Alternate ELPAC
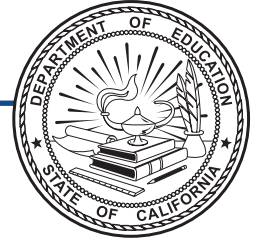
Alternate English Language Proficiency Assessments for California

Directions for Administration

Training Test
Grades 6–12

Alternate ELPAC Administration Notes

For questions regarding the Alternate English Language Proficiency Assessments for California (ELPAC) or for additional assistance:

- Parents/Guardians should contact their child's teacher.
- Test examiners and other school personnel should contact their site ELPAC coordinator.
- Site ELPAC coordinators should contact their LEA ELPAC coordinator as directed.
- LEA ELPAC coordinators should contact the California Technical Assistance Center (CalTAC), by phone at 800-955-2954 or by email at caltac@ets.org. CalTAC is open from 7 a.m. to 5 p.m., Monday through Friday.

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Directions for Administration

Who Takes the Alternate ELPAC?

The Alternate ELPAC is for students with the most significant disabilities whose individualized education program (IEP) team has designated the use of an alternate assessment and who also have been identified as English learners (ELs) or potential ELs.

Introduction to the Alternate ELPAC Training Test *Directions for Administration* (*DFA*)

This manual contains the directions and specific scripts you will need to administer Training Tests for the Alternate ELPAC. There is an Alternate ELPAC Training Test available for kindergarten through grade five and grades six through twelve. Each Training Test contains fewer test questions than the operational Alternate ELPAC but has all the item types (e.g., multiple choice or constructed response) included on the operational assessment. (Therefore, the Training Test does not produce scores.) The Training Test is available all year and may be used at any time in preparation for the Alternate ELPAC. This *DFA* must be used to administer a Training Test.

The purposes of the Alternate ELPAC Training Tests are to:

- familiarize students and test examiners* with the item types.
- provide a sample of the test questions and grade-level content that appear on the Alternate ELPAC.
- allow students and test examiners to become familiar with the format and functionality of the online test.
- allow test examiners to try out accessibility resources (e.g., zoom in and out).

Training Tests can be administered in one of two ways, either

- using a standard supported web browser to access the Training Test directly, without use of the Test Administrator Interface or secure browser, by using a guest session; or
- using the same procedures as the operational tests, with the Test Administrator Interface, secure browser, and individual student logon information.

A parent or a guardian can access the Training Test through a guest session and act in the test examiner role during testing. A test examiner or a school staff member would access the Training Test through the appropriate role in TOMS or through a guest session.

For more information on all aspects of the Alternate ELPAC, including test security, item types, and guidelines, refer to the Alternate ELPAC Operational Field Test Administration Manual, which can be found on the ELPAC website on the Manuals and Instructions page—https://www.elpac.org/test-administration/instructions/.

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*A test examiner does not need to be present to use the Alternate ELPAC Training Test; however, the term "test examiner" is used in this document to show what a test examiner would do to administer the test.

Directions for Administration (cont.)

Helpful Links

- English Language Proficiency Assessments for California website—https://www.elpac.org/
- How to Start a Test Session web document—https://www.cde.ca.gov/ta/tg/ca/documents/caatestsessionqrg.pdf
- Alternate Assessment IEP Team Guidance web page—https://www.cde.ca.gov/ta/tg/ca/caaiepteamrev.asp
- Alternate ELPAC Accessibility and Accommodations Guidelines web document on the Accessibility Resources web page—https://www.elpac.org/resources/accessibility-resources/

Overview of the Alternate ELPAC

The Alternate ELPAC measures the four domains of Listening, Speaking, Reading, and Writing in an integrated manner; that is, a single task type assesses multiple domains. (The term "task type" refers to a story and its related test questions. There are two task types in the Training Test.) To ensure ELs with the most significant cognitive disabilities can fully access and participate in the Alternate ELPAC, students may use their individually preferred communication modes. This allows maximum flexibility for students to demonstrate their English proficiency using the ways they communicate in the classroom and in everyday contexts.

A student with the most significant cognitive disabilities may communicate using the following methods.

- Verbal communication in one-, two-, or multiple-word phrases and sentences (A student may communicate using several forms of communication to indicate communicative intent.)
- Sign language, eye gaze, pointing, gestures, augmentative and alternative communication (AAC) devices, or other alternative communication modes to comprehend and express information
- Writing to communicate (A student may make marks and use other communication modes to clarify the writing. A student may draw or write one-, two-, or multiple-word phrases and sentences using a variety of spelling and grammatical forms to communicate.)
  - Students should have access to the tools they use for writing in the classroom during the test. For example, students may use pencil and paper, a keyboard, their AAC device, alternate pencils, or a scribe. This list of response options is not exhaustive.
- Several modes of communication to indicate communicative intent

Directions for Administration (cont.)

Overview of the Task Types and Item Types

The Alternate ELPAC Training Test is designed to present each item type available on the Alternate ELPAC to allow students and test examiners to become familiar with each item type. The Training Test contains six item types. These item types are presented as:

Task Type	Task Type Description	Linguistic Complexity	Item Types
Communicate About Familiar Topics	The student is presented with a brief story of one to three sentences about a familiar topic. A photo is included for context and support.	Low	• One single-select multiple-choice (SSMC) question with picture-and-text options • One rubric-scored question that requires the student to express a short response
Interact with a Literary Text	The student is presented with a simple narrative on a familiar topic with picture support.	Medium to High	• One foundational literacy skills question with three text options • One SSMC question with yes-and-no options • One SSMC item with text options in which the student selects the most appropriate response to contribute to a conversation or an exchange • One SSMC question with three options that complete a sentence

Directions for Administration (cont.)

Using the *DFA*

This *DFA* contains the script for administration of the Alternate ELPAC Training Test. Keyword instructions and symbols for test examiners are as follows:

Guide to Administration Scripts	How the Test Examiner Should Proceed
SAY	The test examiner reads the material aloud to the student.
POINT TO the corresponding picture.	The test examiner points to the information on the screen.
READ the question and each option aloud. **POINT TO** each option as you read it.	The test examiner reads the question and each option on the screen aloud while pointing to the graphics or text on the screen.
GIVE the object(s) to the student.	The test examiner gives the object or objects to the student.
SCORE the response.	The test examiner scores the student's response following the rubric provided in the *DFA*.
i	Information for the test examiner.
R	Indicates a receptive test question.
E	Indicates an expressive test question.
↻	Indicates a test question with a modeling rubric.
IND	The test examiner administers the item using real objects and/or picture cards, as specified in the *DFA*, to students who typically use these during classroom instruction.
ALT	The test examiner reads the alternative text instead of pointing to the image.

Directions for Administration (cont.)

Alternate Ways to Provide Directions

Some students may need directions provided in alternate ways. For example:

- Test examiners of students who are deaf or hard of hearing may use sign language where **SAY** directions appear.
- Test examiners of students with visual impairments may provide alternative text where **POINT TO** directions appear. (Refer to the Alternative Text for Students with Visual Impairments section for additional details.)
- Test examiners of students who point to pictures as their response mode may substitute "Point to" or "Touch" for "Show me" directions.
- Test examiners of students who use objects that can be held or touched may substitute "Point to," "Show me," "Give me," "Touch," or other directives, as appropriate and as used with the student in daily instruction and communication.

Test examiners should use their knowledge of the student, their student's communication modes and disability-related needs, and their best professional judgment to ensure directions are accessible to the student.

Alternative Text for Students with Visual Impairments ALT

Within the *DFA* are icons to indicate alternative text for students with visual impairments. The alternative text describes images.

The alternative text directives are used only as a supplement to the administration script and should not be used in place of the administration script.

Where the administration script prompts a test examiner to "**POINT TO**" an image, the test examiner would instead read the alternative text to the student.

- For items that include multiple images within a story or passage, the test examiner would read the alternative text in place of pointing to the related image, in the order in which the image appears in the story or passage.
- The alternative text can be repeated based on a student's need or request.
- The alternative text should be read exactly as it is written in the *DFA*.

Directions for Administration (cont.)

Optional Individualization IND

All test questions may be individualized based upon the student's IEP and following the ELPAC Accessibility Resources for Operational Testing web document—https://www.elpac. org/test-administration/accessibility-resources/. This *DFA* provides test examiners with guidelines on how to individualize test questions.

The Alternate ELPAC should be administered to each student in a consistent manner according to the directions provided, with variations only as specified in each student's IEP. However, to maximize engagement for all students, the Alternate ELPAC may offer additional options for individualization in specific test questions.

Optional individualization is the ability for test examiners to provide objects (either real objects or models of objects, such as plastic coins) and picture cards, as appropriate for an individual student, to help ensure the student can fully interact with the test.

This *DFA* specifies additional individualization options. As you prepare to administer the Alternate ELPAC to a student, decide if individualization is appropriate. If so, gather the alternative materials before you start testing with the student. A summary of the materials that may be needed for this Training Test can be found in appendix A.

Optional individualization provides for the use of real objects or manipulatives.

Test examiners should make sure the student is engaged with the manipulatives or objects and not the testing screen.

Preparation for Test Administration for Students Using Augmentative and Alternative Communication (AAC) Devices

For students with communication needs requiring advance preparation of supplemental testing materials, such as an AAC device, the test examiner:

- is permitted to preview test content before testing with the student; and
- should program the AAC device with general topics (e.g., parts of the body; emotions; articles of clothing; common animals, classroom objects, foods, and home and school activities).

Test examiners should be teachers who are the most familiar with the individual needs of the students who uses an AAC device. (A parent or guardian may administer the Training Test to the student as well.)

Directions for Administration (cont.)

Administering the Test

Before Testing

1. Read this entire *DFA*. Make any notes in the *DFA* that may help you during testing.

2. Determine what resources—universal tools, designated supports, or accommodations—the student may need. (Refer to the ELPAC Accessibility Resources for Operational Testing document for allowable testing resources, available at https://www.elpac.org/test-administration/accessibility-resources/; note that only the test directions may be translated into the student's primary language. Parents/Guardians, if you have questions regarding these resources, contact your child's teacher.)

   ♦ Be sure to gather any supplemental testing materials needed by the individual student, such as paper, writing tools, picture cards, or an AAC device. (Note: If paper is used, it must be securely destroyed as soon as the administration is complete.)

   ♦ Be sure to program the student's AAC device prior to starting the test session, if the use of such a device is the student's communication mode, as needed for the administration.

3. Verify the grade level assigned to the student and that you have the correct *DFA* for that grade span.

4. Establish a quiet testing environment and limit the chance of distractions.

Directions for Administration (cont.)

Student Engagement and Test Completion

Establishing and maintaining student engagement is important to the successful administration of the Alternate ELPAC. Test examiners should:

- provide the student with as much time as needed.
- allow the student to communicate as the student does every day.
- give the Training Test multiple times to provide practice to the student.
- pause and resume the Training Test as needed to allow the student to perform well.
- end the test when the student is not engaged or is showing signs of behavioral or sensory concerns, even after a break has been provided.

For more information about response options for alternate assessments, refer to the Response Options for Alternate Assessments web document—https://www.caaspp.org/rsc/pdfs/CAASPP-ELPAC--Response-Options-for-Alternate-Assessments.2021.pdf.

Student Responses

The Alternate ELPAC is designed for one-on-one administration. Students may respond:

- by independently navigating and selecting responses directly in the testing device when able.
- by indicating a response verbally or through any of the student's alternate response modes, such as gestures, eye gaze, or an AAC device, and the test examiner selects the response for the student in the testing platform.

For some test questions scored with a rubric, modeling of the correct answer is allowed as described in the rubric. **Hand-over-hand or other physical prompting should *not* be used.**

Scoring of Student Responses

- Each multiple-choice test question is worth one point.
- Test questions with a rubric have three possible scores.
  - Students receive two points for score A, a correct response.
  - Students receive one point for score B, a correct response after modeling.
  - Students receive zero points for score C, an incorrect response.

The scoring rubrics in the *DFA* provide samples of correct and partially correct responses in addition to scoring information. These sample responses are examples of how a student could respond to the test question.

Directions for Administration (cont.)

Test Questions that Allow Modeling

The task type *Communicate About Familiar Topics* includes a test question with a rubric that allows for modeling 🔄. To model a response, say or show (that is, point to or otherwise indicate), as appropriate for the student, the correct response. The following flowchart provides directions for modeling. For examples of a modeled response, refer to page 10.

Modeling Rubric Flowchart
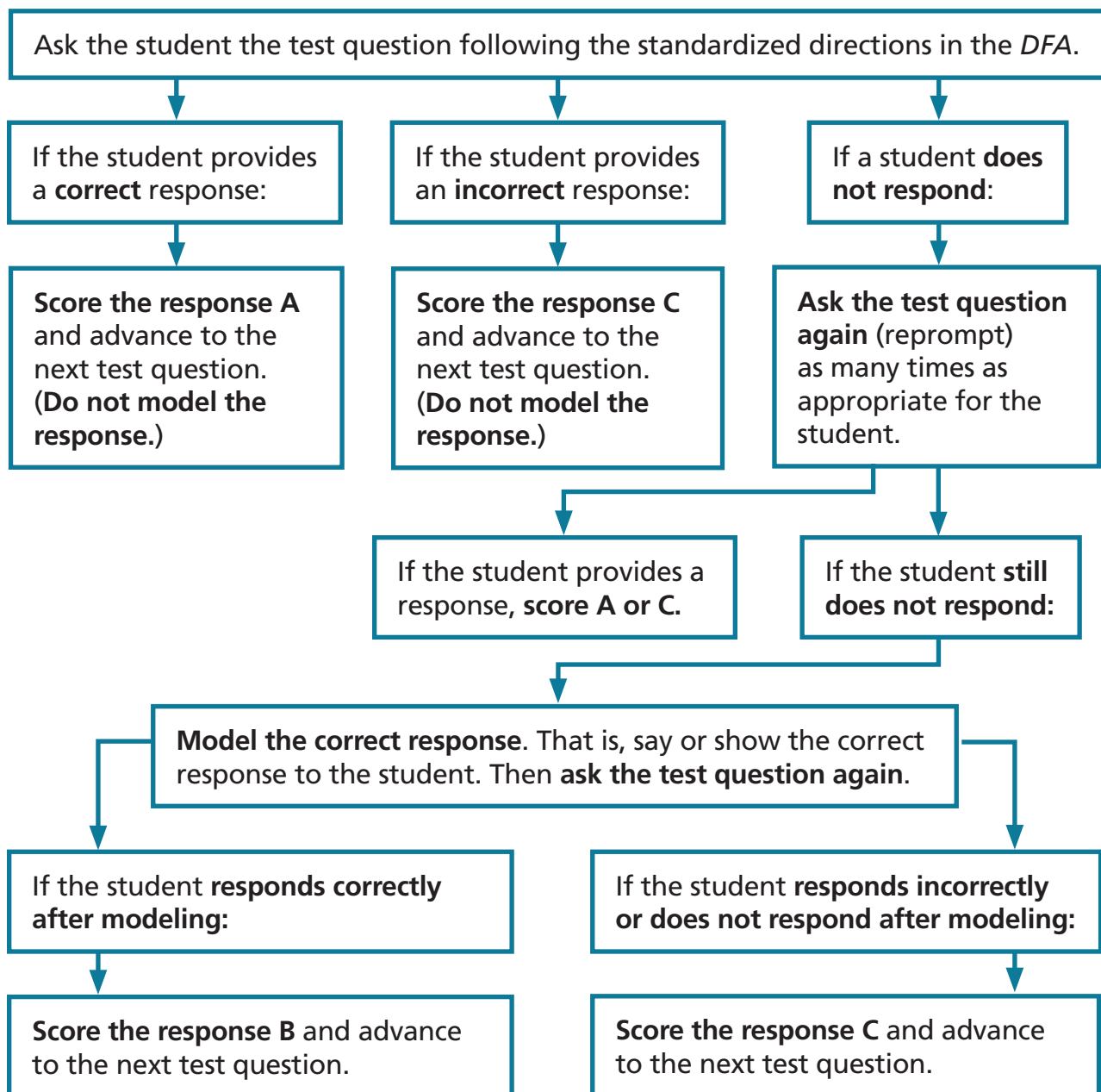
Ask the student the test question following the standardized directions in the *DFA*.

↓

If the student provides a **correct** response:	If the student provides an **incorrect** response:	If a student **does not respond**:
↓	↓	↓
Score the response A and advance to the next test question. (**Do not model the response.**)	**Score the response C** and advance to the next test question. (**Do not model the response.**)	**Ask the test question again** (reprompt) as many times as appropriate for the student.

If the student provides a response, **score A or C.**   If the student **still does not respond:**

↓

Model the correct response. That is, say or show the correct response to the student. Then **ask the test question again**.

If the student **responds correctly after modeling:**	If the student **responds incorrectly or does not respond after modeling:**
↓	↓
Score the response B and advance to the next test question.	**Score the response C** and advance to the next test question.

Directions for Administration (cont.)

Examples of Modeled Responses

What is this?

Select score below.

Example 1 – Verbal Response

Test examiner:	(points to picture on screen) What is this?
Student:	(No response)
Test examiner:	(points to picture on screen) What is this? Tell me.
Student:	(No response)
Test examiner:	(points to picture on screen) What is this? [pause] *A sock*. [pause] What is this?
Student:	Sock.

In this example, the student verbally responds with the correct answer after the test examiner provides (**models**) the correct response. The test examiner would then score the response B following the rubric provided with the test question in the *DFA* and advance to the next test question. The student receives partial credit (one point).

Is this a cup?

Select score below.

Example 2 – Picture Card Response

Test examiner: (gives cup to student) Is this a cup?

Test examiner: (points to yes/no cards used in daily instruction) Yes or no.

Student: (No response)

Test examiner: (points to cup held by student) Is this a cup?

Test examiner: (points again to yes/no cards) Yes or no.

Student: (No response)

Test examiner: (points to cup held by student) Is this a cup? [pause]

Test examiner: (points to yes card) *Yes, this is a cup.* [pause]

Test examiner: (points to cup held by student) Is this a cup?

Student: (No response)

This particular student's expressive communication mode is picture cards. The test examiner gives the cup to the student and presents the *yes and no* picture cards used in daily instruction. The student does not respond, even after the test examiner provides (**models**) the correct response. The test examiner would then score the response C following the rubric provided with the test question in the *DFA* and advance to the next test question. The student receives no points.

For more examples of student responses to rubric-scored questions across a variety of communication modes, refer to the Moodle training site—
https://moodle.caaspp-elpac.org.

Directions for Administration (cont.)

Presentation Guidelines

Some prompting on the Alternate ELPAC is allowed during test administration, as described in this section.

Repeating Test Content

For all task types, the test examiner may read aloud the directions, story or passage, parts of the story or passage, test question, and options as many times as the student needs.

Allowing for Wait Time

Provide enough wait time, as typical for that individual student in classroom contexts, before reprompting or moving on to the next question. Five to seven seconds of wait time is suggested; more may be necessary based on the individual needs of the student being tested.

Emphasizing Test Content

Use a neutral voice and a conversational tone throughout testing. Do not emphasize specific phrases or words, unless these are underlined in the test question.

Using the Student's Individually Preferred Communication Mode(s)

On the Alternate ELPAC, a student can respond to test items using the student's individually preferred communication mode(s). For example:

- On a multiple-choice question, the student can point, gesture, speak, or gaze to indicate a response.
- On questions with a rubric, the student can speak, write, use sign language, use picture cards, or access an AAC device to express a response. All students should be afforded an opportunity to provide a written response to test questions scored with a rubric.

Refer to page 2, Overview of the Alternate ELPAC, for more information on student receptive and expressive communication mode(s).

Providing Positive Reinforcement

Test examiners may provide encouragement as needed for the student being tested. For example, neutral expressions, such as "Nice work," may encourage the student to stay focused and engaged.

# Directions for Administration (cont.)

Presentation Guidelines for Specific Task Types

The presentation guidelines described on page 12 apply to all task types. Additional guidelines may apply to specific task types.

- For task types with a rubric that allows for modeling: Model the correct response only after reprompting the student to respond. For more information on modeling, refer to the Test Questions that Allow Modeling section on page 9.

- Sentence-completion questions with open-ended responses (fill in the blank): Use visual cues or other cues familiar to the student to indicate the student should finish or complete the sentence.

Using the Expand Tools

- It is recommended that a story or passage be expanded when you read it aloud to the student. Expand the story or passage to fit the entire screen by selecting the right arrow icon [→] from the expandable items tool at the top of the screen.

- It is recommended that each test question be expanded when you administer it to the student. Expand the test question to fit the entire screen by selecting the left arrow icon [←] from the expandable items tool at the top of the screen.
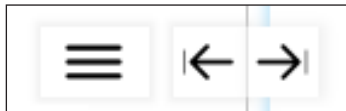
Selecting the "Mark as No Response" Option

For cases where the student is presented with a question and does not respond, after reprompting and attempts have been made to reengage the student, go to the Context Menu icon (≡) in the upper-right corner of a question pane and select **[Mark as No Response]**. The **[Mark as No Response]** option should be selected only after the student has been reprompted and attempts have been made to reengage the student. Once **[Mark as No Response]** has been selected, advance to the next test question if the student is engaged and ready to continue testing. If the student is no longer engaged, you may pause testing and resume when appropriate. When resuming testing, the test question(s) that were marked as no response can be presented to the student again by the test examiner as appropriate. Refer to the section on Presentation Guidelines.
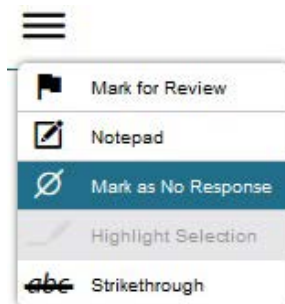
Directions for Administration (cont.)

Logon Instructions

How to Start a Test Session as a Guest

1) Navigate to the ELPAC website (https://www.elpac.org).
2) Select the **[Practice & Training Tests]** button.
3) Select the **[Student Interface Practice and Training Tests]** link to launch the Student Sign In screen on the student's testing device.
4) Select the **[Sign In]** button to log on to the test as a guest.

5) Select the appropriate grade from the drop-down list.

Directions for Administration (cont.)

6) On the test selection screen, select the appropriate Alternate ELPAC Training Test. Alternate ELPAC Training Tests are located at the bottom of the list.

SAMPLE

7) You will be presented with a *Choose Settings* screen.

8) Choose test settings as needed, then select the **[Select]** button.

9) Select **[Begin test now]** at the bottom of the page.

Test examiners can also start a Training Test session using the same procedures as the operational tests.

Administration Scripts for Test Questions

Testing Reminders:

1. For test questions that allow for manipulatives, refer to appendix A.

2. For test questions that include alternative text **ALT** , refer to page 5.

3. For test questions that include **ALT** and **IND** , use the directions for students with visual impairments and students who would benefit from the use of objects.

4. Remember to use the expand tools as appropriate. Refer to page 13.

SAY: Today, we will practice some Alternate ELPAC test questions. Let's get started.

Task Type: Communicate About Familiar Topics

Story

SAY: Let's read about a car.

READ the story aloud.

POINT TO the corresponding picture.

> **ALT** *The picture shows a car.*

> **IND** As you read the story, **GIVE** the manipulative of the car to the student.

1

R

READ the question and each option aloud.

POINT TO each option as you read it.

> **ALT** *The first picture shows wheels.*
> *The second picture shows an airplane.*

> **IND** As you read the question, **GIVE** the manipulative of the car and airplane (without wheels) to the student.

2

E

READ the question aloud.

POINT TO the corresponding picture.

> **ALT** *The picture shows a car.*

ℹ️ Refer to the student's usual expressive mode of communication to prompt the student to begin. For example, if the student uses the computer or an AAC device to express a response, **SAY: Use the computer/your device** [or other wording familiar to the student].

IND For students who use a *yes and no* device or picture cards to express a *yes or no* response:

After reading the question aloud,

SAY: Yes. No.

POINT TO the corresponding pictures on the device or picture cards. Present the *yes and no* device or picture cards used with the student in daily instruction.

SCORE the response.

- If the student responds correctly or indicates "yes," select A.
- If the student provides an incorrect response, or a response not in English, select C.
- If the student does not respond, **READ** the question aloud again. (Repeat as appropriate. If the student responds, score A or C.)
- 🔄 If the student still does not respond, **READ** the question aloud again and **model the correct response:** say or show "yes." Repeat the question.
  - ♦ If the student responds correctly after modeling, select B.
  - ♦ If the student does not respond, the response is not in English, or the response is incorrect, select C.

Refer to the scoring rubric.

MODELING Scoring Rubric*

Score A—Correct	🔄 Score B— Correct After Modeling	Score C—Incorrect
• The student provides a correct response. **Sample Response** • yes	• The student provides a correct response after modeling. **Sample Response** • yes	• No response • Not in English • Incorrect response

*The student may respond by speaking, writing, or using an alternate response mode (e.g., drawing, gesturing, pointing, alternative communication system).

Task Type: Interact with a Literary Text

Story

SAY: **Let's read about Tia.**

READ the story aloud.

POINT TO the corresponding pictures.

> **ALT** *The picture shows Tia.*
> *The picture shows people in a garden.*
> *The picture shows a vegetable garden.*
> *The picture shows Tia planting her garden.*
> *The picture shows Tia giving away a box of vegetables.*

---

3   (R)

READ the question and each option aloud.

POINT TO each option as you read it.

---

4   (R)

SAY: **Let's read part of the story again.**

READ the boxed text.

READ the question and each option aloud.

POINT TO each option as you read it.

---

5   (E)

SAY: **Let's read part of the story again.**

READ the boxed text.

READ the question and each option aloud.

POINT TO each option as you read it.

6

(E)

> **SAY:** **Complete the sentence. In the story, Tia helps** . . . [pause].
>
> **POINT TO** the blank box.
>
> **POINT TO** the first option and **SAY:** **Books. In the story, Tia helps books.**
>
> > **ALT** *The first picture shows books.*
>
> **POINT TO** the second option and **SAY:** **People. In the story, Tia helps people.**
>
> > **ALT** *The second picture shows people.*
>
> **POINT TO** the third option and **SAY:** **Animals. In the story, Tia helps animals.**
>
> > **ALT** *The third picture shows animals.*

> **SAY:** **This is the end of the test. Thank you for your attention and hard work.**
>
> **i** How to Submit a Test
>
> • Select **[End Test]** represented by a red square.
>
> • Select **[Yes]** to continue.
>
> • Select **[Submit Test]**.
>
> • Select **[Yes]** to submit.

Appendices

Appendix A: List of Additional Materials for Test Questions

This appendix contains a list of the materials that may be used in place of graphics for students with visual impairments that prevent the students from viewing the graphics, or for students who would benefit from the use of real objects or manipulatives. The materials must be gathered in advance of testing. These materials should be familiar to the student or objects typically used in the classroom.

Test Question	Page	Materials (Real Objects or Manipulatives)
Story for No. 1 and 2	16	manipulative of a car
No. 1	16	manipulative of a car and airplane (without wheels)

Appendices (cont.)

Appendix B: Alternate ELPAC Training Test Administration Checklist

Administering an Alternate ELPAC Training Test Session

Testing Checklist

☐ Confirm that all needed materials for administration including testing device, paper, pencil, AAC device, picture cards, and manipulatives or objects for optional individualization have been gathered.

☐ Confirm or apply the correct test settings for the student.

    ☐ **If you are an educator administering the Training Test using the same procedures as the operational tests,** confirm that the student has been assigned the correct test settings (designated supports and accommodations) in the Test Operations Management System (TOMS).

    ☐ **If you are an educator or parent administering the Training Test using a standard supported web browser without the use of the Test Administrator Interface or secure browser,** apply the appropriate test settings (designated supports and accommodations) for the student in the Student Testing Interface for the Training Tests directly.

☐ Verify you are using the correct test and grade span *DFA*.

☐ Administer the Training Test using the instructions in the Administration Scripts for Test Questions section of this *DFA*.

How to Print this *DFA* (Optional) or View the *DFA* Online

Printing Instructions:

If possible, choose the following settings when printing the *DFA*:

- Select two-sided printing (with binding on the long edge).
- Staple on the vertical edge, left-hand side of the printed document.

Instructions for Viewing Online:

- Open the PDF file in Adobe Acrobat.

Appendices (cont.)

Appendix C: Graphics Attributions

The graphics attributions that follow provide credit to the photographers of the images used in the items of the Training Test. This information is provided to acknowledge their creative efforts.

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