three through twelve. The exceptions are as follows:
- Speaking domain—One-on-one administration for all grade levels

SUMMATIVE ELPAC TEST ADMINISTRATION

- Test window February 1 through May 31
- Test Examiners
 - Employees or contractors
 - Signed a security affidavit
 - Certify they received training
 - Proficient in English
 - Fluency
 - Intonation
 - Command of pronunciation
- Untimed test but the following times help with scheduling sessions
 - Speaking domain (one-on-one) and averages 15 min
 - K-2 Listening, Reading, Writing administered one-on-one estimated time is 15-30 minutes per domain
 - 3-12 grades administered in groups of up to 4. It takes 1 ½ - 2 hours to complete 3 domains

Summative ELPAC

WHO

The Summative ELPAC is given to students who are identified as English learners.

WHAT

The Summative ELPAC is used to measure the skills of English learners. The results will help tell the school or district if the student is ready to be reclassified as proficient in English.

WHEN

Students who are English learners are given the Summative ELPAC every spring, between February and May, until they are reclassified as proficient in English.

HOW

The Summative ELPAC is an untimed computer-based test. Students in K through grade two will continue to take the Writing portion of the test on paper. Students in K through grade two will be tested on a one-to-one basis.

WHY

Students who are identified as English learners will take the Summative ELPAC to measure their progress in learning English.

ELPAC—DOMAINS (1)

Performance Areas:

- Oral Language
 - Listening
 - Speaking
- Written Language
 - Reading
 - Writing



[ELPAC Resources](#) web page

TEST DESIGN AND ADMINISTRATION GUIDELINES

- Writing domain—Group administration is optional for grade two. In the one-on-one administration of the Listening, Reading, and Speaking domains for students in kindergarten through grade two, test examiners will enter the responses for the student in the student testing interface on behalf of the student. For grade levels three through twelve, the students will enter the responses individually and independently on the testing interface with the test session being monitored by the test examiner through the Test Administrator Interface. The kindergarten through grade two Writing domain will continue to be a paper-based assessment. Local educational agencies (LEAs) will order paper Writing Answer Books in TOMS and then mail the Answer Books to Educational Testing Service (ETS) for scoring. Large print version of the kindergarten through grade two Writing Answer Books are also available for LEAs to order through TOMS.
- The Speaking domain will be scored locally and in-the-moment by test examiners (discussed more in the Scoring the Speaking Domain Locally section of this manual).

RELATIONSHIP BETWEEN STANDARDS & ASSESSMENT

- Common Core State Standards
- Standards across many subject areas
- The ELD Standards
- Do not stand alone
- Are designed to be used together with other content area standards
- Test items on the ELPAC come from the ELD standards and measure how well students are progressing on those standards.
- The English Learner Progress Indicator (ELPI) is based on the results of the Summative ELPAC.

RELATIONSHIP BETWEEN STANDARDS & ASSESSMENT CONT.

ELD Standards Part I—Interacting in Meaningful Ways

- Collaborative o Engagement in dialogue with others
- Interpretive o Comprehension and analysis of written and spoken texts
- Productive o Creation of oral presentations and written texts

ELD Standards Part II—Learning About How English Works

- Structuring Cohesive Texts
 - Understand text organization and cohesion
- Expanding and Enriching Ideas
 - Use nouns/verbs/adjectives/adverbs and prepositional phrases to create precision and clarity, and expand ideas
- Connecting and Condensing Ideas
 - Connect ideas within sentences, combine clauses, and condense ideas



ELPAC Summative Assessment Item Alignment to the 2012 English Language Development Standards

PART I—INTERACTING IN MEANINGFUL WAYS

A. Collaborative: Engagement in dialogue with others

Standard 1: Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics

LSE LCC STS

Standard 2: Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia)

WST WIT WDP (Grades 3–12)

Standard 3: Offering and justifying opinions, negotiating with and persuading others in communicative exchanges

LCC LSO SSO SPI

Standard 4: Adapting language choices to various contexts (based on task, purpose, audience, and text type)

SFN

B. Interpretive: Comprehension and analysis of written and spoken texts

Standard 5: Listening actively to spoken English in a range of social and academic contexts

LST LPR SRN SAP

Standard 6: Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language

RAW RAS RAI RCW RCS RSP RSE (Grades 3–12) RLT RIF SPI WAI

Standard 7: Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, and content area

LPR (Grades 6–12) LSO RSP (Grades 3–12) RSE (Grades 3–12) RLT RIF

Standard 8: Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area

LPR (Grades 6–12) LSO RSP (Grades 3–12) RSE (Grades 3–12) RLT RIF

C. Productive: Creation of oral presentations and written texts

Standard 9: Expressing information and ideas in formal oral presentations on academic topics

SRN SPI SAP

Standard 10: Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology

WLW WST WIT WDP (Grades 1–2) WEX WAI (Grades 3–12)

Standard 11: Supporting own opinions and evaluating others' opinions in speaking and writing

SSO (Grades K–5) WAI (Grades 6–12) WJO

PART II—LEARNING ABOUT HOW ENGLISH WORKS

A. Structuring Cohesive Texts: Understanding text structure, organization, and cohesion

Standard 1: Understanding text structure

LST LPR (Grades 6–12) LSO RSP (Grades 3–12) RSE (Grades 3–12) RLT RIF

SRN WIT WJO

Standard 2: Understanding cohesion

LSE RSP (Grades 3–12) RSE (Grades 3–12) RLT RIF SRN SPI SAP WIT

B. Expanding and Enriching Ideas: Using nouns/verbs and noun/verb phrases to create precision and clarity, and expanding ideas

Standard 3: Using verbs and verb phrases

RSP (Grades 6–12) WDP (Grades 3–12) STS SFN SSO SRN SPI SAP WIT

WEX WAI WJO

Standard 4: Using nouns and noun phrases

RSP (Grades 6–12) STS SFN SSO SRN SPI SAP WIT WEX WAI WJO

Standard 5: Modifying to add details

RSP (Grades 6–12) WDP (Grades 3–12) STS SFN SSO SRN SPI SAP WIT

WEX WAI WJO

C. Connecting and Condensing Ideas: Connecting ideas within sentences, combining clauses, and condensing ideas

Standard 6: Connecting ideas

RSP (Grades 6–12) SSO SRN SPI SAP WIT WEX WAI WJO

Standard 7: Condensing ideas

RSP (Grades 6–12) WDP (Grades 3–12) SAP WAI

LISTENING ITEMS

LSE	Listen to a Short Exchange	K–12
LCC	Listen to a Classroom Conversation	1–12
LST	Listen to a Story	K–5
LPR	Listen to an Oral Presentation	K–12
LSO	Listen to a Speaker Support an Opinion	6–12

SPEAKING ITEMS

STS	Talk About a Scene	K–12
SFN	Speech Functions	2–12
SRN	Retell a Narrative	K–5
SSO	Support an Opinion	K–12
SAP	Summarize an Academic Presentation	K–12
SPI	Present and Discuss Information	6–12

READING ITEMS

RAW	Read-Along Word with Scaffolding	K
RAS	Read-Along Story with Scaffolding	K
RAI	Read-Along Information	K
RCW	Read and Choose a Word	1
RCS	Read and Choose a Sentence	1–5
RSP	Read a Short Informational Passage	1–12

WRITING ITEMS

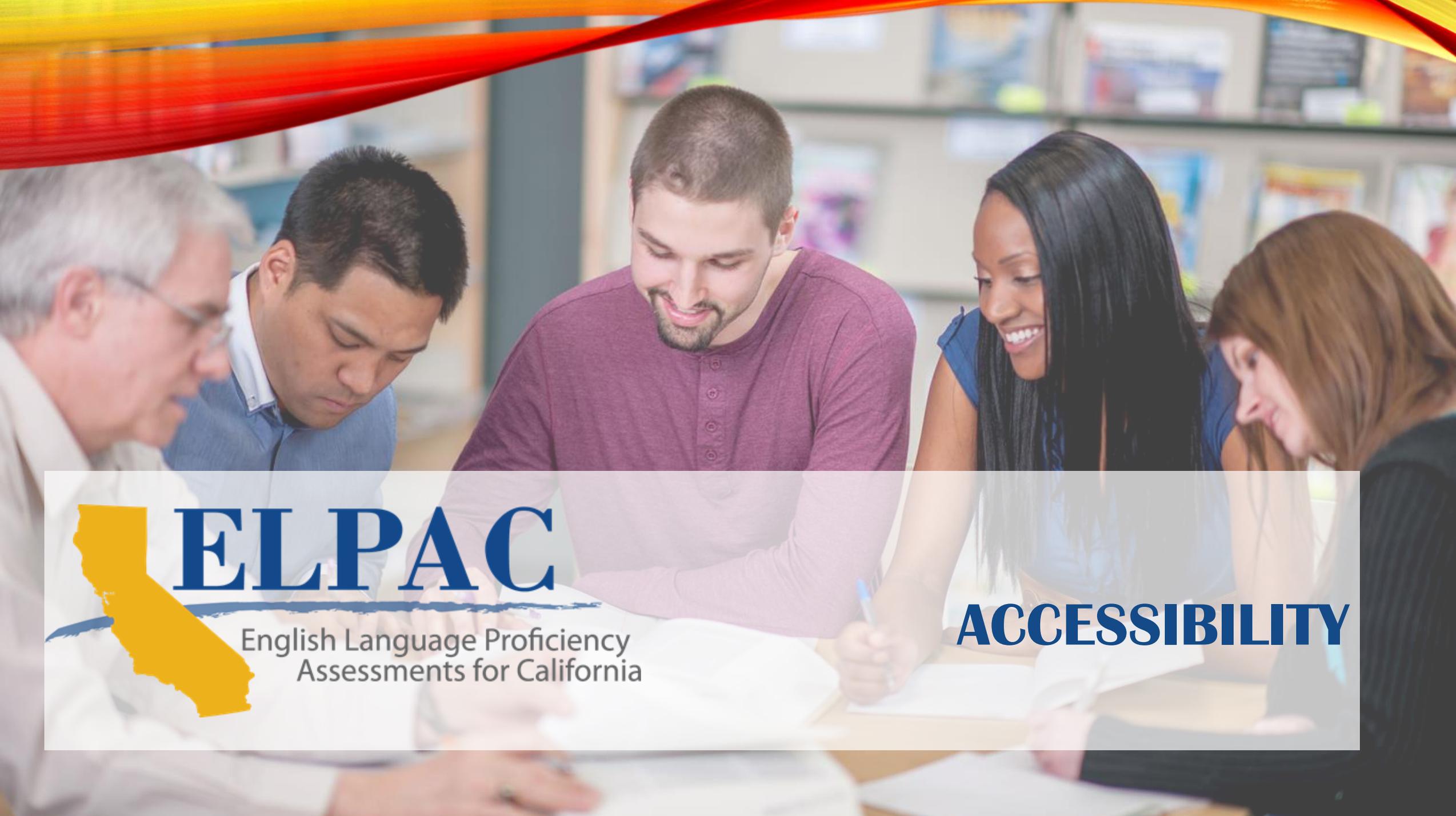
WLW	Label a Picture—Word, with Scaffolding	K
WST	Write a Story Together with Scaffolding	K–2
WIT	Write an Informational Text Together	1–2
WDP	Describe a Picture	1–12
WEX	Write About an Experience	1–12

Alignment of 2012 CA ELD Proficiency Standards and ELPAC Summative Assessment Performance Levels

California ELD Proficiency Standards

ELPAC SA General Performance Levels

Bridging	4	Well developed written oral & language skills; corresponds to Bridging standards - Upper level
Expanding	3	Moderately developed written oral & language skills; corresponds to Bridging standards - Lower Level
Emerging	2	Somewhat developed written oral & language skills; corresponds to Expanding standards
	1	Minimally developed written oral & language skills; corresponds to Emerging standards



ELPAC

English Language Proficiency
Assessments for California

ACCESSIBILITY

ACCESSIBILITY RESOURCES

- The computer-based platform of the ELPAC has provided a variety of innovative universal tools that are embedded in the test delivery engine as well as a variety of designated supports and accommodations to support all students, including those with special assessment needs.
- The CDE Matrix Four: ELPAC web document lists the universal tools, designated supports, and accommodations that are allowed as part of all ELPAC assessments.



2020–21 California Student Assessment Accessibility for the Computer-Based English Language Proficiency Assessments for California



Unless noted in parentheses, resources may be used in all domains: Listening (L), Speaking (S), Reading (R), and Writing (W).

Resources Available to All Students

Universal Tools

Embedded	Writing tools (grades 3–12)
Breaks	Zoom
Digital notepad	Non-Embedded
Expandable items	Breaks
Expandable passages	Highlighter (grades 2–12)
Highlighter	Line reader
Keyboard navigation	Mark for review (grades 2–12)
Line reader (grades 3–12)	Oral clarification of test directions by the test examiner in English
Mark for review (grades 3–12)	Scratch paper
Scratch paper	Strikethrough (grades 3–12)
Strikethrough (grades 3–12)	Test Navigation Assistant

Designated Supports

Embedded	Non-Embedded	Noise buffers
Color contrast	Amplification	Pause or replay audio (L, S)
Masking	American Sign Language or Manually Coded English	Print on demand
Mouse pointer (size and color)	Color contrast	Read aloud for items (W)
Pause or replay audio (L, S)	Color overlay	Separate setting
Streamline	Designated Interface Assistant	Simplified test directions
Turn off any universal tool	Magnification	Translated test directions
	Masking	
	Medical supports (e.g., glucose monitor)	

Resources Available to Students with an Active Individualized Education Program (IEP) or Section 504 Plan

Accommodations

Embedded	Closed captioning	Audio transcript (includes braille transcript)
American Sign Language or Manually Coded English	Text-to-speech (L, S, W)	Braille (embossed and refreshable)
Audio transcript (includes braille transcript)	Non-Embedded	Breaks
Braille (embossed and refreshable)	Alternate response options	Scribe
	American Sign Language or Manually Coded English	Speech-to-text

Unlisted Resources

To obtain approval to use an unlisted resource, an LEA may submit a request in the Test Operations Management System on behalf of a student with a disability, prior to administering the online ELPAC.

Domain Exemptions

The IEP or Section 504 team may decide to exempt a student from a domain if there are no available resources or unlisted resources that provide the student access to that domain. To indicate the use of a domain exemption, follow the directions in the test administration manual.



ELPAC
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BEFORE TESTING

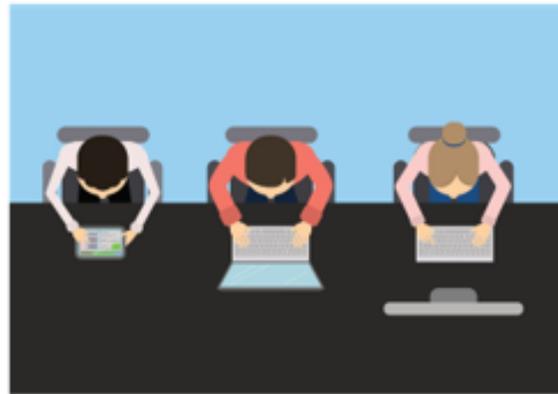
BEFORE TESTING

- Setting up testing rooms for students whose IEPs or Section 504 plans specify universal tools, designated supports, accommodations, or any combination of these
- Post “TESTING IN PROGRESS—DO NOT DISTURB” signs outside of the testing room
- Ensure that students do not have access to digital, electronic, or manual devices (e.g., cellphones, smart watches) during testing, unless it is an approved medical support.
- If applicable, make sure each testing device or workstation has headphones or headsets
- Technology
- Directions for Administration (DFA) document available for the following

APPROPRIATE TESTING CONDITIONS



**QUIET
PLEASE**



**WE'RE
BUSY** TAKING THIS **TEST**
TO THE **FINISH LINE**



CHECKLISTS



LEA CAASPP Coordinator Checklist

For the Successful Administration of the 2020–21 California Assessment of Student Performance and Progress (CAASPP) Summative Assessments

Produced by the California Department of Education (CDE), this checklist for local educational agency (LEA) level coordinators is meant to organize the activities necessary to ensure the successful administration of the CAASPP assessments.

Although comprehensive, this checklist is not exhaustive and may not include every task or activity required of an LEA CAASPP coordinator to support a successful administration.

The LEA coordinator tasks on the checklist that follows are listed in the months where they are most likely to occur; however, some tasks may occur in other months or over a span of several months depending on your local schedules and needs. Please adjust the month titles to best fit your local schedules, if necessary.

This checklist was created in an editable format so LEA coordinators can add, remove, or reorganize tasks to create a unique checklist of local activities and timelines.

For the 2020–21 year, the checklist spans from July 2020 through June 2021. Tasks that are ongoing in nature are also listed at the beginning of the checklist.

Additional details are available for many of the tasks listed in the checklist. Select the links within each task to see the additional information, which can also be found at the end of this checklist.



LEA ELPAC Coordinator Checklist

For the Successful Administration of the 2020–21 Initial and Summative English Language Proficiency Assessments for California (ELPAC)

Produced by the California Department of Education (CDE), this checklist for local educational agency (LEA) level coordinators is meant to organize the activities necessary to ensure the successful administration of the ELPAC assessments.

Although comprehensive, this checklist is not exhaustive and may not include every task or activity required of an LEA ELPAC coordinator to support a successful administration.

The LEA ELPAC coordinator tasks on the checklist that follows are listed in the months where they are most likely to occur; however, some tasks may occur in other months or over a span of several months depending on your local schedules and needs. Please adjust the month titles to best fit your local schedules, if necessary.

This checklist is created in an editable format so LEA ELPAC coordinators can add, remove, or reorganize tasks to create a unique checklist of local activities and timelines.

For the 2020–2021 year, the checklist spans from July 2020 through June 2021. Tasks that are ongoing in nature are also listed at the beginning of the checklist.

Please note: While the checklist begins in July, there are many tasks that need to be completed to prepare for Initial ELPAC testing. These tasks are listed in the months they occur and should not be overlooked by coordinators preparing for the start of Initial ELPAC testing on July 1 of the following fiscal year.

Additional details are available for many of the tasks listed in the checklist. Select the links within each task to see the additional information, which can also be found at the end of this checklist.

TEST ADMINISTRATION ROLES AND RESPONSIBILITIES

- ELPAC Test Security Agreement and the ELPAC Test Security Affidavit located within TOMS prior to testing
- Identifying ELPAC test examiners and ensuring that they view the Computer-based Summative ELPAC training videos;
- Verifying and assigning designated supports and accommodations to students in TOMS;
- Creating or approving testing schedules and procedures for the school (consistent with state and LEA policies);
- Working with technology staff to ensure that devices are configured for testing and any technical issues are resolved;
- Receiving and storing paper test materials (for example, Answer Books, rosters, pre-ID labels) in a secure location until needed for testing;
- Coordinating with the LEA ELPAC coordinator the return of Answer Books for scoring and the return of secure, non-scannable test materials for destruction;
- coordinating with test examiners so they administer all assessments;
- Report overages and shortages to the LEA ELPAC coordinator.
- Discuss security with all designated staff handling ELPAC test materials

TEST ADMINISTRATION ROLES AND RESPONSIBILITIES CONT.

- Monitor testing progress during the testing window using the Completion Status application and ensuring that all students participate, as appropriate
- Address testing problems, as needed
- Assume general oversight responsibilities for all administration activities in their school and for all test examiners, and other school staff
- Access and review completion status reports for the test site in the Completion Status system.



TEST SCHEDULING

- The Summative ELPAC test window will be open from February 3 through May 31, 2020. LEAs may schedule testing according to local preference within this window and do not need to inform the CDE or ETS. All testing must take place within this window.

Testing Schedules



SUMMATIVE ELPAC AVERAGE TESTING TIMES

Content Area	Grade Levels or Grade Spans	Estimated Testing Time Hours:Minutes	Total Testing Time Hours:Minutes
Summative ELPAC	Kindergarten	0:50 to 1:20	0:50 to 1:20
Summative ELPAC	1	1:10 to 1:40	1:10 to 1:40
Summative ELPAC	2	1:10 to 1:40	1:10 to 1:40
Summative ELPAC	3–5	1:50 to 3:00	1:50 to 3:00
Summative ELPAC	6–8	1:50 to 3:00	1:50 to 3:00
Summative ELPAC	9–10	2:05 to 3:10	2:05 to 3:10
Summative ELPAC	11–12	2:05 to 3:10	2:05 to 3:10

CHECK HLS

- The HLS helps identify which students are potential ELs by asking 4 questions:
 - Which language did the child learn when they first began to talk?
 - Which language does the child most frequently speak at home?
 - Which language do the parents or guardians most frequently use when speaking with their child?
 - Which language is most often spoken by adults in the home? • Critical that this document be filled out accurately
- Reassure parents that the HLS is used solely to offer appropriate educational services • HLS given once in a child's school career
- If any of the first three questions are answered with a language other than, or in addition to English, students are given the Initial ELPAC

Home Language Survey

Surname/Family Name of Student: _____

First Given Name of Student: _____

Second Given Name of Student: _____

Age of Student: _____ Grade Level of Student: _____

Teacher Name: _____

Directions to Parents and Guardians:

The California *Education Code* contains legal requirements which direct schools to assess the English language proficiency of students. The process begins with determining the language(s) spoken in the home of each student. The responses to the home language survey will assist in determining if a student's proficiency in English should be tested. This information is essential in order for the school to provide adequate instructional programs and services.

As parents or guardians, your cooperation is requested in complying with these requirements. Please respond to each of the four questions listed below as accurately as possible. For each question, write the name(s) of the language(s) that apply in the space provided. Please do not leave any question unanswered. If an error is made completing this home language survey, you may request correction before your student's English proficiency is assessed.

1. Which language did your child learn when they first began to talk? _____

2. Which language does your child most frequently speak at home? _____

3. Which language do you (the parents and guardians most frequently use when speaking with your child)? _____

4. Which language is most often spoken by adults in the home? (parents, guardians, grandparents, or any other adults) _____

Please sign and date this form in the spaces provided below, then return this form to your child's teacher. Thank you for your cooperation.

Signature of Parent or Guardian _____

Date _____

<https://www.cde.ca.gov/ta/cr/documents/hls2020.pdf>

PREPARE TEST BOOKS AND ANSWER BOOKS

Prepare Test Books and Answer Books

FIELD NAME	STEPS TO FOLLOW:																					
1 STUDENT NAME	<p>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.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td colspan="10" style="text-align: center;">L A S T N A M E</td> </tr> <tr> <td>A</td><td>S</td><td>C</td><td>H</td><td>E</td><td>N</td><td>B</td><td>R</td><td>E</td><td>N</td><td>N</td> </tr> </table> <p>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.</p>	L A S T N A M E										A	S	C	H	E	N	B	R	E	N	N
L A S T N A M E																						
A	S	C	H	E	N	B	R	E	N	N												
2 TEACHER/TEST EXAMINER, SCHOOL, LOCAL EDUCATIONAL AGENCY, LOCAL USE	<p>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.</p>																					
3 DATE OF BIRTH	<p>Print the "Month," "Day," and "Year" of the student's Date of Birth in the appropriate spaces and fill in the corresponding circles.</p> <p>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.</p> <p>For "Year," fill in circles for 19 or 20 before filling in remaining circles.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Month</td><td>Day</td><td>Year</td> </tr> <tr> <td></td><td></td><td></td> </tr> </table>	Month	Day	Year																		
Month	Day	Year																				
4 GRADE	<p>This grade circle is prefilled depending on the grade to which the Answer Book applies. Ensure that the grade span of the Answer Book matches the student's grade.</p>																					

FIELD NAME	STEPS TO FOLLOW:												
6 STUDENT ID NUMBER (OPTIONAL—LOCAL USE)	<p>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.</p>												
7 STATEWIDE STUDENT IDENTIFIER (SSID)	<p>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.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">7</td> <td style="text-align: center;">STATEWIDE STUDENT IDENTIFIER (SSID)</td> </tr> <tr> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>	7	STATEWIDE STUDENT IDENTIFIER (SSID)										
7	STATEWIDE STUDENT IDENTIFIER (SSID)												
8 DATE TESTING COMPLETED	<p>This field must be filled in for all students at the time of testing. Print the "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.</p> <p>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.</p>												
9 TESTING IRREGULARITIES	<p>If a student was caught cheating during the test or there were irregularities in the administration of the test, take note of the domain(s) in which the irregularity occurred. Report the situation to the LEA ELPAC coordinator or site ELPAC coordinator, who will then submit a report in the Security and Test Administration Incident Reporting System (STAIRS).</p>												

PREPARE TEST BOOKS AND ANSWER BOOKS

ELPAC
English Language Proficiency Assessments
for California
(GENERAL USE)
Spring 2020
Answer Book

ELPAC

- The front and back covers of the Answer Book are the demographics pages containing important student- and school-related information that must be filled in accurately. Site ELPAC coordinators or test examiners should ensure the demographics information is accurate and complete for all students.

TECHNOLOGY REQUIREMENTS FOR THE COMPUTER-BASED ELPAC

- Test Operations Management System (TOMS)
 - Test examiner confirms student registrations, assigns student test settings, and views scores.
- Test Administration Interface (TA Interface)
 - Test examiner logs on to the Test Administrator Interface to initiate, approve, and monitor student testing.
- Secure Student Browser
 - Student logs on to take the test by completing the First Name, Statewide Student Identifier, and Session ID fields of the sign-in screen
- Data Entry Interface (DEI)
 - Test examiner logs on to the Data Entry Interface to enter scores for the Speaking domain only.

TEST ASSIGNMENTS AND SETTINGS



Verify student test assignments and ensure student test settings are set a **minimum** of 48 hours prior to student testing.

SETTINGS MATTER!

- The remote administration option in the Test Administrator Interface is **only** available if the following conditions are met:
 - Remote administration is permitted for the test.
 - The remote testing readiness flag is set to “ready” for the LEA and the school.
 - The test administrator’s or test examiner’s remote test administration status is enabled.

REMOTE TESTING VIDEO PERMISSION

California Assessment of Student Performance and Progress

Logged in as : LEA CAASPP Coordinator at Fresno Unified Admin Year : 2020 - 21

Organizations Users **Students** Admins Orders Credentialing STAIRS Resources Links Reports

View & Edit Upload

View & Edit Students Back to Results Page Instructions

RHY6219512346 AAR6219512346's Student Profile

Demographics Test Assignments Test Settings Unlisted Resources Score Status Reporting

Test Assignments

SSID: 6219512346 Special Education for Testing: No
Responsible School: Lawless Elementary 504 Plan: No
CALPADS Enrolled Grade: 05 English Language Arts/Literacy Exempt: No
Grade Assessed: 05 English Language Acquisition Status: EO
CALPADS Special Education: No Primary Language: English

Assigned Administration Admin01

Remote Testing Video Permission

Yes
 No

Current Active Test Assignments for RHY6219512346 AAR6219512346

Test Program	Test Assignment Status	Test Delivery Mode	Condition Code	Action
Smarter Balanced for English Language Arts/Literacy	Assigned	Online		COND. CODE
Smarter Balanced for Mathematics	Assigned	Online		COND. CODE
California Science Test	Assigned	Online		COND. CODE

Add/Remove Test Assignments

California Spanish Assessment

SAVE

- A default “Yes” will be available for all students on January 12, 2021.
- New students after January 12, 2021, will default to “No.”
- Changes to this setting require one business day to update.
- The user interface is available to coordinators and site coordinators.
- Batch upload is **only** available to coordinators.

PARENT/GUARDIAN CONSENT



PARENT/GUARDIAN NOTIFICATION

- Video is required for the administration of most CAASPP and ELPAC assessments.
- Parents/Guardians must be notified of remote testing and that video will be used during testing.
 - Signed permission is not required.

Proceed with Student Video Permission Update?

Are you sure you want to proceed?

Assigning Remote Testing Video Permission for a student applies to all CAASPP and ELPAC assessments the student is assigned to take. Please coordinate with the local educational agency ELPAC coordinator before assigning the student's Remote Testing Video Permission preference for CAASPP assessments.

CANCEL **OK**

TWO BROWSER OPTIONS



CA Secure Browser
Desktop app



Web-based
Student Testing Interface



Please Sign In

First Name:



EX: JORDAN

SSID:



EX: 123456789

Session ID:



UAT - -

Browser: Chrome v87

This is the
Operational Test Site
If you want to go to
the Practice and
Training Test Site click
the button below

Go to the Practice
and Training Test
Site



Operational Test Site

Sign In

WHICH SUMMATIVE ELPAC DOMAINS USE THE SECURE BROWSER?



Summative ELPAC Domains	Kindergarten–Grade 2	Grades 3–12
Listening	Web-based Student Testing Interface	Secure browser
Speaking	Web-based Student Testing Interface	Standard web browser
Reading	Web-based Student Testing Interface	Secure browser
Writing	Web-based Student Testing Interface	Secure browser

REMOTE

Computer-based Administration

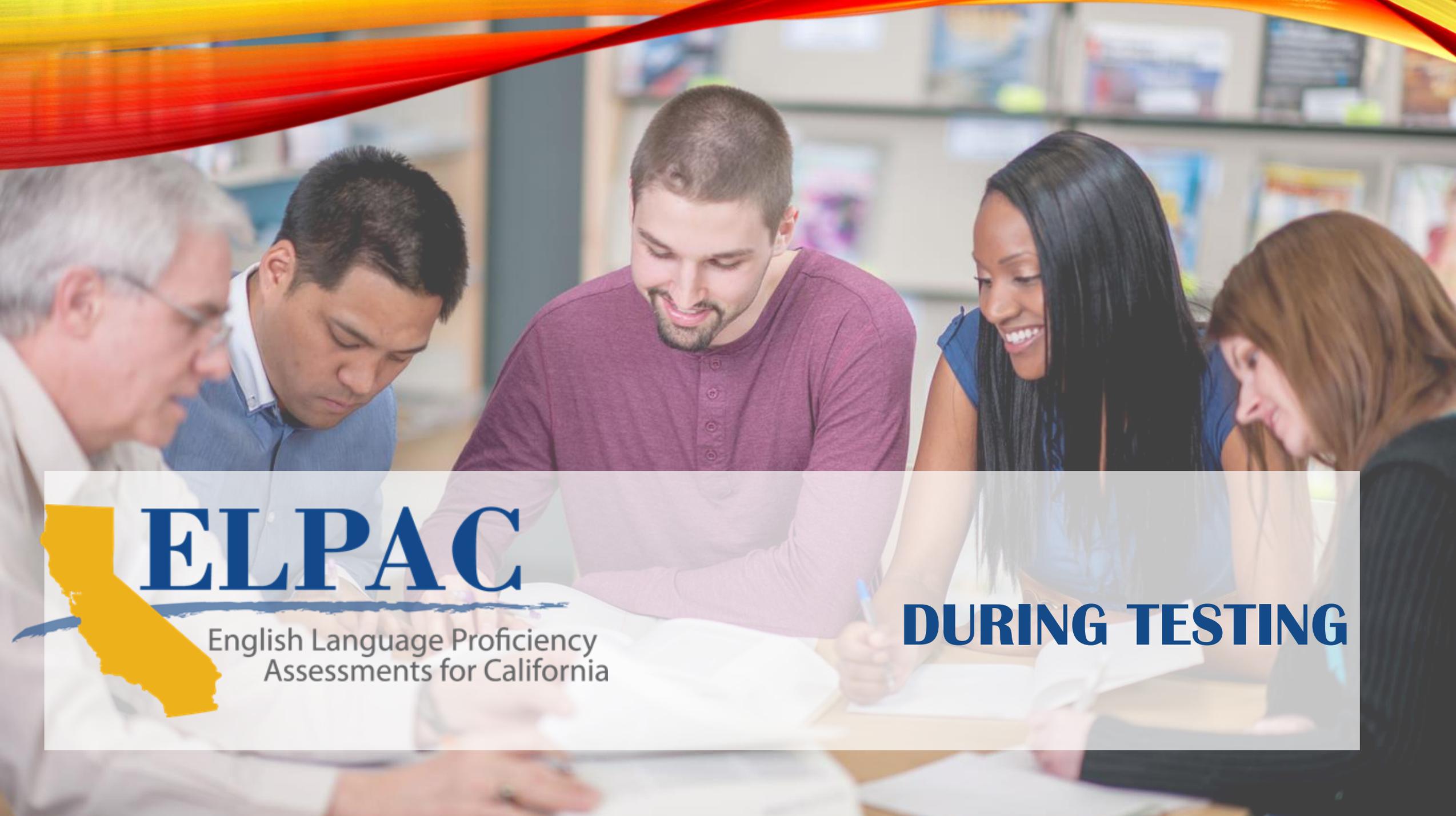


MONITORING REMOTE TESTING (1)

Computer-based Administration

- Video cameras are on for the entire testing session.
 - Students may not use virtual backgrounds.
- Small groups of no more than four students per session to allow for monitoring through video feeds.
- Monitor test progression through the Test Administrator Interface.





ELPAC
English Language Proficiency
Assessments for California

DURING TESTING

DURING TESTING

- No access to responses
 - Site ELPAC coordinators, ELPAC test examiners, and other staff are not permitted to review student responses to the Summative ELPAC in the testing interface or students' notes on scratch paper
- No copies of test materials
 - no copies of the test items, stimuli, reading passages, or writing prompts may be made or otherwise retained.
- No access to digital, electronic, or manual devices
 - No digital, electronic, or manual device may be used to record or retain test items, reading passages, or writing prompts. Similarly, these materials must not be discussed with or released to anyone via any media, including fax, email, text message, social media websites,
- Keeping all test materials secure at all times
 - Printed materials such as Writing Answer Books for kindergarten through grade two, print-on-demand designated supports, scratch paper, the Directions for Administration, and documents with student information must be kept in a securely locked room or locked cabinet that can be opened only with a key or keycard by staff responsible for test administration.

STARTING A TEST SESSION

- [ELPAC: Starting and Stopping a Test Session](#)
- The test examiner selects tests and starts a test session in the Test Administrator Interface.
- 2. Students sign in and request approval for tests in the secure browser.
- 3. The test examiner reviews students' requests and approves them for testing.
- 4. Students complete and submit their tests.
- 5. The test examiner stops the test session and logs off

- [How to Start a Test Session - ELPAC \(CA Dept of Education\)](https://www.cde.ca.gov/ta/tg/ta/elpac/ta/ta.asp)

- <https://youtu.be/i6c18H0wQrU>

QUICK REFERENCE GUIDE

SUMMATIVE ELPAC

How to Start a Test Session

- 1 Navigate to <https://www.elpac.org>.
- 2 Select the **Test Administrator Interface for All Online Tests** button.
 
- 3 Log on with your ELPAC credentials.
- i *Pop-up blockers must be disabled in order to access this website.*
- 4 Select the box(es) for the test(s) to be administered during this session.
 
 - i *Assessments are identified by name of test, grade, and content area. Additionally, they are color coded grey.*
- 5 Select the **Start Operational Session** button.
- i *Be sure to record the session ID. This ID is required in order to resume a test session.*
- 6 Have students log on to the test using the secure browser and the correct operational session ID.
- 7 The final step is to review the students' test details before approving to begin testing.

Options in the test administrator (TA) interface include:

- A Approve all pending students into the test.
- B Refresh the list of pending logins.
- C Review student's test details as needed.
- D Accept students into the test individually.
- E Decline students from the test.



- i *After the TA approves the student test request, the student may begin answering test items.*
- i *Do not exit the interface while testing. The session will stop and students will be logged out.*

TEST RULES

- Pause Rules
 - Apply regardless of whether the student or the test examiner pauses the test
 - Breaks less than 20 minutes are allowed, breaks greater than 20 minutes can result in students being able to return to testing except for Speaking and Writing
 - Examples (power outage or network failure)
 - A Listening or Reading test is paused for more than 20 minutes, the student must log back on to the student interface to resume testing
 - Pause or expiration was not the fault of the student, then a Re-open Appeal may be requested to reopen
- Test Timeout (Due to Inactivity)
 - students and test examiners are automatically logged off after 30 minutes of test inactivity.
 - a warning message will be displayed on the screen (If [OK] is not selected within 60 seconds after this message appears, the student will be logged off.
- Test Expiration Rules
 - The expiration rule is 45 days after a student first accesses the test for the Listening and Reading domains, and 20 days for the Speaking and Writing domains. Once a test opportunity expires, the student cannot complete or review the test unless an Appeal is submitted through STAIRS

PAUSE RULES



California Assessment of
Student Performance and Progress

Tests may be paused for various reasons:

Opp #	Test	Test Status	Test Settings	Actions
1	CAST Grade 05 Science Segment: Discrete Items	Started 1/17 answered	Custom	

- Technical issue occurs, such as a power outage or network failure
- Student needs a break or to end a test session for the day
- Student idle

ELPAC PAUSE RULES— MORE THAN 20 MINUTES

The following rules apply to the Listening and Reading domains:

- Log back on to the test.
- Start where the student left off.

- Do not allow the student to go back to previous pages.



ELPAC PAUSE RULES— 20 MINUTES OR LESS



The following rules apply to the Listening and Reading domains:

- Log back on to the test.
- Start where the student left off.

- Allow the student to go back to other items within the segment.



RECAP—PAUSE RULES

Practice Test Session

0 students awaiting approval 0 print requests 1 active tests

Tests without issue

Student Information	Opp #	Test	Progress	Test Status	Test Settings	Actions
GUEST SSID: GUEST	1	CAST Grade 8 Practice Test Segment: Discrete Items	<div style="width: 2%;"><div style="width: 2%;"></div></div> 2%	Paused, 6 min more info	Default	
GUEST SSID: GUEST	1	CAST Grade 8 Practice Test Segment: Performance Task	<div style="width: 88%;"><div style="width: 88%;"></div></div> 88%	Started	Default	

Attention

Are you sure you want to pause the test? Ask your Test Administrator before pausing your test. [MessageCode: 10899]

Yes

No

✓ 20 minutes or less

✗ More than 20 minutes

Pause rules apply for the computer-adaptive test in ELA and mathematics, the CSA, the CAST, and the Summative and Initial ELPAC Listening and Reading domains.

EXPIRATION RULES

10 Day Availability

- Performance task (PT) for English language arts/literacy (ELA) and mathematics

20 Day Availability

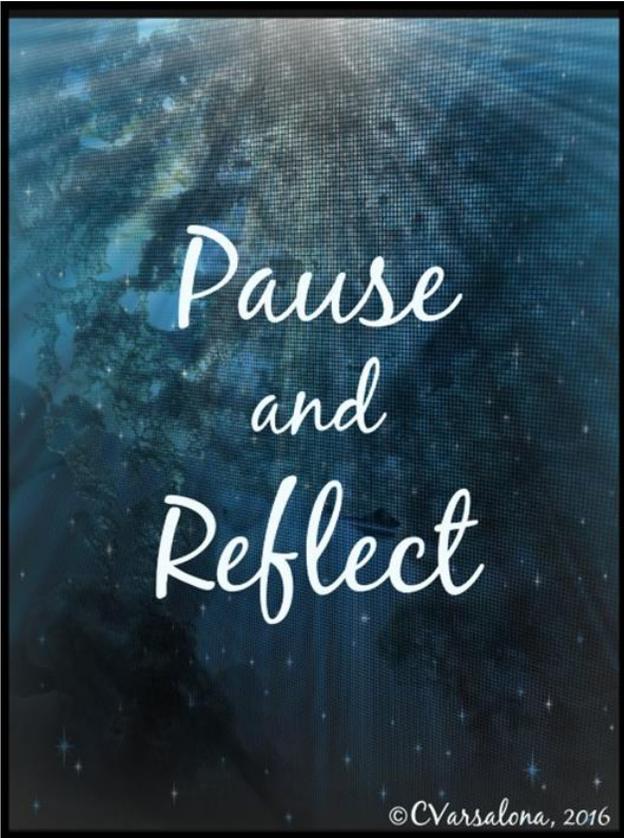
- Summative English Language Proficiency Assessments for California (ELPAC) Speaking and Writing domains
- Initial ELPAC

45 Day Availability

- Computer adaptive test (CAT) for ELA and mathematics
- California Science Test (CAST)
- California Spanish Assessment (CSA)
- California Alternate Assessments (CAAs) (all subjects)
- Summative ELPAC Listening and Reading domains

ELPAC PAUSE RULES AND STOPPING A TEST SESSION

- <https://youtu.be/InNMw21LbEc>



Pause
and
Reflect

©Varsalona, 2016

ENTERING STUDENT RESPONSES AND SCORES INTO THE DATA ENTRY INTERFACE (DEI)

- <https://youtu.be/C--Lo8iaaR8>
- **Summative ELPAC**
- Scores for the Speaking domain for all grade levels

ELPAC FORMS ASSIGNMENTS

The screenshot displays the ELPAC website interface. At the top, the ELPAC logo is on the left, and 'Contact Us' and 'Search' links are on the right. A navigation menu includes 'Home', 'About', 'Test Administration', 'Resources', 'Get Involved', 'Training', 'Calendar', and 'System Status'. The breadcrumb trail reads: 'Home > Test Administration > Summative ELPAC > Forms Assignment for the 2020-21 Summative ELPAC Administration'.

Look Up My Test Form

Search my LEA

Find Form(s)

- Form 1
- Form 2

No Search Results

Form 1

Form 2

Form 3

Help for LEA ELPAC Coordinators—
Hours: M-F, 7 a.m. to 5 p.m. PT

Call 800-955-2954

Email caltac@ets.org

Online [Chat now](#)

Forms Assignment for the 2020-21 Summative ELPAC Administration

There are six different test forms for the Summative ELPAC administration: Form 1, Form 2, Form 3, Form 4, Form 5, and Form 6.

Test forms are assigned at the LEA level; however, large LEAs—such as Fresno Unified, Los Angeles Unified, Long Beach Unified, and San Diego Unified—may be assigned to more than one form at the school level.

[Use the lookup tool](#) to search the LEA by name or CDS code to view the assigned test form for the Summative ELPAC 2020-2021 administrations.

An LEA that does not appear in this search tool will be assigned to use Form 1 by the test delivery system at the time of administration.

[Test Operations Management System \(TOMS\)](#)

[Test Administrator Interface for All Online Tests](#)

Download *DFAs* corresponding to your LEA's forms assignment.

ELPAC *DFAS* IN TOMS

Summative ELPAC: [Kindergarten](#) [Grade 1](#) [Grade 2](#) [Grades 3-5](#)
[Grades 6-8](#) [Grades 9-10](#) [Grades 11-12](#)

Directions for Administration (DFAs) for Summative English Language Proficiency Assessments for California (ELPAC)

Forms will be assigned at the local educational agency level and a list can be found on elpac.org under the Test Administration tab under Summative ELPAC Test Form Assignments for the 2019-2020 Test Administration. Please note, for the 2019-20 Summative ELPAC, Braille forms for kindergarten through grade two will continue to be paper-based. A Braille Examiner's Manual will be shipped to the LEA when an order is placed.

Important: Download an individual DFA PDF only when it is needed to administer an assessment to a student. Permanently and securely delete or destroy the DFA following administration of the assessment. Do not download and retain multiple DFAs for extended periods.

For additional help, please contact the California Technical Assistance Center (CaTAC) at 800-955-2954 or by email at catlac@ets.org.

Select a PDF icon to open and save.

Grades 11-12

- Form 1-Form 6
 [Grades 3-12 Listening, Reading, and Writing Directions for Administration \(PDF\)](#)
- Form 1, Form 2, Form 4, Form 5, Form 6
 [Grades 11-12 Speaking Directions for Administration \(PDF\)](#)
- Form 3
 [Grades 11-12 Speaking Directions for Administration \(PDF\)](#)
- Braille/Visual Impairment
 [Grades 3-12 Braille/Visual Impairment Listening, Reading, and Writing Directions for Administration \(PDF\)](#)
- Braille/Visual Impairment
 [Grades 11-12 Braille/Visual Impairment Speaking Directions for Administration \(PDF\)](#)

Organizations Users Students Admins Orders LST Credentialing STAIRS Audio Resources Links Reports

Secure Materials

 **Secure Materials** Page Instructions

[Resources](#) > **Secure Materials**

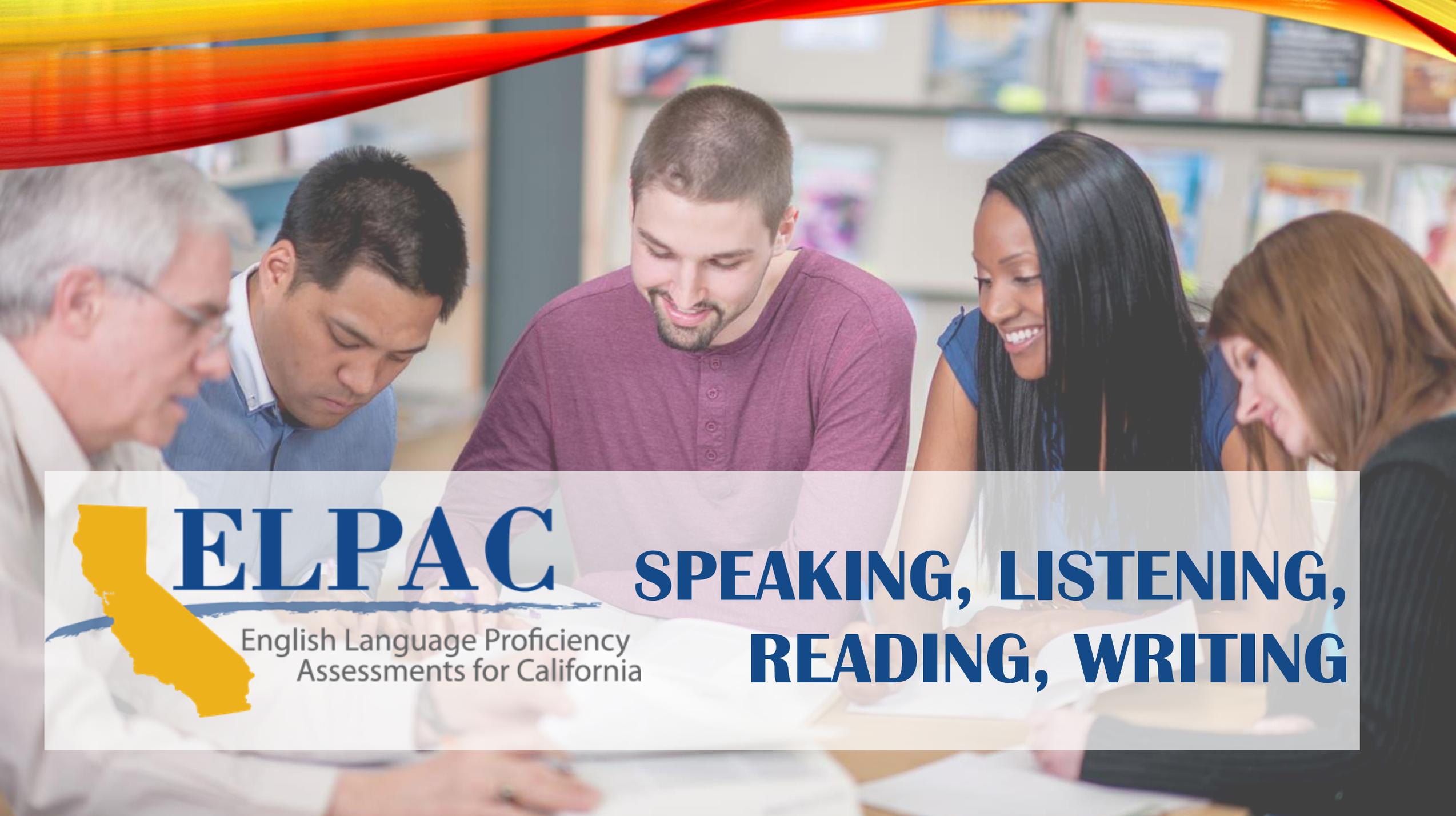
Please select from the list of Available Materials

Available Materials

- Initial ELPAC Preliminary Scoring Supports
- Interim Assessment Secure Materials - Answer Keys
- Interim Assessment Secure Materials - Hand Scoring Training Guides
- Interim Assessment Secure Materials - Workshop
- Summative ELPAC Test Directions for Administration (DFAs)
- Voice Pack Resources

Summative ELPAC: [Kindergarten](#) [Grade 1](#) [Grade 2](#) [Grades 3-5](#)
[Grades 6-8](#) [Grades 9-10](#) [Grades 11-12](#)

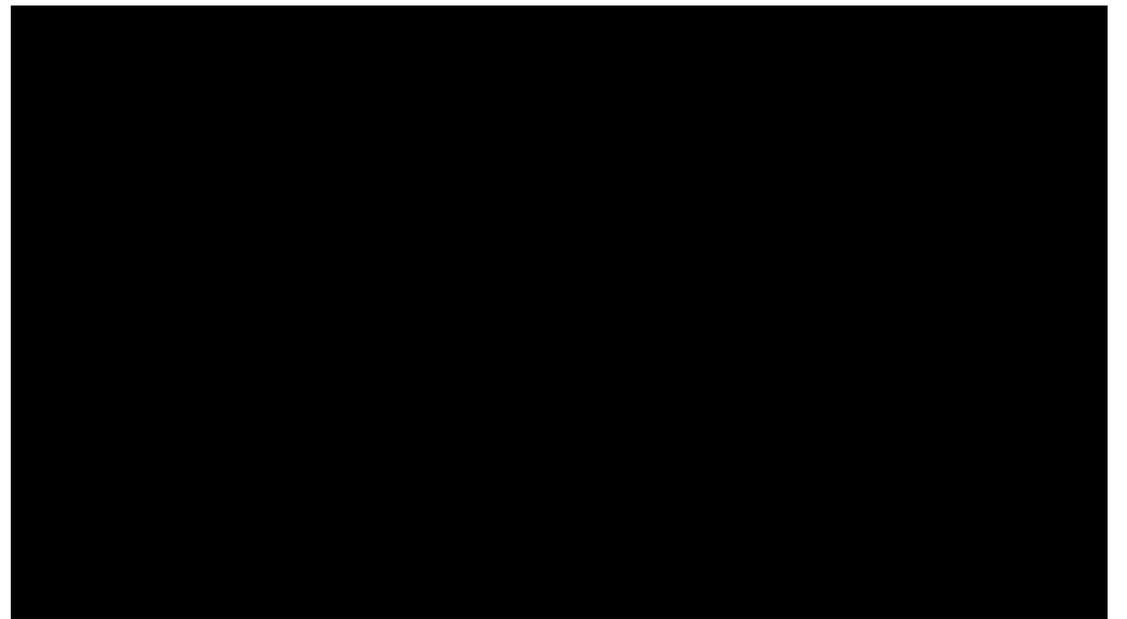
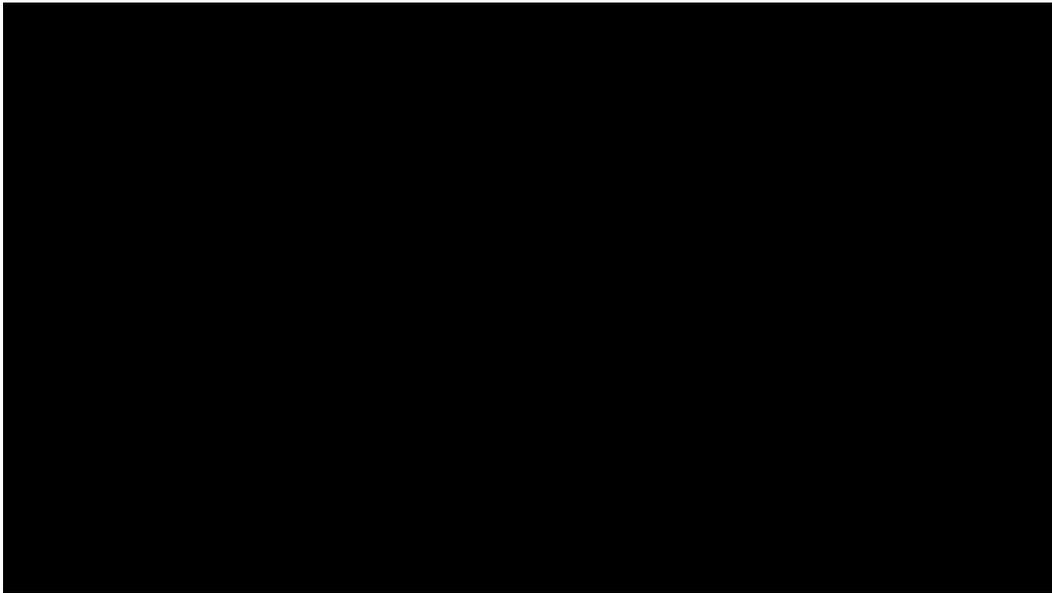




**SPEAKING, LISTENING,
READING, WRITING**



IMPORTANT UPDATE – WHAT'S NEW



Domain Information Sheet

Summative ELPAC



SPEAKING DOMAIN

Purpose

These task types allow students to show their abilities in writing in English. All task types have a primary and secondary alignment to the 2012 California English Language Development standards.

Administration

Administered individually to all grade levels K*–12.



Task Types and Descriptions

Talk About a Scene

Grades K–12:
The student is presented with an illustration of a familiar scene. The test examiner first asks three who, what, when type questions about the scene. The test examiner then administers three items intended to generate longer responses, and the student provides a response.

Support an Opinion

Grades K–12:
The student listens to a presentation about two activities, events, materials, or objects, and is asked to give an opinion about why one is better than the other. In grades K–5, students view a picture of the choices for context and support.

Speech Functions

Grades 2–12:
The student states what they would say in a situation described by the test examiner.

Retell a Narrative

Grades K–5:
The student listens to a story that follows a series of pictures, and then the student uses pictures to retell the story.

Present and Discuss Information

Grades 6–12:
The student views a graph, chart, or image that provides information. The student is prompted to read the information and respond to two prompts. The first prompt asks for a summary of the information in the graph, chart, or image. The second prompt asks for the students to state whether or not a claim is supported based on the information in the graph or chart.

Summarize an Academic Presentation

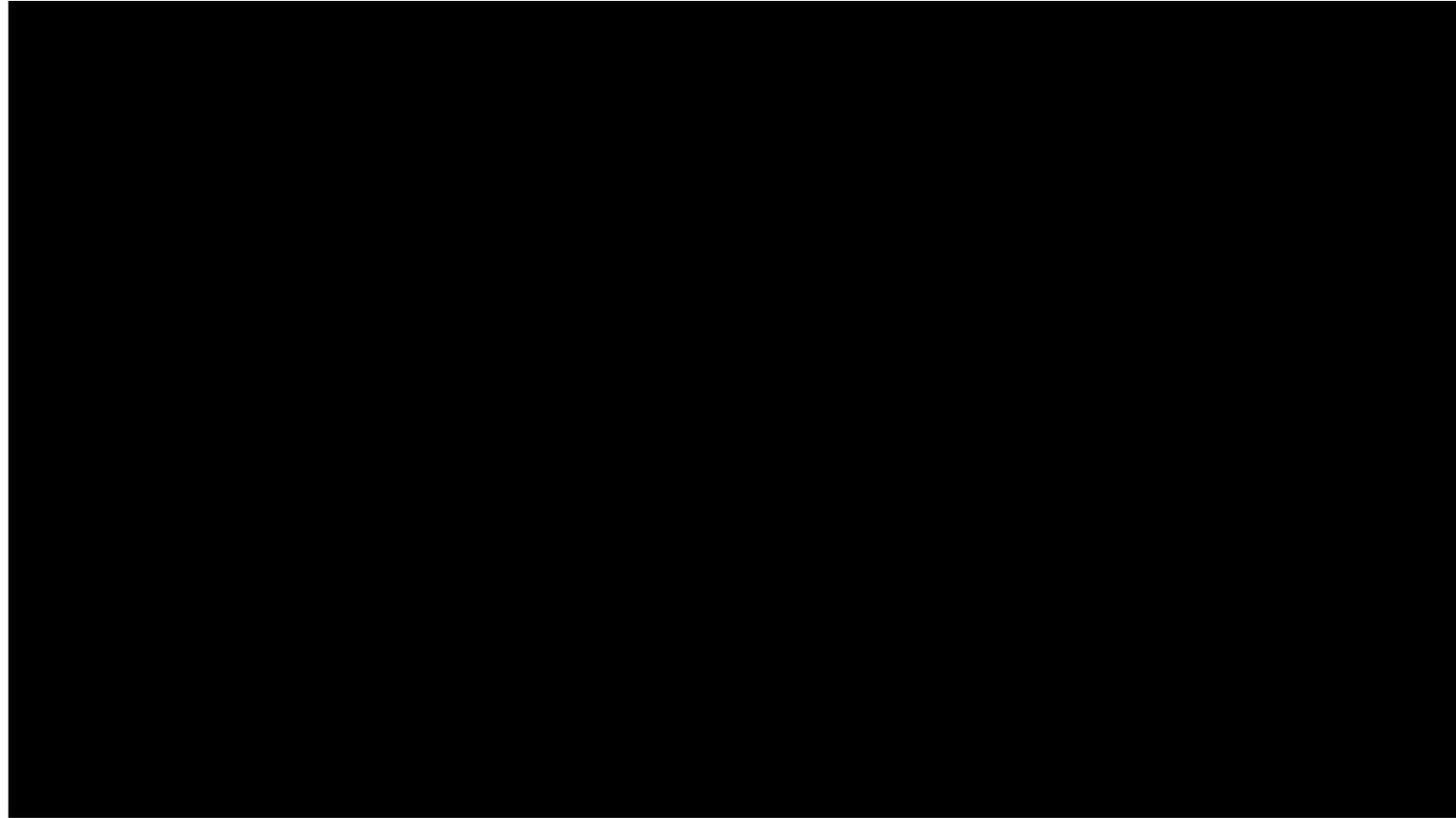
Grades K–2:
The student listens to an academic presentation while looking at a related picture(s). The student is prompted to summarize the main points using the illustration(s) and key terms, if provided.

Grades 3–12:
The student listens to a recording of an academic presentation while looking at a related picture(s). The student is prompted to summarize the main points using the illustration(s) and key terms, if provided.

*Kindergarten includes year one of a two-year kindergarten program, which is often referred to as “transitional kindergarten.”



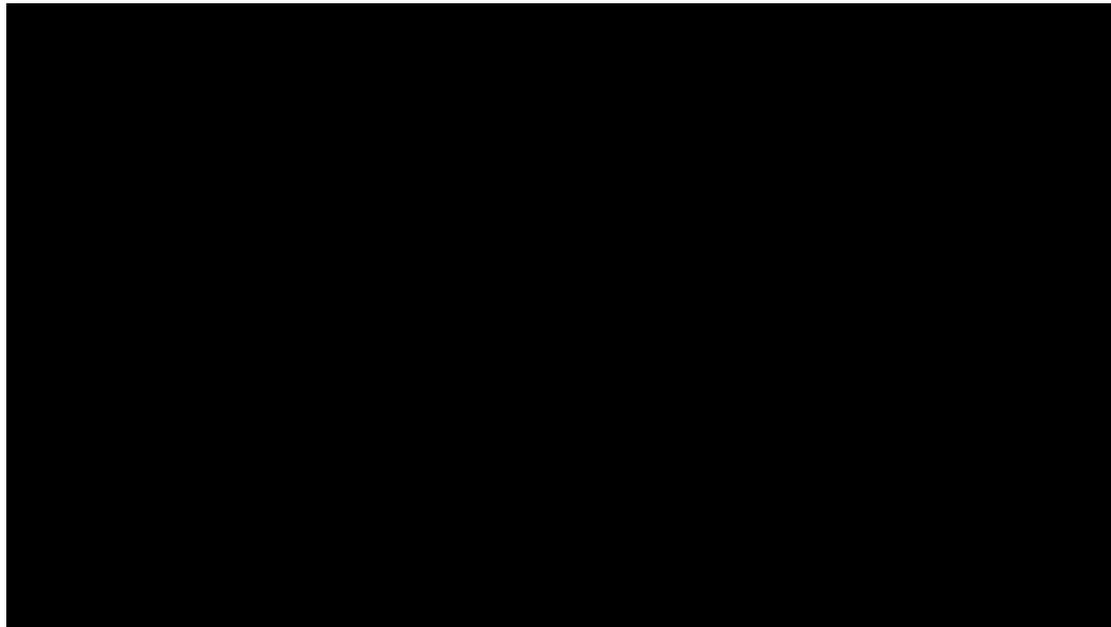
SPEAKING OVERVIEW



<https://moodle.elpac.org/mod/page/view.php?id=898>

SUMMARIZE AN ACADEMIC PRESENTATION

Daily Instructional Lesson Plan	
Content Area(s)/Course/Grade:	Unit: Summative ELPAC - Speaking
Lesson Topic: Summarize an Academic Presentation	Date: 1/15/2021
Teacher: Dr. Ward	School: Stockton All-Star Academy
Indicator(s)/Sub-Outcome(s)/Expectation(s): <ul style="list-style-type: none"> California ELD Standard Part 1, Standard 9 	
Student Outcome(s): Expressing information and ideas in formal oral presentations on academic topics	
Materials/Equipment	
Directions for Administration Sample videos of student examples Summative Training Packet Section 9 Computer Zoom Scoring Rubric Data Entry Interface (DEI)	
Instructional Delivery	
Grades K-2 The student listens to an academic presentation while looking at related picture(s). The student is prompted to summarize the main points using the illustration(s) and key terms, if provided. Grades 3-12 The student listens to a recording of an academic while looking at related picture(s). The student is prompted to summarize the main points using illustration(s) and key terms, if provided.	
Procedures: Refer to Directions for Administration.	
Assessment/Evaluation (Formative/Summative)	
Class will score last example on their own and discuss	
Closure: Get feedback and add optional Moodle problems for extra practice if needed	



California ELD Standard
Part 1, Standard 9

SUMMARIZE AN ACADEMIC PRESENTATION (GRADES 6-8)—JONAS

Rubric

Speaking—Summarize an Academic Presentation—Grades K–12

Score	Descriptors
4	<ul style="list-style-type: none">• A full response includes a clear summary of the main points and details of the presentation.• Ideas are cohesive and connected.• Grammar and word choice are varied and effective; errors do not impede meaning.• Pronunciation and/or intonation do not impede meaning.• Speech is usually smooth and sustained.
3	<ul style="list-style-type: none">• Response includes a mostly clear summary of some of the main points of the presentation with partial/basic details.• Ideas are usually cohesive and connected.• Grammar and word choice are adequate; errors occasionally impede meaning.• Pronunciation and/or intonation occasionally impede meaning.• Speech is fairly sustained, though some choppiness or halting may occur.
2	<ul style="list-style-type: none">• Response includes a partial summary of at least one of the main points of the presentation and may lack an understanding of the main points.• Ideas are sometimes cohesive and connected.• Grammar and word choice are simple and repetitive; errors often impede meaning.• Pronunciation and/or intonation often impede meaning.• Speech may be slow, choppy, or halting.
1	<ul style="list-style-type: none">• Response includes an attempt to reference the presentation/picture but conveys little relevant information.• Ideas are rarely cohesive and connected.• Grammar and word choice are limited and impede meaning.• Pronunciation and/or intonation often impede meaning.• Speech may consist of isolated word(s) or phrase(s) related to the picture.
0	<ul style="list-style-type: none">• Response is not relevant.• Response contains no English.• No response, "I don't know," or is completely unintelligible.

SUMMARIZE AN ACADEMIC PRESENTATION (GRADES 6-8)—SAMUEL

Rubric

Speaking—Summarize an Academic Presentation—Grades K–12

Score	Descriptors
4	<ul style="list-style-type: none">• A full response includes a clear summary of the main points and details of the presentation.• Ideas are cohesive and connected.• Grammar and word choice are varied and effective; errors do not impede meaning.• Pronunciation and/or intonation do not impede meaning.• Speech is usually smooth and sustained.
3	<ul style="list-style-type: none">• Response includes a mostly clear summary of some of the main points of the presentation with partial/basic details.• Ideas are usually cohesive and connected.• Grammar and word choice are adequate; errors occasionally impede meaning.• Pronunciation and/or intonation occasionally impede meaning.• Speech is fairly sustained, though some choppiness or halting may occur.
2	<ul style="list-style-type: none">• Response includes a partial summary of at least one of the main points of the presentation and may lack an understanding of the main points.• Ideas are sometimes cohesive and connected.• Grammar and word choice are simple and repetitive; errors often impede meaning.• Pronunciation and/or intonation often impede meaning.• Speech may be slow, choppy, or halting.
1	<ul style="list-style-type: none">• Response includes an attempt to reference the presentation/picture but conveys little relevant information.• Ideas are rarely cohesive and connected.• Grammar and word choice are limited and impede meaning.• Pronunciation and/or intonation often impede meaning.• Speech may consist of isolated word(s) or phrase(s) related to the picture.
0	<ul style="list-style-type: none">• Response is not relevant.• Response contains no English.• No response, "I don't know," or is completely unintelligible.

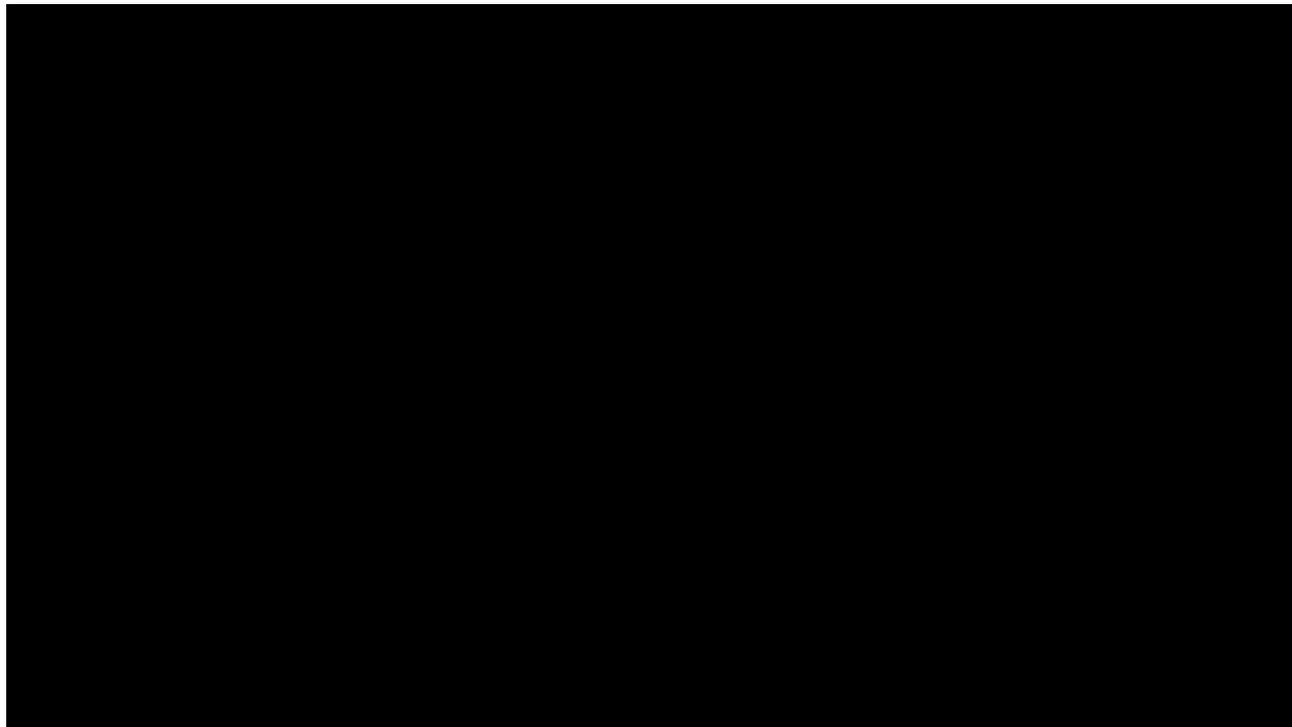
SUMMARIZE AN ACADEMIC PRESENTATION (GRADES 6-8)— ANDREA

Rubric

Speaking—Summarize an Academic Presentation—Grades K–12

Score	Descriptors
4	<ul style="list-style-type: none">• A full response includes a clear summary of the main points and details of the presentation.• Ideas are cohesive and connected.• Grammar and word choice are varied and effective; errors do not impede meaning.• Pronunciation and/or intonation do not impede meaning.• Speech is usually smooth and sustained.
3	<ul style="list-style-type: none">• Response includes a mostly clear summary of some of the main points of the presentation with partial/basic details.• Ideas are usually cohesive and connected.• Grammar and word choice are adequate; errors occasionally impede meaning.• Pronunciation and/or intonation occasionally impede meaning.• Speech is fairly sustained, though some choppiness or halting may occur.
2	<ul style="list-style-type: none">• Response includes a partial summary of at least one of the main points of the presentation and may lack an understanding of the main points.• Ideas are sometimes cohesive and connected.• Grammar and word choice are simple and repetitive; errors often impede meaning.• Pronunciation and/or intonation often impede meaning.• Speech may be slow, choppy, or halting.
1	<ul style="list-style-type: none">• Response includes an attempt to reference the presentation/picture but conveys little relevant information.• Ideas are rarely cohesive and connected.• Grammar and word choice are limited and impede meaning.• Pronunciation and/or intonation often impede meaning.• Speech may consist of isolated word(s) or phrase(s) related to the picture.
0	<ul style="list-style-type: none">• Response is not relevant.• Response contains no English.• No response, "I don't know," or is completely unintelligible.

SUMMARIZE AN ACADEMIC PRESENTATION (KINDERGARTEN)— ANGELINA

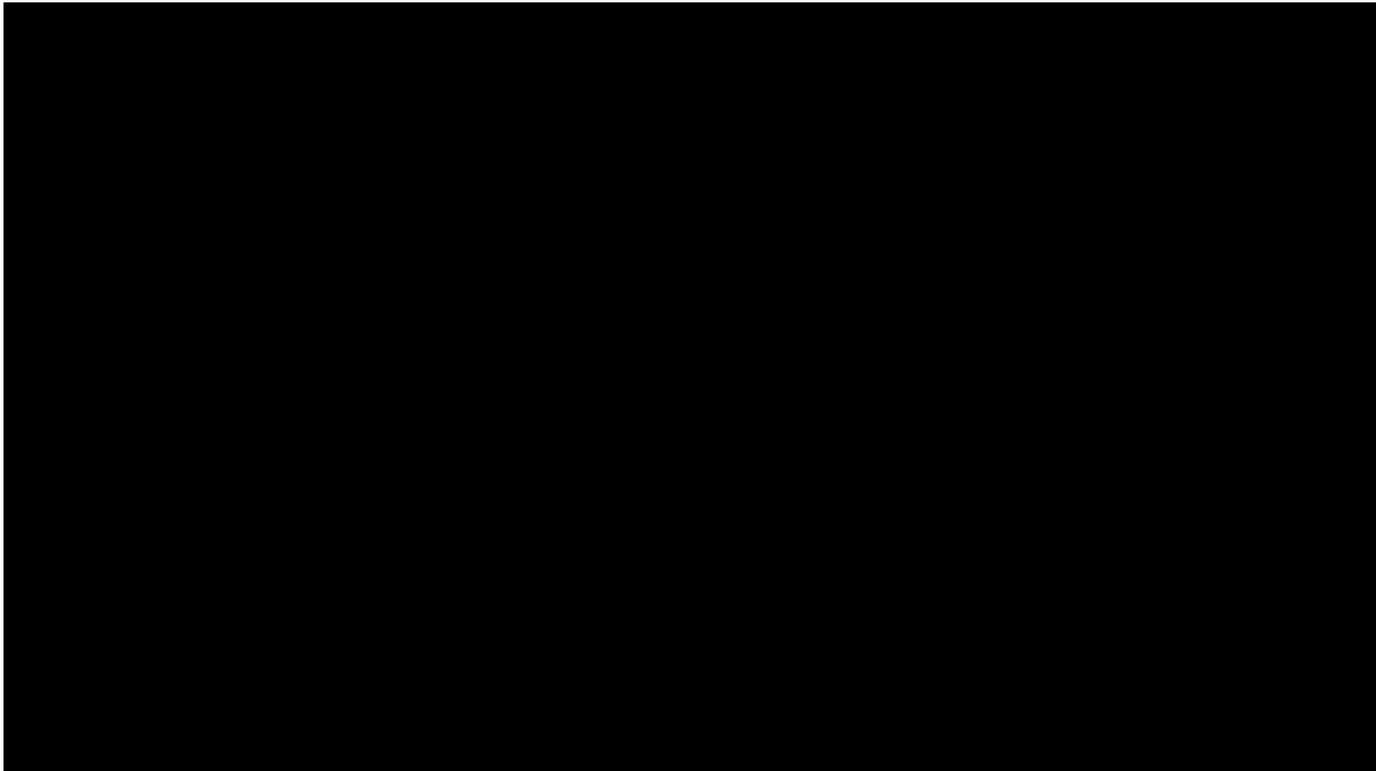


Rubric

Speaking—Summarize an Academic Presentation—Grades K–12

Score	Descriptors
4	<ul style="list-style-type: none">• A full response includes a clear summary of the main points and details of the presentation.• Ideas are cohesive and connected.• Grammar and word choice are varied and effective; errors do not impede meaning.• Pronunciation and/or intonation do not impede meaning.• Speech is usually smooth and sustained.
3	<ul style="list-style-type: none">• Response includes a mostly clear summary of some of the main points of the presentation with partial/basic details.• Ideas are usually cohesive and connected.• Grammar and word choice are adequate; errors occasionally impede meaning.• Pronunciation and/or intonation occasionally impede meaning.• Speech is fairly sustained, though some choppiness or halting may occur.
2	<ul style="list-style-type: none">• Response includes a partial summary of at least one of the main points of the presentation and may lack an understanding of the main points.• Ideas are sometimes cohesive and connected.• Grammar and word choice are simple and repetitive; errors often impede meaning.• Pronunciation and/or intonation often impede meaning.• Speech may be slow, choppy, or halting.
1	<ul style="list-style-type: none">• Response includes an attempt to reference the presentation/picture but conveys little relevant information.• Ideas are rarely cohesive and connected.• Grammar and word choice are limited and impede meaning.• Pronunciation and/or intonation often impede meaning.• Speech may consist of isolated word(s) or phrase(s) related to the picture.
0	<ul style="list-style-type: none">• Response is not relevant.• Response contains no English.• No response, "I don't know," or is completely unintelligible.

SUMMARIZE AN ACADEMIC PRESENTATION (KINDERGARTEN)— EDWIN



Rubric

Speaking—Summarize an Academic Presentation—Grades K–12

Score	Descriptors
4	<ul style="list-style-type: none">• A full response includes a clear summary of the main points and details of the presentation.• Ideas are cohesive and connected.• Grammar and word choice are varied and effective; errors do not impede meaning.• Pronunciation and/or intonation do not impede meaning.• Speech is usually smooth and sustained.
3	<ul style="list-style-type: none">• Response includes a mostly clear summary of some of the main points of the presentation with partial/basic details.• Ideas are usually cohesive and connected.• Grammar and word choice are adequate; errors occasionally impede meaning.• Pronunciation and/or intonation occasionally impede meaning.• Speech is fairly sustained, though some choppiness or halting may occur.
2	<ul style="list-style-type: none">• Response includes a partial summary of at least one of the main points of the presentation and may lack an understanding of the main points.• Ideas are sometimes cohesive and connected.• Grammar and word choice are simple and repetitive; errors often impede meaning.• Pronunciation and/or intonation often impede meaning.• Speech may be slow, choppy, or halting.
1	<ul style="list-style-type: none">• Response includes an attempt to reference the presentation/picture but conveys little relevant information.• Ideas are rarely cohesive and connected.• Grammar and word choice are limited and impede meaning.• Pronunciation and/or intonation often impede meaning.• Speech may consist of isolated word(s) or phrase(s) related to the picture.
0	<ul style="list-style-type: none">• Response is not relevant.• Response contains no English.• No response, "I don't know," or is completely unintelligible.

Domain Information Sheet

Summative ELPAC



WRITING DOMAIN

Purpose

These task types allow students to show their abilities in writing in English. All task types have a primary and secondary alignment to the 2012 California English Language Development standards.

Administration

Administered individually in kindergarten (K)* and grade 1.
Administered in small groups of up to 10 students in grade 2.
Administered in groups of up to 20 students in grades 3–12.



Task Types and Descriptions

Label a Picture—Word with Scaffolding

Grade K:
The student writes labels for objects displayed in a picture.

Write a Story Together with Scaffolding

Grades K–2:
The student collaborates with the test examiner to jointly compose a short literary text.

Describe a Picture

Grades 1–2:
The student looks at a picture and writes a brief description about what is happening.

Write an Informational Text Together

Grades 1–2:
The student listens to a short informational passage and then collaborates with the test examiner to jointly compose a text about the passage.

Write about an Experience

Grades 1–12:
The student is provided with a common topic, such as a memorable classroom activity or event and is prompted to write about the topic.

Grades 3–12:
The student looks at a picture and is prompted to examine a paragraph written by a classmate about what is happening in the picture. The student is asked to expand, correct, and combine different sentences written by a classmate before completing the final task of writing a sentence explaining what the students in the picture will do next.

Write about Academic Information

Grades 3–12:
The student interprets academic information from a graphic organizer created for a group project and answers two questions about it.

Justify an Opinion

Grades 3–12:
The student is asked to write an essay providing a position and appropriate supporting reasons about a school related topic.

*Kindergarten includes year one of a two-year kindergarten program, which is often referred to as “transitional kindergarten.”

WRITE A STORY TOGETHER WITH SCAFFOLDING

1

_____ lying a Kite



Julie is playing outside.

2

It is not a windy _____.

3

Transcription Box

Daily Instructional Lesson Plan	
Content Area(s)/Course/Grade: ELPAC	Unit: Writing
Lesson Topic: Label a Picture - Word, with Scaffolding	Date:1/15/2021
Teacher: Dr. Ward	School: Stockton All-Star Academy
Indicator(s)/Sub-Outcome(s)/Expectation(s): <ul style="list-style-type: none"> California ELD Standard Part 1, Standard 10 	
Student Outcome(s): Writing literary and informational texts to present, describe, and explain ideas and information using appropriate technology	
Materials/Equipment	
Directions for Administration Sample worksheets or scratch paper for student *K-2 answer book Computer Zoom Scoring Rubric Data Entry Interface (DEI)	
Instructional Delivery	
Grades K-2 The student writes labels for objects displayed in a picture.	
Procedures: Refer to Directions for Administration.	
Assessment/Evaluation (Formative/Summative)	
Class will score last example on their own and discuss	
Closure: Get feedback and add optional Moodle problems for extra practice if needed	

Domain Information Sheet

Summative ELPAC



LISTENING DOMAIN

Purpose	Task Types and Descriptions		
<p>These task types allow students to show their abilities in listening to English. All task types have a primary and secondary alignment to the 2012 California English Language Development standards.</p>	<p>Listen to a Short Exchange</p>	<p>Listen to a Classroom Conversation</p>	<p>Listen to a Speaker Support an Opinion</p>
<p>Administration</p> <p>Administered individually in kindergarten (K)* through grade 2.</p> <p>Administered in groups of up to 20 students in grades 3–12.</p>	<p>Grades K–2: The student hears a two-turn exchange between two speakers and then answers a question about the exchange.</p> <p>Grades 3–12: The student hears a recording of a two-turn exchange between two speakers and then answers a question about the exchange.</p>	<p>Grades 1–12: The student hears a recording of a multiple-turn conversation between two speakers and then answers two to three questions about the conversation.</p>	<p>Grades 6–12: The student hears a recording of an extended conversation between two classmates. In the conversation, one classmate makes an argument in support of an opinion or academic topic. After listening to the conversation, the student answers four questions.</p>
	<p>Listen to a Story</p>	<p>Listen to an Oral Presentation</p>	<p>Grades 6–12: The student hears a recording of an extended conversation between two classmates. In the conversation, one classmate makes an argument in support of an opinion or academic topic. After listening to the conversation, the student answers four questions.</p>
<p>Grades K–2: The student hears a fictional story that contains dialogue then answers three questions about the story.</p> <p>Grades 3–5: The student hears a fictional story that contains dialogue then answers three questions about the story.</p>	<p>Grades K–2: The student hears an oral presentation on an academic topic, then answers three to four questions about it.</p> <p>Grades 3–12: The student hears a recording of an oral presentation on an academic topic, then answers three to four questions about it.</p>	<p>Grades 6–12: The student hears a recording of an extended conversation between two classmates. In the conversation, one classmate makes an argument in support of an opinion or academic topic. After listening to the conversation, the student answers four questions.</p>	

*Kindergarten includes year one of a two-year kindergarten program, which is often referred to as “transitional kindergarten.”

Domain Information Sheet

Summative ELPAC



READING DOMAIN

Purpose

These task types allow students to show their abilities in reading English. All task types have a primary and secondary alignment to the 2012 California English Language Development standards.

Administration

Administered individually in kindergarten (K)* through grade 2.

Administered in groups of up to 20 students in grades 3–12.



Task Types and Descriptions

Read-Along Word with Scaffolding	Read-Along Story with Scaffolding	Read-Along Information
<p>Grade K: With scaffolding from the test examiner, the student provides the individual letter names and the initial letter sound for a decodable word, and answers a multiple choice comprehension question.</p>	<p>Grade K: The student listens and follows along as the test examiner reads aloud a literary text accompanied by three pictures for context and support.</p>	<p>Grade K: The student listens and follows along as the test examiner reads aloud an informational text accompanied by three pictures for context and support.</p>
Read and Choose a Word	Read and Choose a Sentence	Read a Short Informational Passage
<p>Grade 1: The student reads three words and chooses the word that matches a picture.</p>	<p>Grades 1–5: The student reads three or four sentences and chooses the sentence that best describes a picture.</p>	<p>Grades 1–12: The student reads a short informational text and answers multiple-choice questions related to the text.</p>
Read a Student Essay	Read a Literary Passage	Read an Informational Passage
<p>Grades 3–12: The student reads an informational essay presented as if written by a peer and answers a set of multiple-choice questions related to the essay.</p>	<p>Grades 1–12: The student reads a literary passage and answers multiple-choice questions concerning comprehension, language use, and word choice.</p>	<p>Grades 1–12: The student reads an informational text and answers multiple-choice questions related to the text.</p>

*Kindergarten includes year one of a two-year kindergarten program, which is often referred to as “transitional kindergarten.”



ELPAC
English Language Proficiency
Assessments for California

AFTER TESTING

ENDING A TEST SESSION

Congratulations, you reached the end of the Speaking test!

If there are items available for review, they will be displayed in the box below. If the box is blank, no additional items are available for review. Please complete any remaining item reviews, then click Submit Test at the bottom of the screen.

1	2	3	4	5
6	7	8	9	10
11	12			

[Submit Test](#)

Test Summary

Your test was submitted. You may review the test details below.

Student Name: (SSID: 2299897517)	Test Name: ELPAC Grades 9-10 Speaking Training Test
Test Completed On: 9/11/2019	

You have finished the test. You may now log out.

To log out of the test, select **Log Out**.

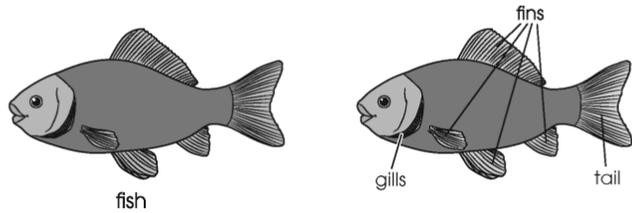
In accordance with the Family Educational Rights and Privacy Act (FERPA), the disclosure of personally identifiable information is prohibited by law.

[Log Out](#)

- After answering the last item in each domain and selecting the [End Test] button—a red square in the top left corner of the screen—each student is presented with the End Test
- Students may return to a previous question and modify their response if the test was not paused for more than 20 minutes
- Once students have reviewed their answers, must select [Submit Test] on the End Test screen to submit their tests

WRITING

Write an Informational Text Together



Fish live in water.

4 _____

5 _____

Transcription Box

Describe a Picture

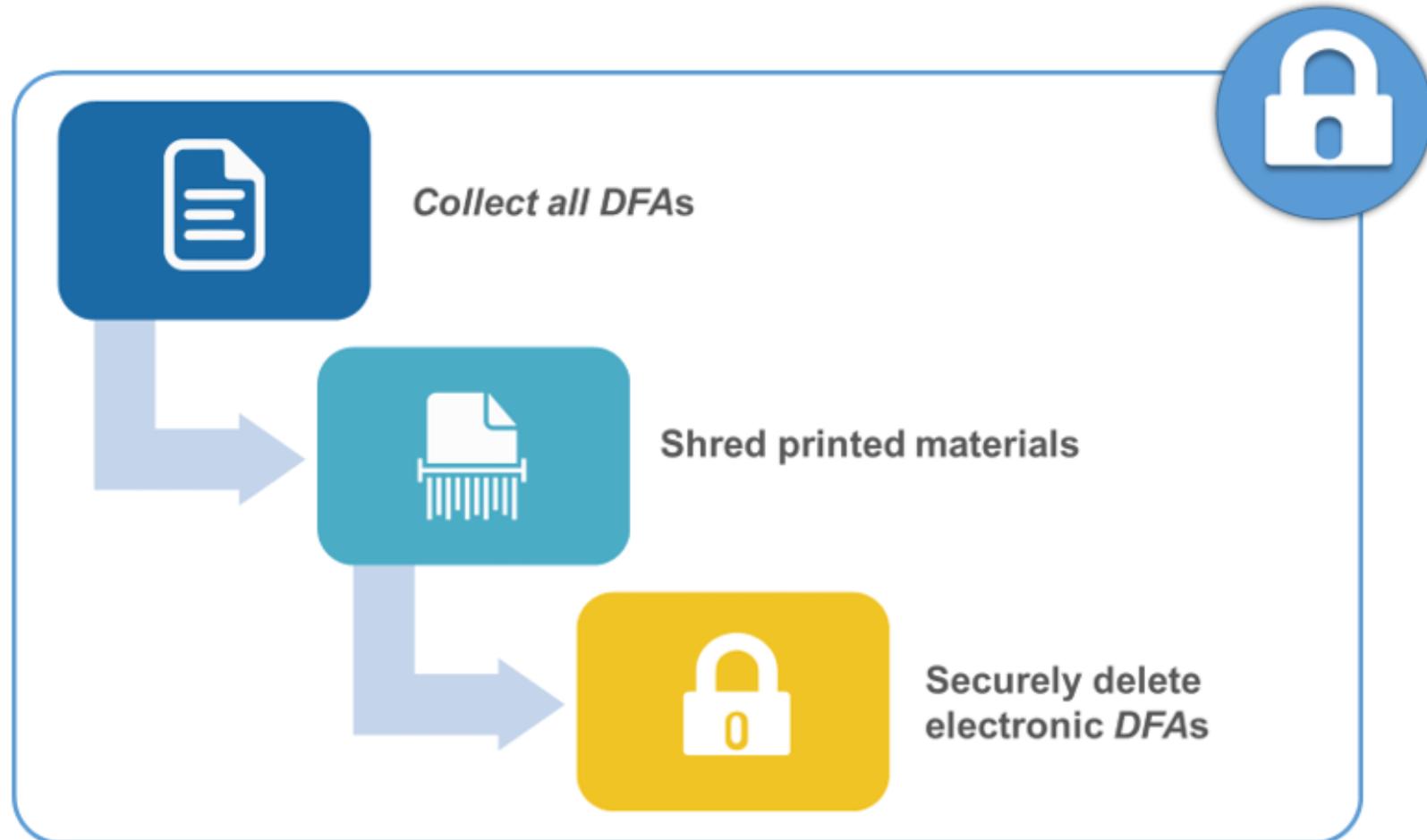


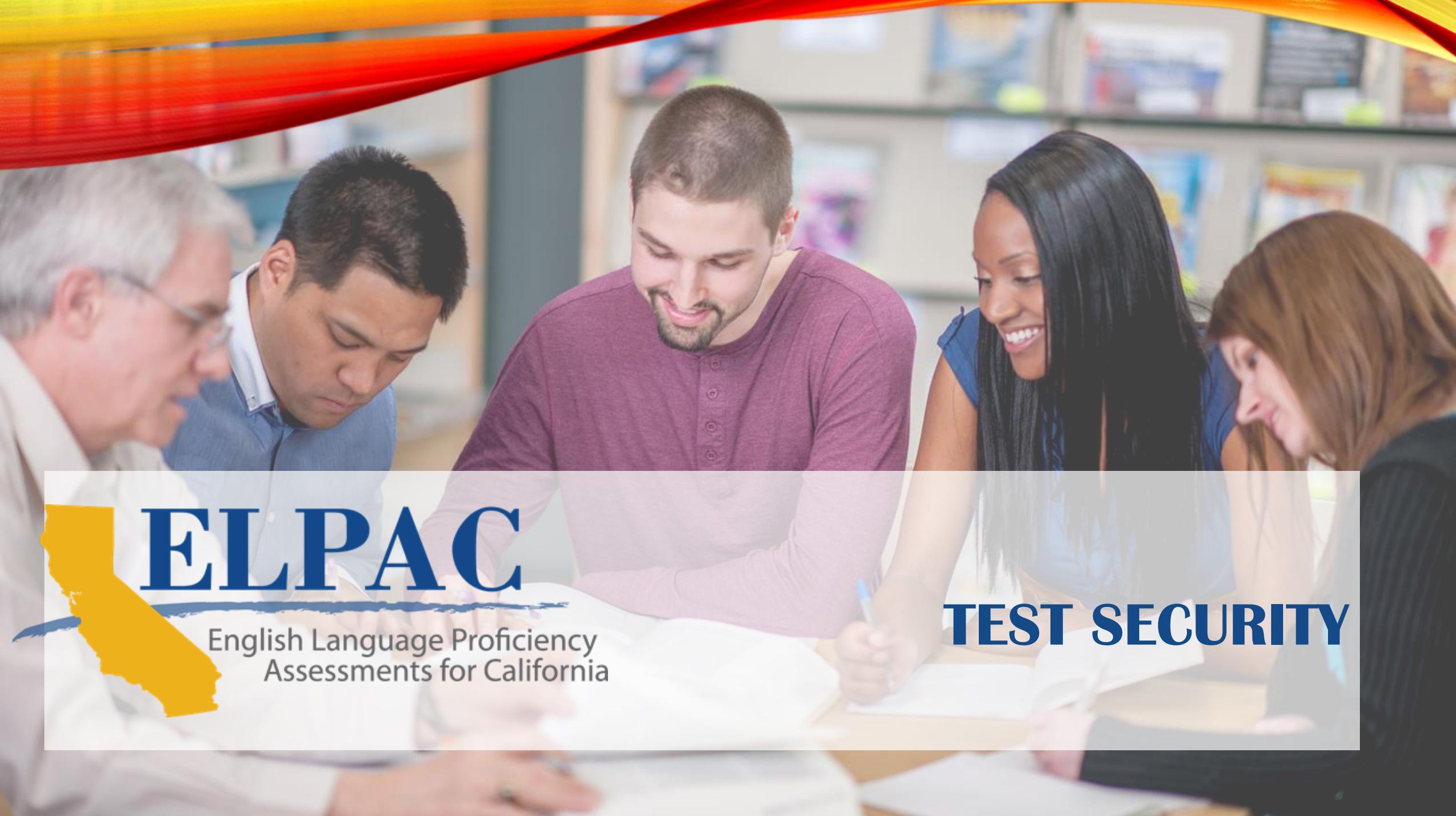
6 _____

AFTER TESTING

- No test materials used for instruction
 - Test items, stimuli, reading passages, or writing prompts must not be used for instruction
- Destroy test materials securely
 - Upon a student's completion of the test, printed test items or passages, scratch paper, and notecards or paper that include student logon information must be collected and inventoried, and then immediately shredded. Printed Directions for Administration must be shredded at the end of the Summative ELPAC test window

AFTER TESTING—*DFAS*





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TEST SECURITY

SECURITY AND TEST ADMINISTRATION INCIDENT REPORTING SYSTEM (STAIRS)

- Site ELPAC Coordinator STAIRS Responsibilities
- Receive notification of an incident
- Review the information provided and verify that an incident has occurred
- Contact the LEA ELPAC coordinator and provide all pertinent information
- Fill out and submit the online ELPAC STAIRS form, if the incident has not been reported by the LEA ELPAC coordinator and if the incident is not a breach

SECURITY AND TEST ADMINISTRATION INCIDENT REPORTING SYSTEM (STAIRS)

- Reset

- Reopen

- Restore

- **Reset** - Resetting a student's test removes that test from the system and enables the student to start a new test from the beginning
 - Test session started for eligible student but pulled wrong student
 - Student was administered general assessment instead of alternative
 - Test examiner entered wrong answer into DEI and all student responses must be reentered
- **Re-Open** - Reopening a field test allows a student to access a test that has already been submitted or expired
 - A disruption to a test session, such as a technical difficulty, fire drill, schoolwide power outage, earthquake, or other act beyond the control of the test examine
 - Test examiner entered incorrect information into the Data Entry Interface
- **Restore** - Restoring a field test returns a test from the Reset status to its prior status. This action can only be performed on tests that have been previously reset through a Reset Appeal request.

TEST SECURITY SUMMARY – PAUSE, RESTORE, RESET

<p>Pause</p>	<p>Action taken by a student, or test examiner to temporarily halt the test during any part of the test, as needed. Pauses of more than 20 minutes will prevent the student from returning to items already attempted, completed, flagged for review, or any combination of these statuses in the Listening and Reading domains.</p>
	<p>Valid reasons for a reset would be if a student's test event was administered inconsistently with the student's IEP (this would include both embedded and non-embedded accommodations).</p> <p>Permission for a reset is initiated by first reporting an incident and then submitting an Appeal using the online STAIRS/ Appeals process in TOMS. Refer to the ELPAC Security Incidents and Appeals Procedure Guide for more information on the Appeals process.</p>

<p>Restore</p>	<p>A specific appeal for Summative ELPAC in the Appeals System. Restore a test from the "Reset" status to its prior status. This action can only be performed on assessments that have been reset by the LEA.</p> <p>An LEA ELPAC coordinator must contact CalTAC for permission to restore a test(s).</p>
-----------------------	--

<p>Reset</p>	<p>A specific appeal for Summative ELPAC in the Appeals System. Resetting a student's test removes that test from the system and enables the student to start a new test. Any work previously done on the test would be lost.</p> <p>Valid reasons for a reset would be if a student's test event was administered inconsistently with the student's IEP (this would include both embedded and non-embedded accommodations).</p> <p>Permission for a reset is initiated by first reporting an incident and then submitting an Appeal using the online STAIRS/ Appeals process in TOMS. Refer to the ELPAC Security Incidents and Appeals Procedure Guide for more information on the Appeals process.</p>
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TEST SECURITY INCIDENTS

There are three types of test security incidents:

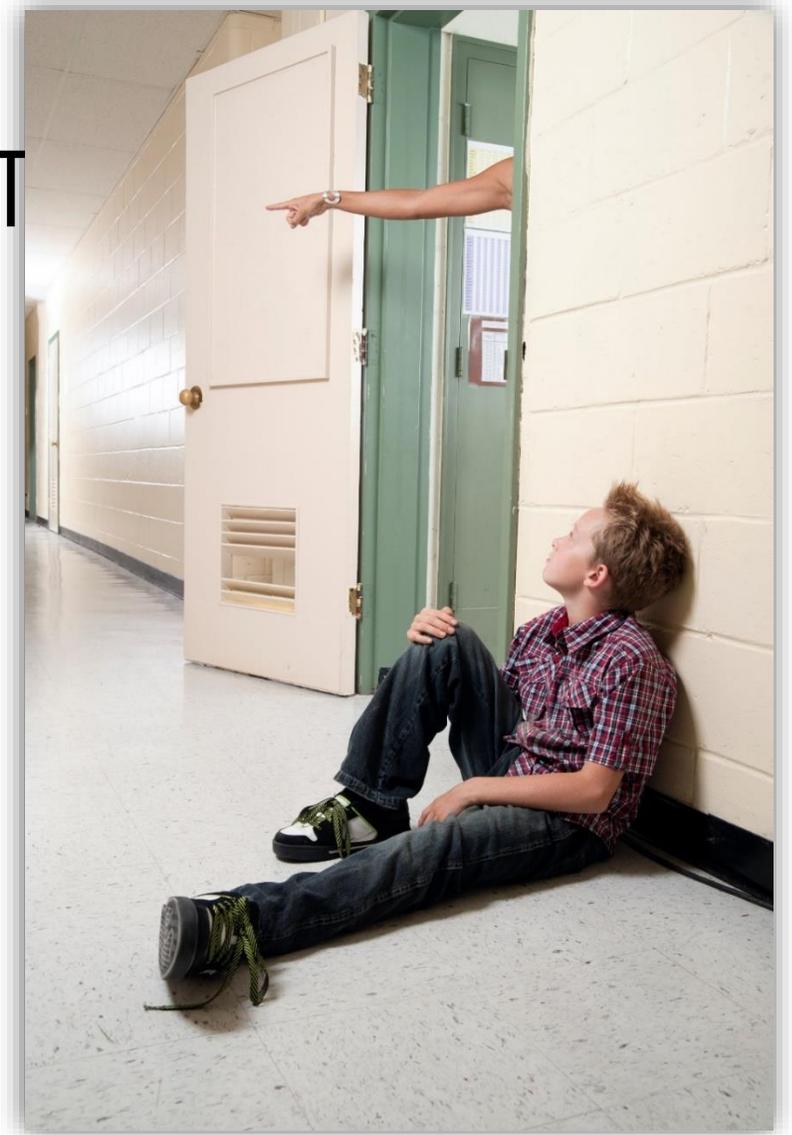
1. Impropriety
2. Irregularity
3. Breach

ITEM SECURITY INCIDENT TYPES AND EXAMPLES

Incident Type	Example
Test Impropriety	Students talking during testing
Test Irregularity	Students cheating or providing answers to one another
Test Irregularity	Student accessing or using electronic equipment (e.g., cell phone)
Test Breach	Test administrator (TA), test examiner (TE), or test site coordinator modifying student responses or records at any time
Test Breach	TA or TE allowing students to take home test questions, passages, prompts, or scratch paper

TEST

Low Impact



TEST SECURITY

- Irregularity
 - An unusual circumstance that has a low impact on the individual or group of students who are testing, and has a low risk of potentially affecting student performance on the test or of impacting test security or test validity. These circumstances can be corrected and contained at the local level.
- Impropriety
 - An unusual circumstance that has a low impact on the individual or group of students who are testing, and has a low risk of potentially affecting student performance on the test or of impacting test security or test validity. These circumstances can be corrected and contained at the local level. An impropriety should be reported to the LEA ELPAC coordinator and site ELPAC coordinator immediately. T
- Breach
 - An event that poses a threat to the validity of the test. Examples may include such situations as a release of secure materials or a security or system risk. These circumstances have external implications for the California Department of Education (CDE), Educational Testing Service (ETS), or both, and may result in a decision to remove the test item(s) from the available secure bank. Report immediately.

TEST IRREGULARITY



Medium Impact

TESTING IRREGULARITIES & SECURITY BREACHES

Testing Irregularities include but are not limited to:

- Cheating
- **Failure to follow test administration directions**
- Rushing students through the test or parts of the test
- **Coaching students**, including but not limited to:
 - ◆ Discussing questions with students before, during, or after testing
 - ◆ Giving or providing any clues to the answers
- Administering the wrong grade or grade span test to a student or using mismatched test materials
- Writing on the Answer Book by a Test Examiner that would cause the Answer Book to be unscorable; therefore, needing transcription to a new Answer Book
- Leaving instructional materials on walls in the testing room that may assist students in answering test questions
- Allowing students to have additional materials or tools (e.g., books, tables) that are not specified in an individualized education program (IEP), Section 504 plan, or approved by the CDE as an allowed testing accommodation

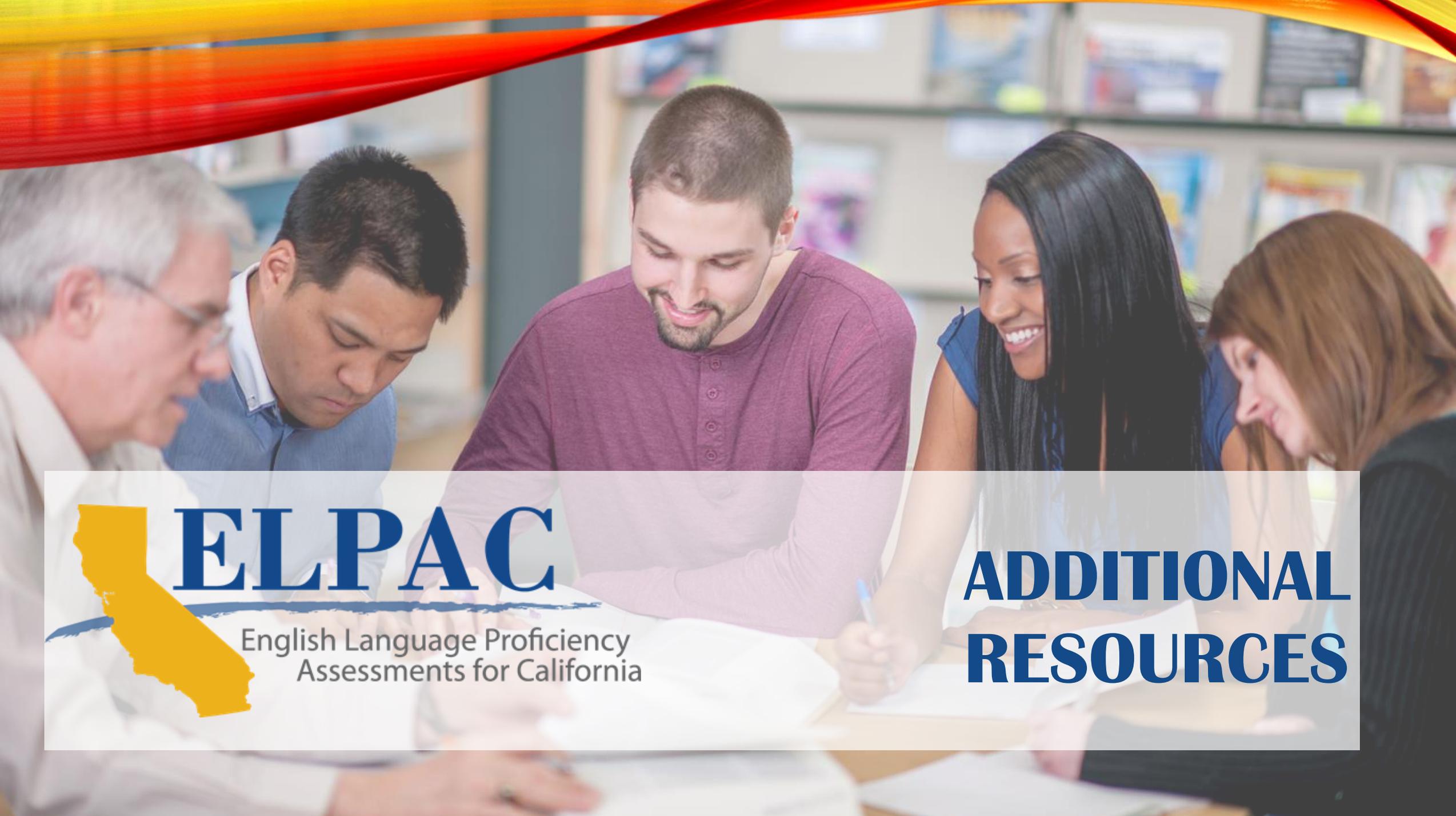
Security Breaches include, but are not limited to:

- Site ELPAC Coordinators, Test Examiners, Proctors, and students using electronic devices such as cell phones during testing
- Posting pictures of test materials on social media sites
- Missing test materials
- Copying or taking a photo of any part of the test materials
- Sending materials via inter-office mail
- Permitting eligible students access to test materials outside of the testing periods
- Developing scoring keys or reviewing any student responses
- Failing to maintain security of all test materials
- Sharing of test items or other secure materials with anyone who has not signed the Test Security Affidavit
- Discussing the test content or using test materials outside training and administration
- Allowing students to take the test out of the designated testing area
- Allowing Test Examiners to take the test home
- Allowing untrained personnel to administer the test

Please report all Test Irregularities & Security Breaches to the LEA ELPAC Coordinator.

TEST SECURITY

- Quiet environment
 - Provide a quiet environment void of talking or other distractions that might interfere with a student's ability to concentrate or might compromise the testing situation.
- Student supervision
 - Students must be actively supervised by a trained test examiner (and proctor, if applicable) and are prohibited from access to unauthorized electronic devices that allow availability to outside information;
- Access to assessments
 - Unauthorized staff or other adults must not be in the room during testing. Only students who are testing may view items.
- Testing through secure browser
 - Administration of the computer-based ELPAC test is permitted only through the student interface via a secure browser or a method of securing the student device.



ELPAC

English Language Proficiency
Assessments for California

**ADDITIONAL
RESOURCES**

RESOURCES

- Practice and Training Test The online ELPAC practice and training tests allow students, parents/guardians, families, teachers, administrators, and others an opportunity to become familiar with the online test delivery platform as well as the types of test questions that may appear on the actual test at each grade or grade span.
- Public Access The practice and training tests can be used as a “guest” without logon credentials and using a supported web browser; note that Internet Explorer is not a supported web browser. The practice and training tests do not require use of the secure browser, but some accessibility resources, such as text-to-speech, are only available through the secure browser.

QUICK REFERENCE GUIDES AND TRAINING VIDEOS



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Home > Test Administration > Quick Reference Guides and Videos


Call 800-955-2954
Email caltac@ets.org
Online Chat now

Test Operations Management System (TOMS)

Test Administrator Interface for All Online Tests

Data Entry Interface and Teacher Hand Scoring System

Completion Status

Quick Reference Guides and Videos

This web page provides step-by-step instructions for how to accomplish a task or activity for the ELPAC. These instructions come in either PDF or video format.

Start a Practice or Training Test

- Using the Online Practice and Training Tests (Video; 10:48) (Posted 1/8/2020)

Training Tests

- Summative ELPAC – Start a Training Test for the Speaking Domain (PDF) (Posted January 2020)
- Summative ELPAC – Start a Training Test for the Listening, Reading, and Writing Domains (PDF) (Posted January 2020)

Practice Tests

- Summative ELPAC – Start a Practice Test for the Speaking Domain (PDF) (Posted January 2020)
- Summative ELPAC – Start a Practice Test for the Listening, Reading, and Writing Domains (PDF) (Posted January 2020)

Quick Reference Guides and Videos

This web page provides step-by-step instructions for how to accomplish a task or activity within California's assessment programs. Instructions come in either PDF or video format.

How to Start a Practice or Training Test

- Using the Online Practice and Training Tests (Video; 10:48) (Posted 01/8/20)

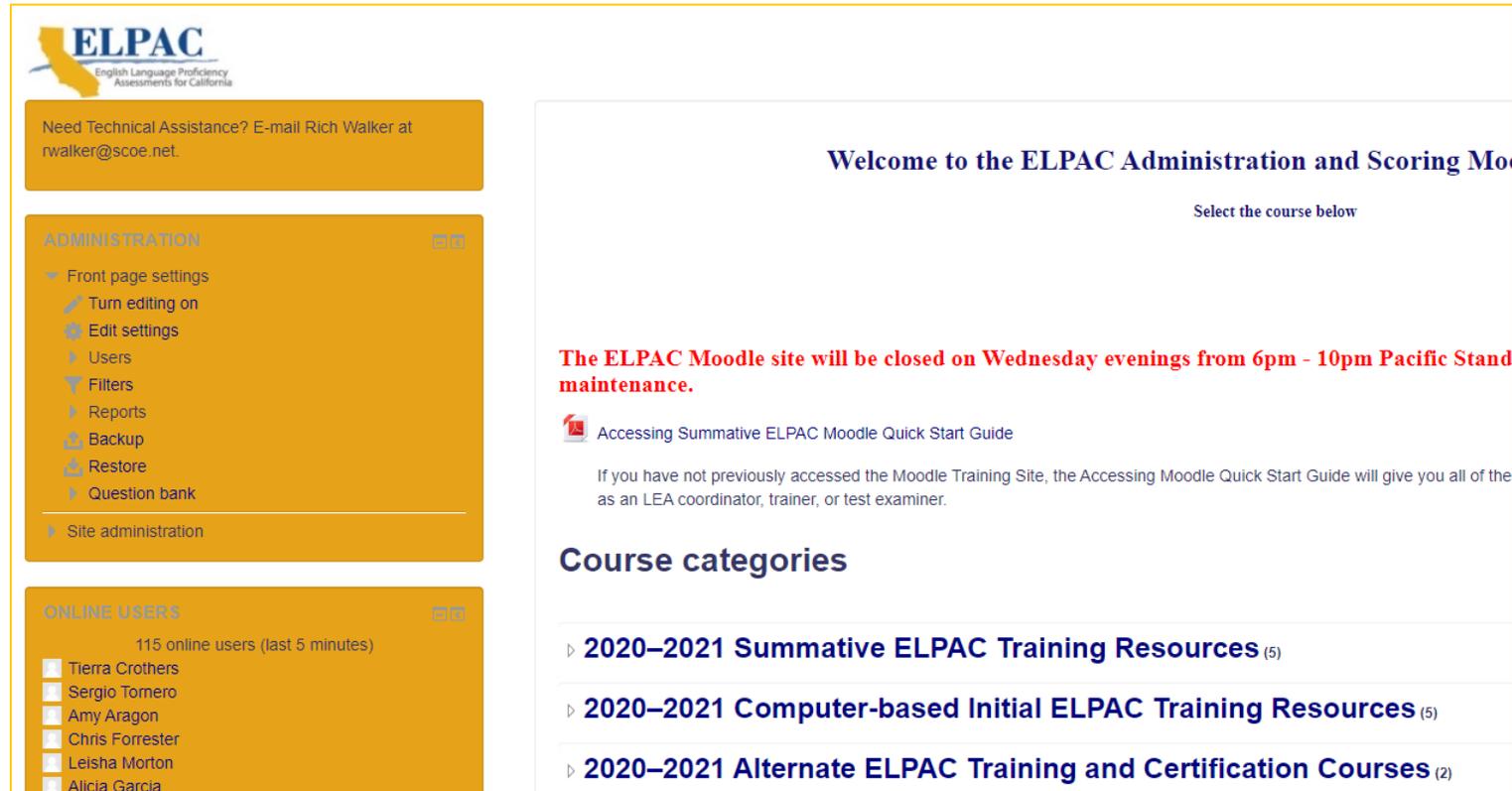
Training Tests

- Smarter Balanced Summative Assessment – How to Start a Training Test (PDF) (Updated July 2018)
- CAST – How to Start a Training Test (PDF) (Updated July 2018)
- CAA – How to Start a Training Test (PDF) (Updated July 2018)
- CSA – How to Start a Training Test (PDF) (Updated July 2018)

Practice Tests

- Smarter Balanced Summative Assessment – How to Start a Practice Test (PDF) (Updated July 2018)
- CAST – How to Start a Practice Test (PDF) (Updated July 2018)
- CAA – How to Start a Practice Test (PDF) (Updated July 2018)
- CSA – How to Start a Practice Test (PDF) (Updated January 2019)

ELPAC MOODLE TRAINING SITE



The screenshot shows the Moodle interface for the ELPAC site. On the left, there are two main navigation panels. The top panel, titled 'ADMINISTRATION', lists various site management options such as 'Front page settings', 'Turn editing on', 'Edit settings', 'Users', 'Filters', 'Reports', 'Backup', 'Restore', 'Question bank', and 'Site administration'. The bottom panel, titled 'ONLINE USERS', shows '115 online users (last 5 minutes)' and lists individual users: Tierra Crothers, Sergio Tomero, Amy Aragon, Chris Forrester, Leisha Morton, and Alicia Garcia. A yellow box at the top left of the page contains the text: 'Need Technical Assistance? E-mail Rich Walker at rwalker@scoe.net.' The main content area on the right features a welcome message: 'Welcome to the ELPAC Administration and Scoring Moodle' followed by 'Select the course below'. A red notice states: 'The ELPAC Moodle site will be closed on Wednesday evenings from 6pm - 10pm Pacific Standard Time for maintenance.' Below this, there is a link for 'Accessing Summative ELPAC Moodle Quick Start Guide' with a brief description: 'If you have not previously accessed the Moodle Training Site, the Accessing Moodle Quick Start Guide will give you all of the information you need as an LEA coordinator, trainer, or test examiner.' At the bottom, the 'Course categories' section lists three categories: '2020–2021 Summative ELPAC Training Resources (5)', '2020–2021 Computer-based Initial ELPAC Training Resources (5)', and '2020–2021 Alternate ELPAC Training and Certification Courses (2)'.

<https://moodle.elpac.org>

USE PRACTICE AND TRAINING TESTS

4



Ken goes to a farm. Ken sees many animals.

Do animals live on a farm?

Ⓐ

Yes



Ⓑ

No





QUESTIONS?