



School Test Coordinator Contact Information	
Name:	_____
Phone:	_____
Cell:	_____
Email:	_____ _____

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The information in this vendor-created User Guide complements, but does not replace, the Administration Manuals found on ODE's Test Administration page. District and school test coordinators must follow all ODE training, security, and administration requirements for state testing.

This vendor-created resource has been updated with Oregon-specific information.

This manual contains the directions to guide test administrators in logging in, administering the Sample Test, and general test administration activities. It provides specific information on the Alternate English Language Proficiency Assessment (Alt ELPA), instructions for setup and administration, details for testing, directions for the test administrator(s), and a test administrator script of student directions. For detailed information on loading student information or editing student or test administrator profiles, , please consult the [Oregon TIDE User Guide](#) (Test Information Distribution Engine), located in the Resources page of the [Oregon Statewide Assessment System \(OSAS\) Portal](#).

Key Changes

The list below describes key changes to the document for the 2023-2024 school year.

- Removed references to the end test button and updated the new end test workflow.
- Updated verbiage and added screenshots with labels to provide Test Administrators with clarification about what to and what to not read aloud to students.
- Updated verbiage and screenshots to show refreshed TA Interface and new last name log in process.
- Updated verbiage and added screenshots with labels to provide Test Administrators with clarification about the early stopping rule.
- Updated mentions of field test to operational test.
- Moved Early Stopping Rule flow chart up into body of text.
- Simplified test log in directions to be easier to use.
- Simplified Assessment Directions for each domain.

About the Alt ELPA Test

The Alt ELPA is designed to measure the English Language Proficiency of English learners with significant cognitive disabilities as they progress through their education and achieve college and career readiness. The Alt ELPA items are designed to gather evidence that students are progressing toward or meeting the [Alternate English Language Proficiency \(ELP\) Standards for English Learners with Significant Cognitive Disabilities](#) adopted by the participating states (Council of Chief State School Officers, 2019). These standards, which were completed in January 2019, highlight and amplify the critical language, knowledge about language, and skills using language in the College and Career Ready Standards.

Test Administrator Qualifications

The Alt ELPA must be administered by a district employee who holds an educational certification and/or license from the state. It is recommended that TAs for the Alt ELPA have knowledge and experience with individual test administration as well as working with students experiencing the most significant cognitive disabilities and/or English language learners. The Alt ELPA is best administered by a test administrator who is familiar with the student and the student's communication needs. Test administrators and test coordinators must successfully complete all required ODE training as detailed in the TAM Section 1.5 and review the entirety of this User Guide. In addition, it is highly recommended, but not required, that test administrators

and test coordinators complete the self-paced online Alt ELPA trainings (see User Supports section of this User Guide).

Security and Professional Code of Conduct

The items appearing on Alt ELPA operational test forms are **secure items**. The Alt ELPA operational Test Administrator Directions and Scoring Rubrics Booklets are also secure documents. No portion of the test or the booklets may be documented, discussed, or duplicated at any time. The student may take notes during the test using either the embedded Digital Notepad tool (online) and/or scratch paper (paper-pencil), as allowed by your state. All scratch paper must be collected, accounted for, and immediately returned to your school test coordinator (STC) at the end of each testing day.

Assurance of Test Security forms can be found on ODE's Test Administration page, in the Forms accordion. All online test usernames and passwords must be kept in a secure location and immediately returned to your school test coordinator (STC) after the test administration for that day has completed. This User Guide is not a secure document, and schools may print as many copies as necessary.

For more detailed information on test security, including improprieties and irregularities, see the Oregon [Test Administration Manual](#) Sections 2.0 and 3.0.

Technology

All computers, iPads, or other tablets intended for use in the administration of the Alt ELPA Summative assessment must be set up and configured for testing using the Test Delivery System (TDS) prior to the first administration. The [Technology Guide](#) can be found on the portal.

Preliminary Planning

- Review this User Guide and supporting administration manuals in their entirety before administering the Alt ELPA Sample or Summative assessments.
- Verify that computers are set up and configured for administering Alt ELPA assessments.
- Best practice is to ensure students take the Alt ELPA online Sample Tests prior to taking the Alt ELPA Summative assessment. The online Sample Tests are located on the [OSAS Portal](#). This is important to your students as it will allow them to familiarize themselves with the technical skills and types of items (test questions) they will encounter on the Alt ELPA Summative assessment.
- Review your students' testing schedules. Is there a plan in place to support students needing additional time?
- Refer to the [Oregon Accessibility Manual](#) for additional information related to providing tools, supports, or accommodations including the use of scratch paper.
- Verify that the necessary materials for each test administration are available (i.e., scratch paper).
- Locate and download the appropriate Test Administrator Directions and Scoring Rubrics Booklet for the Sample Test or operational assessment you are about to administer. After test administration, the downloaded booklets for the **operational assessment** must be deleted off the test administrators' electronic devices, and the devices' trash must be emptied.
- Headsets are required **only if preferred** by student for item audio. Since this is a one-to-one administration and in order for both the student and the test administrator(s) to hear the item audio, it is better **not** to use headphones. Microphones are **not** needed for the Alt ELPA.
- Verify that the necessary assistive technology for communication is available for the student.
- Provide students with a quiet, well-lit, and well-ventilated workspace.

- Have a plan for covering any word walls or other posted material that could provide help during the test. Post a “Testing—Secure Environment, Do Not Disturb” sign on the door to avoid interruptions.
- Student testing areas (desks or tables) will need to be cleared of all non-testing materials.
- Have a location secured, away from student testing locations, for students to place non-approved electronics and personal belongings. Students must turn off all non-approved electronics (e.g., cell phones) prior to testing. Remind students that access to non-approved electronics is not permitted.
- Charge iPads, Chromebooks, laptops, or tablets prior to testing. Devices should be 100% charged or plugged into a wall socket during the test.
- Verify that if on-site printing (print on request) of individual test items is needed for the student, a local secure printer is available. Any printed materials (including the [Test Administrator Directions and Scoring Rubrics Booklets](#)) must be securely destroyed at the end of the test session, following state policy.
- Verify student settings in Test Information Distribution Engine (TIDE) to ensure students are assigned to the correct online tests and that their designated supports and accommodations are selected correctly prior to beginning the test.

Administrative Considerations

Some students may need some of the following supports in their testing environment. Supports should generally mirror what has been successful in providing the student with access during instruction. Accommodations should be documented in the student’s IEP; other supports may be documented there as well. While the full list of supports and accommodations is found in the [Oregon Accessibility Manual](#), some common supports may include:

Optimal Testing Conditions (Including Universal Tools)

- Breaks and flexible scheduling
- Focusing prompts and materials (e.g., fidgets, redirecting to test by prompting, or physical objects)
- Hearing assistive technology, sound system, FM systems, hearing aids
- Object representations or objects (to represent a person, place, object, or activity)
- Student responds in preferred communication mode (e.g., pointing, eye gaze, tactile, cued speech, signed exact English, signing, use of assistive technology)
- Scratch paper, individual erasable whiteboard, or assistive technology device for notes (all notes must be shredded or deleted from devices)
- Setting (e.g., separate location, school-approved secure location)
- Verbal encouragement that does not assist student to produce or correct responses (e.g., “keep working,” “make sure to answer every question”) or physical prompting (e.g., tapping the student’s arm or hand)
- Prompting the student to answer in English as needed

Designated Supports

- Medical device(s) (e.g., glucose monitor); the test administrator(s) must ensure that security is maintained if a device connects to the internet
- Student and item positioning as indicated in IEP
- Special lighting as indicated in IEP
- Student reads aloud to self
- Read aloud items (in all domains) in Grades K–12: text is read to the student (including prompts, passages,

and item choices)

Additional Administrative Considerations

The test administrator(s):

- May adjust general test instructions and system messages to meet the communication needs of the student
 - “General test instructions and system messages” includes the Directions for Administration (DFAs) in this User Guide, warnings or alerts in the test platform, test navigation tools, and similar
 - May accommodate but may not modify item content. For example, TAs may not paraphrase, translate, or reword item content. “Item content” includes item-level instructions, item prompts, response choices, or other item content not explicitly included in DFAs
- May adjust content and delivery method of test directions scripts found later in this guide to meet the needs of the student and be consistent with the student’s method of engaging with the test (e.g., computer, augmentative and alternative communication [AAC] device, gestures).
 - This also includes paraphrasing, abbreviating, or choosing not to use the test directions scripts for students who do not need, or would not benefit from hearing, some or all of the test directions script.
- Must administer items exactly as written for the purpose of standardization. The test administrator(s) may not paraphrase item information or reword questions.
- May prompt the student to answer in English as needed.
- Navigation assistance by the test administrator(s) (e.g., mouse point-and-click, onscreen tool/button navigation)

Alt ELPA Item Types and Scoring

The Alt ELPA assessment is administered to eligible students in grades K–12. The items are either machine scored or scored locally on site by the test administrator using the associated rubrics provided with the items. The Alt ELPA does not record the student’s spoken responses. Students taking the assessment interact with the following item types:

- **Selected Response (SR)**
SR items appear in all domains (Listening, Reading, Speaking, and Writing). They are either machine scored, or hand scored using a rubric, worth 1 point at all complexity levels —low, mid, and high.
- **Constructed Response (CR)**
CR items appear in the speaking and writing domains only. They are hand scored using a 3-point rubric targeting high complexity Performance Level Descriptors (PLDs) 3 or 4.
- **Constructed Response-Guided Prompt (CR-GP)**
CR-GP items are structured writing prompts appearing in the writing domain only. They are either machine scored or hand scored using a 3-point rubric targeting high complexity Performance Level Descriptors (PLDs) 3 or 4.
- **Technology-Enhanced (TE)**
TE items appear in the listening, reading, and writing domains. They are machine scored and worth 1 or 2 points and target all complexity levels —low, mid, and high.

Procedures for Constructed Response (CR) and Constructed Response-Guided Prompt (CR-GP) Items

The CR and CR-GP tasks require students to construct a spoken or written product in response to a stem or

prompt. Each item is presented to the student in a standardized, scripted format, culminating in the test administrator’s scoring of the student’s performance against the scoring rubric developed specifically for that item (see example rubric below). These item-specific scoring rubrics are not displayed for the student in the testing platform. The scoring rubrics are compiled in Test Administrator Directions and Scoring Rubrics Booklets that the test administrator(s) will download from the online Test Information Distribution Engine (TIDE) system under General Resources. The item-specific scoring rubrics must be used to evaluate student responses.

Guidance on Administering the CR and CR-GP Items

It is essential that the test administrator be familiar with the item-specific scoring rubrics and directions for scoring student responses. After a CR or CR-GP item has been administered and the student provides an answer in English (multiple attempts are allowed if the student requires it), the student’s answer is considered final, and the student may not retake the item.

Scoring and Entering the Student Score for Items with Rubrics

Test administrators are not required to enter student responses into the online testing platform, only the student’s score. Text boxes may occasionally be in the system (for writing items only) that allow the test administrator or student to enter a typed response if desired; however, it is there only as a helpful tool. In Oregon, item skipping has been activated for the Writing domain only. Items with empty text boxes will be flagged as not completed; however, as long as the TA has entered a score for the item, the test can be safely submitted.

When an item-specific scoring rubric is present, test administrators must enter the points the student earns in the online testing platform by selecting from scoring options.

For 1-point items with a rubric, test administrators select one of the following:

- Correct
- Incorrect
- No response

For 3-point items with a rubric, test administrators select one of the following:

- Based on item scoring rubric, student receives 3 points.
- Based on item scoring rubric, student receives 2 points.
- Based on item scoring rubric, student receives 1 point.
- Based on item scoring rubric, student receives 0 points.

After selecting the number of points, the student has earned, continue to the next item.

This is an example how the radio buttons appear in the online testing platform:

- A** Based on item scoring rubric, student receives 3 points.
- B** Based on item scoring rubric, student receives 2 points.
- C** Based on item scoring rubric, student receives 1 point.
- D** Based on item scoring rubric, student receives 0 points.

Example Scoring Rubrics

Description and exemplar language will vary slightly across items.

Constructed Response: Writing

Scoring Rubric		
Score Point	Description	Using preferred communication mode, student
3	The student demonstrates a <u>controlled or full</u> understanding of the English language by accurately communicating information that is related to the question, topic, or text.	provides responses appropriate to the context of both sentences, such as <ul style="list-style-type: none"> • <i>Item specific exemplars placed here</i> (or variations of the above words/phrases)
2	The student demonstrates a <u>limited or developing</u> understanding of the English language by accurately communicating information that is somewhat related to the question, topic, or text.	provides responses appropriate to the context of one sentence, such as <ul style="list-style-type: none"> • <i>Item specific exemplars placed here</i> (or a variation of the above word/phrase)
1	The student demonstrates <u>little to no</u> understanding of the English language by communicating information that is unrelated to the question, topic, or text.	provides unrelated responses, such as <ul style="list-style-type: none"> • scribbling • random letters • words unrelated to the topic or text
0	The student does not respond (or responds in a language other than English) or does not communicate in any form.	N/A

Constructed Response: Speaking

Scoring Rubric		
Score Point	Description	Using preferred communication mode, student
3	The student demonstrates a <u>controlled or full</u> understanding of the English language by accurately communicating information that is related to the question, topic, or text.	provides responses appropriate to the context of the sentence, such as <ul style="list-style-type: none"> • <i>Item specific exemplars placed here</i>
2	The student demonstrates a <u>limited or developing</u> understanding of the English language by accurately communicating information that is somewhat related to the question, topic, or text.	provides a response that is inappropriate to the context, such as <ul style="list-style-type: none"> • <i>Item specific exemplars placed here</i>
1	The student demonstrates <u>little to no</u> understanding of the English language by communicating information that is	provides unrelated responses, such as random sounds <ul style="list-style-type: none"> • random letters

	unrelated to the question, topic, or text.	<ul style="list-style-type: none"> words unrelated to the topic or text
0	The student does not respond (or responds in a language other than English) or does not communicate in any form.	N/A

Since some Alt ELPA items require local scoring, please refer to [Appendix B: Alt ELPA Local Scoring: Guidelines for Ensuring Valid Scores](#).

Student–Test Administrator Proctor Ratio

The Alt ELPA **must** be administered individually for each student by professionals who are familiar with the student. Since the Alt ELPA does **not** record the student's spoken responses, the student is not allowed to complete the speaking items independently. This is also true for those writing items that are locally scored.

The time needed to administer this test individually will vary by student. The test forms will include a range of item complexity, and test administrators may pause and resume the test based on student needs.

Required Administration Materials

- This *Alt ELPA User Guide*
- Test administrator directions and scoring rubrics booklets

Supplementary Administration Materials

- The Directions for Administration (DFAs—the English versions of which are the domain specific test administrator directions in this User Guide). These test administrator directions will be available in the state portals in multiple languages. The test administrator(s) may adjust the DFAs to meet the needs of the student and be consistent with the student’s method of engaging with the test (e.g., computer, AAC device, gestures).
- Scratch paper
- Access to a mouse (if students normally use one for online testing).
- If using an iPad or other tablet, an external keyboard is needed.
- The student’s usual assistive devices as needed for testing and as stated in the student’s IEP.

Test Administrator Directions and Scoring Rubrics Booklets

All Alt ELPA items have item-specific test administrator directions and scoring rubrics. These directions are not visible in the student facing testing platform (TDS). They must be securely downloaded from the Test Information Distribution Engine (TIDE) system (under General Resources) at the start of each live test session. The test administrator must display them on an electronic (secure) device (like an iPad or tablet) and follow along with the student’s assessment. These booklets accompany each item and instructions are in parentheses and italicized (see example below). These booklets also contain the scoring rubrics for the constructed response items.

The **test administrator directions** are **not** to be read to the student. The student should not be viewing the test administrator directions or be distracted by them. The following is an example of item-specific test administrator directions for a practice item:

Listen to Sam talk about coloring a picture. Then answer the question.

(Play the recording. Indicate the graphic and the text.)

Test Administrator script
Stimulus instructions/prompt
- these are to be read to the student

Test administrator directions
- these are not to be read to the student

The booklets also include **Test Administrator scripts** which **are to be read aloud** to the student. These scripts come in two categories: those intended for all students and those designed exclusively for students with visual impairments. Examples of Test Administrator scripts for all students can be found in the preceding and following graphics.

What can Sam use to color the picture?

(Indicate each answer option.)

Test Administrator Script
Item instructions/prompt
- these are to be read to the student

[For students with a visual impairment, read "A. The picture shows a crayon., B. The picture shows a bicycle., C. The picture shows a sun."]

Test Administrator scripts for students who have a visual impairment are in italics and brackets and are designed to describe images for visually impaired students. These scripts **should not be read aloud** to students without visual impairments. An example of a Test Administrator script for students with a visual impairment is shown below:

What can Sam use to color the picture?

(Indicate each answer option.)

[For students with a visual impairment, read "A. The picture shows a crayon., B. The picture shows a bicycle., C. The picture shows a sun."]

Test Administrator scripts for students who have a visual impairment
- these are only to be read aloud to students who have a **visual impairment**
- these should not be read aloud to students without visual impairments.

For the online student Sample Test, these booklets have the following attributes:

- Are available through the state portals under Resources and are **not** considered secure. They are available by grade band and are ordered by domain (Listening, Reading, Speaking, and Writing).

For the Summative assessment, these booklets have the following characteristics:

- Are available in the Test Information Distribution Engine (TIDE) system under General Resources. These are considered secure materials. They should be downloaded, but should **not** be printed. After test administration, the downloaded booklets for the **operational assessment must** be deleted off the electronic device, and the device's trash must be emptied. The beginning of each live test session includes a message to the test administrator indicating which form the student will use for testing. For each grade/grade band there are 4 different domain specific test forms: A, B, C, or D. Once test administrators read this message, the test administrator(s) must proceed to log into TIDE, locate the assigned test form

(A, B, C, or D) by grade band and digitally display it while the student is taking the live assessment. Booklets contain a clickable table of contents and will have divider pages between Forms A, B, C, and D.

- There are a total of 24 booklets: 4 booklets by domain (Listening, Reading, Speaking, and Writing) for each grade/ grade band (six grade/grade bands: K, Grade 1, Grade band 2–3, Grade band 4–5, Grade band 6–8, and Grade band 9–12).

Scheduling

The Summative testing window is January 30 to April 12, 2024.

- The time needed to administer this one-to-one test will vary by student. The test forms include a range of item complexity, and the test administrator(s) may pause and resume the test based on student needs.
- The test administrator(s) will need access to the necessary technology (i.e., computers) to complete the Sample Tests and administration of the Summative Test with students. Therefore, allow an additional 15–20 minutes to set up assistive technology and headphones, read directions, and perform other testing activities.
- The Alt ELPA consists of four separate domain tests: Listening, Reading, Speaking, and Writing. Each domain test includes 1 unscored warm-up item (first item) and 10 to 16 scored items depending on domain test assigned. Test administrators may administer each domain test in a separate session. If administering multiple domain tests in a day, test administrators may allow the student to take breaks between domain tests to prevent testing fatigue.
- This is not a timed test and provisions should be made for students who may need additional time.

Additional Timing Considerations

- The Alt ELPA should be administered individually by test administrators familiar to the student. Each student will have test administrators assist them throughout the entire assessment.
- This is an untimed test. Allow approximately 20 minutes for preparation, such as setting up assistive devices, student log-in, reading directions, and other testing activities.
- Student testing time can be affected by a number of factors including disability, familiarity with the online computer testing environment, English proficiency, and other internal or external factors. Test administrators may individualize student testing time.
- Time for instructions may vary by domain and grade level. Test administrators should plan for 5–10 minutes of in-test instructions at the beginning of each domain test and approximately 20–30 minutes of in-test instructions for all four of the domains.
- There is no set maximum number of days over which a student can test, as long as all four test domains are completed within the designated testing window. Domains can be administered in separate sessions during the same day, or on different days entirely.
- Alt ELPA recommends allowing students as much time for practice as necessary for the student to become familiar with the technology skills they will need for the assessment. Some students may need more time or multiple opportunities to practice. To access the Sample Tests, please see your state’s online assessment platform.

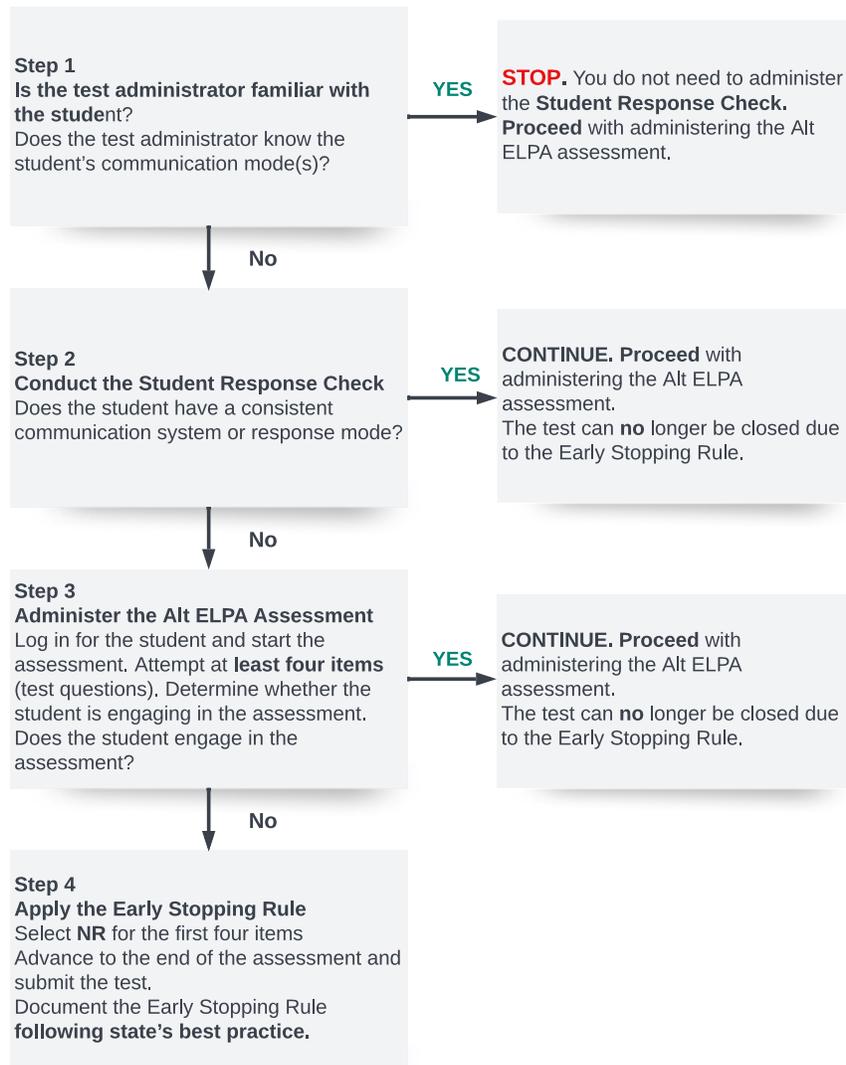
Pausing a Test

Test administrators and students should become familiar with the pause rules during the test.

- The student or the test administrator(s) can pause their test at any time. They will be presented with a warning message asking them to verify that they want to pause the test.
- The alert message also states that they may not be able to go back to previous questions. This is a standard system message that does NOT apply to the Alt ELPA test.
- The student is instructed to alert the test administrator(s) if they choose to pause the test. They will then be logged out of the test.
- When the student resumes the test, they will see the first page that contains unanswered questions. They will be able to view and change answers to questions they already answered within the current test, including previous pages.
- Students **cannot go back to previously submitted/completed** domain tests.
- If a student's test is idle for 20 minutes, the system will automatically pause the test and log them out.
- To resume a student's paused test, the test administrator(s) will need to log the student back in.
- All answers are saved immediately; students do not lose answers when the test is paused.

Using the Test Delivery System (TDS) Option of No Response (NR) for Students and Early Stopping Rule For the Alt ELPA, test administrators are allowed to select No Response (NR) for the student’s response in the TDS system. See the [Using the Student Response Check and Early Stopping Rule flowchart](#) below, and the detailed description of flowchart steps in [Appendix A](#) of this User Guide regarding the guidelines for the [Student Response Check](#) and the [Early Stopping Rule](#).

Flowchart: Using the Student Response Check and Early Stopping Rule



Note: Students who qualify for the Early Stopping Rule on all non-exempt domain tests count as non-participants for the Alt ELPA. Report these students using appropriate codes in the EL Data Collection.

Student Preparation

Sample Test

Online Sample Tests are available on the [OSAS Portal](#). The online Sample Test allows test administrators and students the opportunity to experience the test procedures, training, technology, some example item types, and navigation prior to the winter Summative assessment. To prepare students, please have them take the Alt ELPA Sample Test for their grade band prior to taking the Summative assessment.

Test administrators are encouraged to complete the Sample Test with each student using a secure practice session so that they can set up the student’s online testing accommodations according to their IEPs. Students

may take Sample Tests as many times as needed to gain familiarity with the testing tools and item types. Because the Sample Tests are considered practice for the students, responses are not saved.

The Sample Test should be administered just like the real test, using a secure practice session with the secure browser. The test administrator may adjust general test directions to meet the needs of the student (e.g., clarified, highlighted, reread, simplified, condensed, underlined, or orally interpreted as often as needed) and be consistent with the student's method of engaging with the test (e.g., computer, AAC device, gestures, manipulatives). All supports and accommodations the student needs on the Summative Test should also be present for the Sample Test. Try to put students at ease by encouraging them to try their best and attempt to answer every question. Explain that the test includes some questions that are easy and others that are harder.

Test administrators may assist the student with test navigation and testing buttons, or may navigate the test for the student. Alt ELPA also provides a [Student Technology Skills Checklist](#) that lists the test navigation and tools students may encounter. Students whose IEP or 504 plans indicate they should test using designated supports may take a personalized Sample Test with these supports enabled. Details are provided in the next section of this User Guide. It is suggested to administer the Sample Test several days prior to the Summative assessment. Students will also become familiar with:

- Scrolling down and across the screen
- Moving from item to item
- Answering multiple-choice questions by clicking on the answer
- Responding to drag-and-drop questions using a mouse
- Typing in a text box when responding to a writing prompt

Providing Help During Administration of Tests

Test administrators are allowed to assist students with test navigation and testing buttons. If necessary, assist students with online skills such as scrolling, selecting a response by clicking, dragging and dropping, and moving between screens. As students are becoming familiar with the testing environment, they may look to the test administrator(s) to verify that they have used the technology correctly. Test administrators are allowed to acknowledge that the student has used the system correctly or redirect the student on how to properly use the technology.

Test administrators are not allowed to suggest answers nor comment on or evaluate student work during the test, verbally or non-verbally. Prior to the test, the test administrator(s) should lead students through the Sample Test to ensure students have an opportunity to become familiar with the online test interface and how to use the various tools embedded in the test.

Test administrators are NOT allowed to provide support on student responses to questions, comment on the quality or proficiency of a student response, or encourage them to try again for more points.

Unlimited re-playing of audio is a universal feature, available to all students. Audio may be raised or lowered depending on the student's needs. Students may use headphones.

If necessary, as a designated support, the test administrator(s) may read aloud the text (all domains) to the student in Grades K-12. If students engage independently with the text, the test administrator(s) must still administer and score the Writing and Speaking items.

Students and test administrators should, as applicable, practice using the assistive devices with the online testing system for compatibility. Not all assistive devices are compatible with the online testing system. For complete instructions on administering Sample Tests, refer to the [Test Administrator User Guide](#), available on the [Resources](#) page of the portal.

Sample Test – Test Administrator Login and Administration Information

Options for Accessing the Sample Test

The Sample Test is available in a non-secure version and a secure version.

1. **Sign In to Non-Secure Sample Test—Guest User:** Test administrators may access the Sample Test through the non-secure Sample Test card on the homepage of the [OSAS Portal](#). This option could be used by test administrators to become familiar with the Sample Test, or by students who wish to build familiarity with navigating the test platform.
2. **Secure Browser - Secure Sample Test—Login: Create, Manage, and Administer Sample Test:** The Sample Tests have two components. Test administrators use one component, the Sample Test Administration (Test Administrator Training) site, to create and manage Sample Test sessions. The student uses the other component, the Sample Test Administration (Student) site, to take secure Sample Tests. This allows the student to practice entering their log-in information and allows the student with accommodations the ability to use the specified accommodation(s) in the Sample Test.

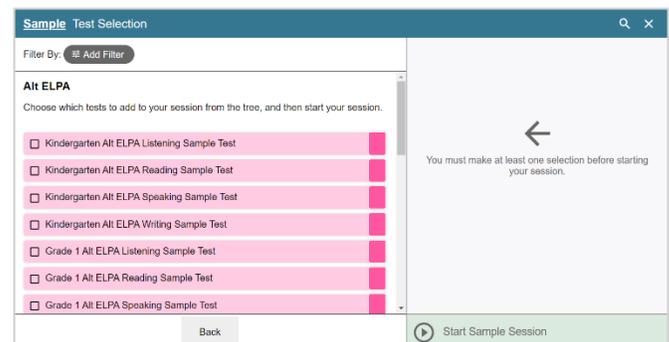
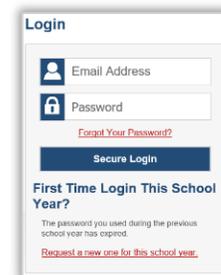
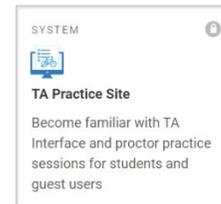


Note: This option mimics the secure testing environment. Test administrators start the student session. The student test will only appear on the student’s device.

See the [Secure Browser Sample Test Login](#) section for login instructions and student directions.

Secure Sample Test Administrator Login: Create, Manage, and Administer Sample Test

1. Access the OSAS Portal homepage at <https://osasportal.org/>.
2. Select the **Test Administrators** card.
3. Click the **TA Practice Site** card.
4. The **Login** page appears.
5. Enter your email address and password.
6. Click the **Secure Login** button.
7. When you are ready to begin a test session:
 - a. In the **Sample Test Selection** window, select the test(s) to administer.
 - b. Click the **Start Sample Session** button. The session ID appears at the top of the page.



8. Provide the **session ID** to the student in your test session, or assist the student with the sign in process.

Sample Session ID
TRAIN-FDF9-8

9. You will have the student sign in to the **Sample & Training Tests** (student) site using their last name, Statewide Student Identifier (SSID), and the session ID from step 8. (See [Sample Test–Student Login Instructions](#) section for instructions to dictate to students.) Please assist students with logging in as necessary.

The form titled "Please Sign In" includes a "Text-to-Speech" button, a "Guest User" toggle, a "Last Name" field, an "SSID" field with an example "EX: 123456789", a "Guest Session" toggle, a "Session ID" field with "TRAIN" entered, and a "Sign In" button.

10. Next you will approve the student for testing. Click the **Approvals** tab to view the list of students awaiting approval.

- To review and edit a student’s test settings and accommodations, click the **Eye** button in that student’s row.
- To approve an individual student for testing, click the **Checkmark** button.
- To deny a student for testing click the red **X** button and enter the reason for denial in the box.

The table shows "1 students awaiting approval", "0 active students (max 200)", and "0 tests in session". The header is "Kindergarten Alt ELPA Listening Sample Test - 1 student(s)".

Student Name	SSID	Opp #	See Details	Action
GUEST	GUEST	1	Standard	

11. At all times during testing, the student must be supervised by a trained test administrator. Monitor the student’s progress throughout testing. The student’s test statuses appear in the **Students in Your Sample Test Session** table.

- Statuses include the following: approved, started, in-progress, review, completed, submitted, and paused.
- The **Progress** column indicates how many test questions the student has answered out of the total number of questions in the test.
- Click the **Pause** button to pause an individual student’s test. If a student’s test is paused for more than 20 minutes, the student will be able to view and change answers to questions in the current test. The

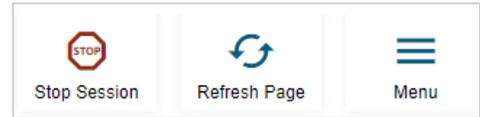
The table shows "0 students awaiting approval", "0 print requests", and "1 active students (max 200)". The header is "Tests without issue".

Student Information	Test	Opp #	Progress	Test Settings	Actions
GUEST	Kindergarten Alt ELPA Listening Sample Test	1	0 / 0 answered - Approved	Standard	

student will not have access to previous tests.

12. At the conclusion of the Sample Test session:

- a. Click the **Stop**  button to end the session and automatically pause any in-progress tests in your session,
- b. Click the **Log Out** button to exit the **Sample Test Administration** site.



Once a test session is stopped it cannot be resumed. If students need to continue testing, you will need to start a new session.

Sample Test – Student Login Instructions

Test administrator instructions for logging students into the Secure Browser Sample Test are provided here. These are followed by instructions for the test administrator to lead students who are able to work on the computer independently through the Secure Browser Sample Test Login.

Secure Browser Sample Test Login

Administrator Instructions for Secure Browser Sample Test Login

Locate the icon titled **SecureTest** and double click it to launch the application.

The program will open to the **Student Sign In** page. Enter the following information for the student:

- Last Name
- SSID – Student ID number
- Session ID

Click the **Sign In** button at the bottom of the page.

Confirm that the entered information is correct on the **Is This You?** screen. If it is, click the **Yes** button. If it is not correct, make changes to correct the information, then click the **Yes** button.

Choose the Sample Test to be administered on the **Your Tests** screen (Start [Grade] Alt ELPA [Domain] Sample Test). If testing was started on a previous day, the **Resume** button will display instead of the options for the test to be administered.

Next, conduct the **Audio/Video Checks**, as follows:

- **Audio Playback Check** – click the **Sound** button to hear the sound. Click **I heard the sound** if you did. A checkmark will appear in the top right-hand corner of the window. If you did not hear the sound, adjust the speaker until you can hear the sound. Then, click the **Continue** button to move to the next screen (**Instructions and Help**).

The **Instructions and Help** screen shows the tool buttons that are available at any time during the test. The instructions for the tools can be accessed by clicking on the **Question Mark** button (row 1 of the [Alt ELPA Tool Button Sheet](#)) in the top right-hand corner. To close the screen, click on the **X** in the upper right-hand side of the **Help Guide** pop-up window (row 2). These are the tools you will see:

- **Zoom In** (row 3) – use to make the text and images bigger. There are four zoom levels.
- **Zoom Out** (row 3) – use to make the text and images smaller. There are four zoom levels.
- **Question Drop-Down List** (row 4)– use to move to a different question on the test
- **Save** (row 5) – use to save work when the student is answering a question. Answers are automatically saved when moving to another question. You do not have to use the **Save** button for your answers to be saved.
- **Pause** (row 6) – use to exit the test before finishing. If you pause the test, you will be logged out.
- **Next** (row 7) – use to go to the next question on the screen.
- **Back** (row 8) – use to go back to the previous question or screen.
- **Expansion Tool** (row 9) – use during the reading tests to make the left or right side of the screen smaller or larger.
- **Unanswered Question Flag** (row 10) – use to return to any unanswered questions in the test.
- **Replay** (row 11) – use to replay any directions or text that was previously played.

The following buttons may be useful to use with students in grades 4-12.

- **Context Menu** (row 12) – use to access tools like the **Notepad**, **Mark/Unmark for Review**, **Highlighter**, and **Strikethrough**.
- **Notepad** (row 13) – use to type student notes about a passage or question, then click **Save and Close**. A picture of a **Pencil with a checkmark** will show next to the questions with the student’s notes.
- **Mark for Review** (row 14) – use to identify questions that you want the student to look at again later. The box around the question number changes to show a **Corner Flap** and a picture with **Marked for Review Flag**.
- **Highlight Selection** (row 15) – use to highlight words. Click **Remove Highlight** button to remove some highlighting. Click the **Reset Highlighting** button to remove all highlighting.
- **Strikethrough** (row 16) – use on multiple choice questions to remove answer choices not needed.
- **Hand Pointer** (row 17) – use to select some information on the toolbar.

Begin the appropriate test directions on the following pages to continue with the test.

- [Listening Test Directions](#)
- [Reading Test Directions](#)
- [Speaking Test Directions](#)
- [Writing Test Directions](#)

Student Instructions for Secure Browser Sample Test Login

Test administrators lead students through the secure Sample Test. If the student can navigate the test independently, the test administrator reads the information inside each SAY box. The test administrator(s) may adjust this information to meet the needs of the student (e.g., clarified, highlighted, reread, simplified, condensed, underlined, or orally interpreted as often as needed) and be consistent with the student's method of engaging with the test (e.g., computer, AAC device, gestures, manipulatives).

The information outside of the SAY box, in *italics*, is additional information to support the test administrator(s) and should not be read to the student.

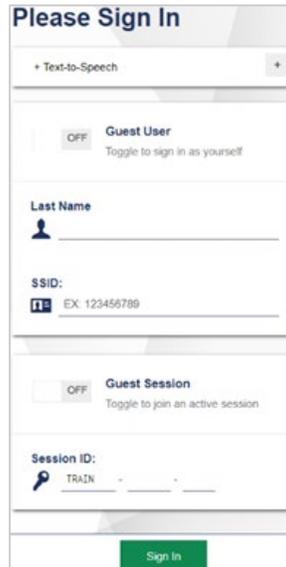
ALL	<p>SAY: On your computer screen, locate the icon titled SecureTest. If you need help, let me know and I will help you.</p>
-----	---

Pause. Assist student as needed.

ALL

SAY: Double-click the **SecureTest** icon; the **Please Sign In** page will appear. Do not enter anything until you have been instructed to do so.
Can you see the **Please Sign In** page? If you cannot see the **Please Sign In** page, please let me know.

Pause. Assist student as needed.



ALL

SAY: Enter your last name, your SSID, and the Session ID and then click the **Sign In** button. If you need help let me know and I will help you.

Pause. Student will enter their name and then click the **Sign In** button.

Common Login Errors

- The last name and SSID do not match. This indicates that the last name entered does not match the last name associated with the SSID.
- The session ID is not available. The session ID entered is not an available test session. Verify that you entered the session ID correctly.

Verify Student Information

ALL

SAY: You should now see the **Is This You?** page. Make sure that the information on this page is correct. If the information is correct click the **Yes** button. If the information is not correct click the **No** button. If you need help let me know and I will help you.

Pause. Assist student as needed.

Select an Available Test

ALL SAY: You will now see the **Your Tests** page. Click on the link that says **Start [Grade] Alt ELPA [Domain] Sample Test**.

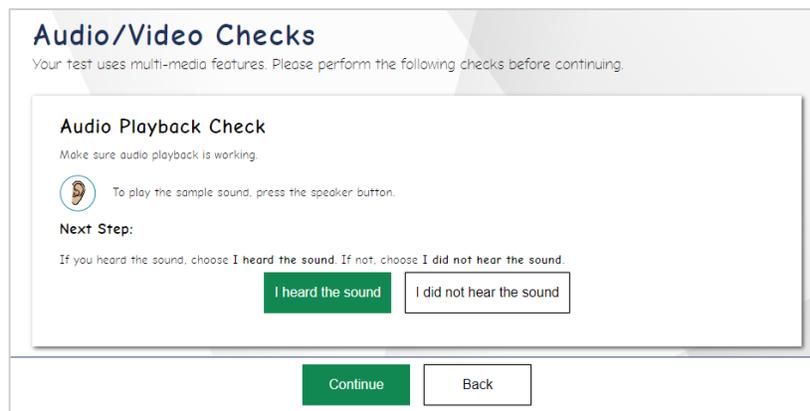
If a student previously started a test but did not finish it,

ALL SAY: If you previously started a test but did not finish it, the **Resume** button will display next to the test name. Click the **Resume** button to resume the test.

Pause. Assist student as needed. The test administrator(s) will approve student test in the Test Administration site.

ALL SAY: You should now see the **Audio/Video Checks** screen.

*Pause. Make sure student is on the **Audio/Video Checks** screen.*



ALL SAY: Under **Audio Playback Check**, click on the **Sound**  button to hear the sound. If you hear the sound, click the **I heard the sound** button. A checkmark will appear in the top right-hand corner of the window.

If you do not hear the sound, let me know and I will help you.

Pause. Make sure student can hear the sound.

ALL SAY: Now click the **Continue** button at the bottom of the screen.

Pause. Assist student as needed.

ALL SAY: You should now see the **Instructions and Help** screen. Click on the **View Help Guide** button. Can you see the **Help Guide**? If you do not see the **Help Guide**, let me know and I will help you.

*Pause. Make sure student is on the **Instructions and Help** screen. Assist as needed.*

ALL SAY: The **Help Guide** has important information about moving through the test, pausing the test, and the tools available for this test.

Pause and allow student to read the guidance for moving through the test and the pause rules. While student is reading the directions, pass out the [Tool Button Sheet](#).

Tool Button Sheet

*The following buttons are available for the student. If the test administrator(s) will assist the student with navigating the test, the test administrator(s) may skip the **Tool Button Sheet** review that follows.*

*Read the following SAY boxes while student follows along with the **Tool Button Sheet**.*

ALL SAY: Look at the **Tool Button Sheet** that I just passed out. You will follow along with me as I explain the buttons and tools you will see and use during the test. You will only listen to me while looking at the sheet, you will not be using your computer at this time. If you have a question while I am reviewing this tool sheet with you, let me know.

Pause.

- ALL SAY: Look at row 1. You may click on the **Question Mark**  button in the top right-hand corner of your screen to see the *Online Test Directions* at any time.
- Pause.*
- ALL SAY: Look at row 2. Click on the **X**  button in the upper right-hand side of the **Help Guide** pop-up window to close the **Help Guide**.
- Pause.*
- ALL SAY: Look at row 3. Click on the **Zoom In**  button to make the text and images bigger. Click on the **Zoom Out**  button to make the text and images smaller. There are four zoom levels.
- Pause.*
- ALL SAY: Look at row 4. Click the **Question Drop-Down List**  to move to a different question on the test.
- Pause.*
- ALL SAY: Look at row 5. Click the **Save**  button to save work when answering a question. Your answers are saved automatically when you move to another question. You do not have to use the **Save** button for your answers to be saved.
- Pause.*
- ALL SAY: Look at row 6. You will click the **Pause**  button to exit the test before finishing. If you **Pause** the test, you will be logged out. Always check with your test administrator(s) before clicking the **Pause** button.
- Pause.*
- ALL SAY: Look at row 7. After you answer a question, you will click the **Next**  button to go to the next question or screen.
- Pause.*
- ALL SAY: Look at row 8. Click the **Back**  button to go back to the previous question or screen.
- Pause.*
- ALL SAY: Look at row 9. Click the **Expansion Tool**  button during the reading test to make the left or right side of the screen smaller or larger.
- Pause.*
- ALL SAY: Look at row 10. Click the **Unanswered Question Flag**  button to return to any unanswered questions in the test.
- Pause.*

ALL SAY: Look at row 11. Click the **Replay**  button to replay any directions or text that was previously played.

Pause. Answer any questions the student may have.

The following buttons may be useful for students in grades 4–12.

Grades 4-12 SAY: Look at row 12. Click the **Context Menu**  button to access tools like the **Notepad**, **Mark/Unmark for Review**, **Highlighter**, and **Strikethrough** option.

Pause.

Grades 4-12 SAY: Look at row 13. Click the **Notepad**  button to type notes to yourself about a passage or question, then click **Save and Close**. A picture of a **Pencil with a checkmark**  will show next to the questions with student notes.

Pause.

Grades 4-12 SAY: Look at row 14. Click the **Mark for Review**  **Mark for Review** button for questions that you want to look at again later. The box around the question number changes to show a **Corner Flap**  and a picture with a **Marked for Review Flag** .

Pause.

Grades 4-12 SAY: Look at row 15. Click the **Highlight Selection**  **Highlight Selection** button to highlight words. Click the **Remove Highlight**  **Remove Highlight** button to remove some highlighting. Click the **Reset Highlighting**  **Reset Highlighting** to remove all highlighting.

Pause.

Grades 4-12 SAY: Look at row 16. Click the **Strikethrough**  button on multiple choice questions to get rid of answer choices not needed.

Pause.

Grades 4-12 SAY: Do you have any questions about the Tool Button Sheet?

Pause. Answer any questions that the student may have.

This section will instruct the student to begin the Sample Test.

ALL SAY: Before we begin the test remember to read each question carefully and think about what the question is asking you to do. If the test question has pictures, look carefully at pictures because they may help you understand the question.

Pause.

ALL SAY: For responses that have to be written, type your answers in the space provided on the screen. For multiple-choice questions, click on the answer you choose. To change an answer, just click on a different answer. Always try your best and choose the answer that makes the most sense to you. Do you have any questions?

Pause. Answer any questions that the student might have.

ALL SAY: When you are ready to begin the Sample Test, click the **Begin Test Now** button.

Ending Student Test Session

If the student requires assistance navigating the test, the test administrator(s) should help the student with ending the test by following the instructions below.

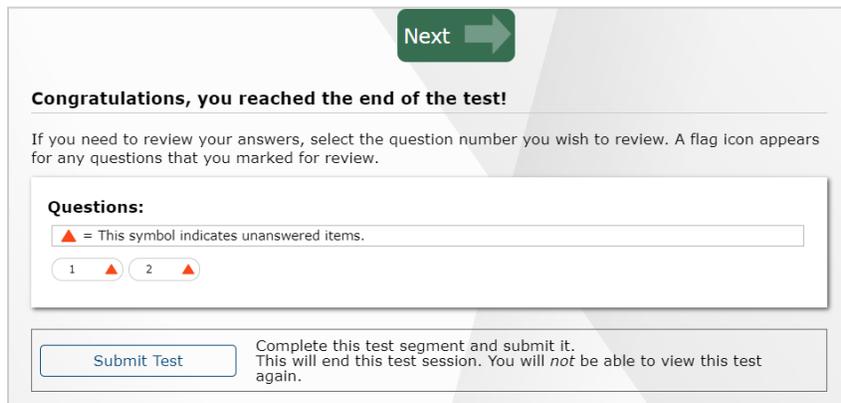
ALL SAY: If you are using full screen, select  in the upper-left corner to exit full-screen mode and access the global menu. The global menu appears on the top of the screen.

Pause.

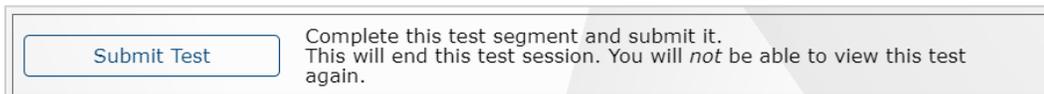
After the student is on the screen, **Congratulations, you reached the end of the test!**, the student has the opportunity to review flagged items.

ALL SAY: If you have marked any items for review, please go back and check these items now. You will not be able to go back to these questions later.

Pause.



ALL SAY: If you are sure that you are done with all the questions in this test, please select the **Submit Test** button.



Pause.

ALL

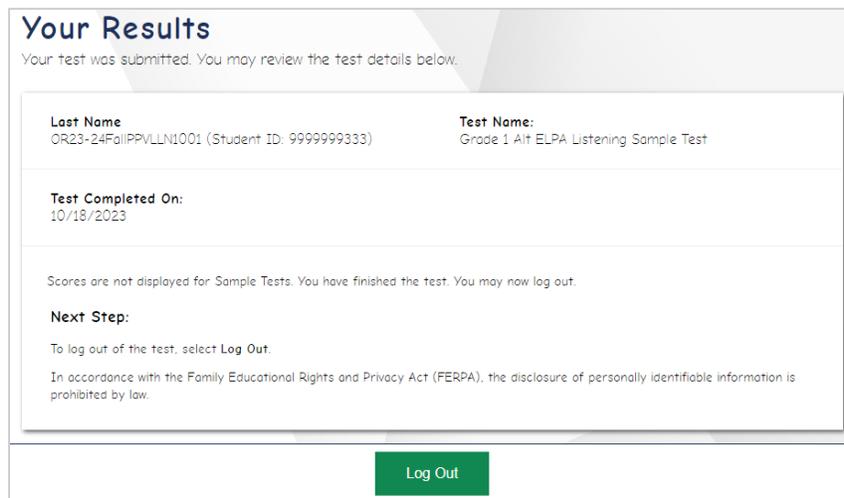
SAY: You should now see the **Attention** box in the middle of the screen stating you have reached the end of the test. Click the Yes button at the bottom of your screen to end your test or click No to keep working on your test.

Pause.



ALL

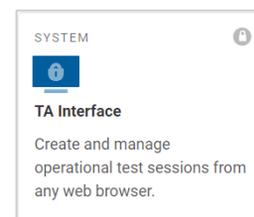
SAY: You will now see the **Your Results** page. You may click the **Log Out** button now. This screen does not give us any test results. It just confirms that your test was completed and submitted, and is now moving on to be scored.



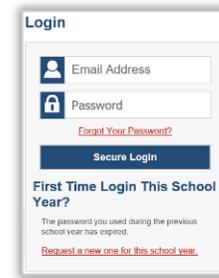
Assessment – Test Administrator Login Instructions

The Alt ELPA assessment will have two components. Test administrators use one component, the Test Administration site, to create and manage test sessions. Students use the other component, the Secure Browser site, to take the Summative Test.

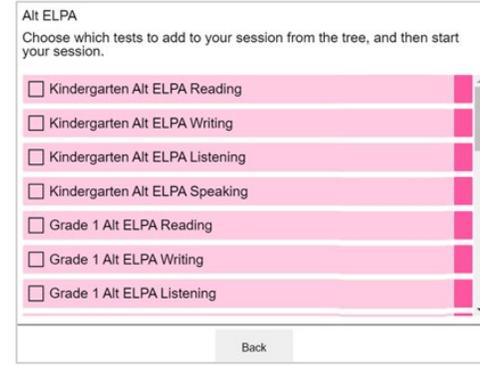
1. Access the **OSAS Portal** homepage at <https://osasportal.org/>.
2. Select the **Test Administrators** card.
3. Click the **TA Interface** card.



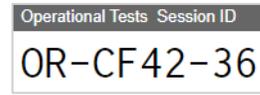
4. The **Login** page appears.
5. Enter your email address and password.
6. Click the **Secure Login** button.



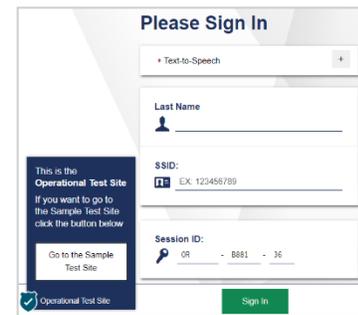
7. When you are ready to begin a test session:
 - a. In the **Operational Test Selection** window, select the test(s) to administer.
 - b. Click the **Start Operational Session** button. The session ID appears at the top of the page.



8. Provide the **session ID** to the student in your test session.



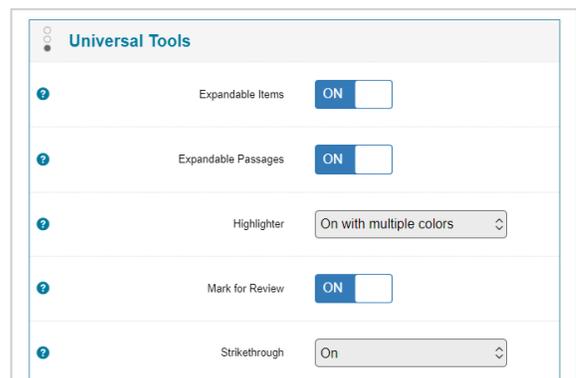
9. Using the secure browser, you will have the student log in with their last name, SSID, and the Session ID from step 8 (see [Assessment – Login Instructions for Student Testing](#) section for instructions to dictate to students.) Please assist students with logging in as necessary.



10. Next you will approve the student for testing. Click the **Approvals** tab to view the list of students awaiting approval.



- To review and edit a student’s test settings and accommodations, click the **Eye**  button in that student’s row.
- To approve an individual student for testing, click the **Checkmark**  button.
- To deny a student for testing click the red **X**  button and enter the reason for denial in the box.



11. Monitor the student’s progress throughout testing. The student’s test statuses appear in the **Students**

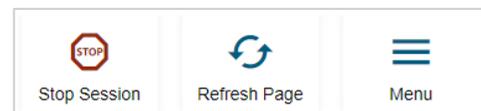
in **Your Operational Test Session** table. The student must be supervised at all times during testing, by a trained test administrator.

- Statuses include the following: approved, started, in-progress, review, completed, submitted, and paused.
- The **Progress** column indicates how many test questions the student has answered out of the total number of questions in the test.
- Click the **Pause**  button to pause an individual student's test. If a student's test is paused for more than 20 minutes, the student will be able to view and change answers to questions in the current test. The student will not have access to previous tests.



12. When the test session is over:

- Click the **Stop**  button to end the session and automatically pause any in-progress tests in your session.
- Click the **Log Out** button to exit the Test Administration site.



Once a test session is stopped, it cannot be resumed. If the student needs to continue testing, you will need to start a new session.

Assessment – Login Instructions for Student Testing

Before beginning administration of the test, make sure you have any necessary materials, including the [Test Administrator Directions and Scoring Rubrics Booklets](#).

Test administrator instructions for logging students in are provided here.

For those students able to work on the computer independently, instructions for what the test administrator should say to them follow in the next part of this section. The test administrator(s) may adjust this information to meet the needs of the student (e.g., clarified, highlighted, reread, simplified, condensed, underlined, or orally interpreted as often as needed) and be consistent with the student's method of engaging with the test (e.g., computer, AAC device, gestures, manipulatives).

Administrator Instructions

Locate the icon titled **SecureTest** and double click it to launch the application.

The program will open to the **Student Sign In** page. Enter the following information for the student:

- Last Name
- SSID – Student ID number
- Session ID

Click the **Sign In** button at the bottom of the page.

Confirm that the entered information is correct on the **Is This You?** screen. If it is, click the **Yes** button. If it is not correct, make changes to correct the information, then click the **Yes** button.

Choose the test to be administered on the **Your Tests** screen. If testing was started on a previous day, the **Resume** button will display instead of the options for the test to be administered.

Next, conduct the **Audio/Video Checks**, as follows:

- **Audio Playback Check** – click the **Sound** button to hear the sound. Click **I heard the sound** if you did. A checkmark will appear in the top right-hand corner of the window. If you did not hear the sound, adjust the speaker until you can hear the sound. Then, click the **Continue** button to move to the next screen (**Instructions and Help**).

The **Instructions and Help** screen shows the tool buttons that are available at any time during the test. They are the same tool buttons that were shown in the Sample Test. The instructions for the tools can be accessed by clicking on the **Question Mark** button (row 1) in the top right-hand corner. To close the screen, click on the **X** in the upper right-hand side of the **Help Guide** pop-up window (row 2).

Begin the appropriate test directions on the following pages to continue with the test.

- [Listening Test Directions](#)
- [Reading Test Directions](#)
- [Speaking Test Directions](#)
- [Writing Test Directions](#)

Student Instructions

These instructions are for test administrator(s) to provide to the student who will work on the computer independently with assistance as needed. Directions to the student are called out in SAY boxes. Test administrator instructions are outside of the SAY boxes, in *italics*, and are not to be read out loud.

The test administrator(s) may adjust this information to meet the needs of the student (e.g., clarified, highlighted, reread, simplified, condensed, underlined, or orally interpreted as often as needed) and be consistent with the student's method of engaging with the test (e.g., computer, AAC device, gestures, manipulatives). If the student requires significant assistance with navigating the test, the test administrator(s) may adjust the directions to the student accordingly.

*Students will click the **SecureTest** icon on their screen to launch the application.*

SAY:	On your computer screen, locate the icon titled SecureTest  . Double-click this icon and the program will launch. If you need help let me know and I will help you.
ALL	

Pause. Assist student as needed.

SAY:	Once the program has opened, you will see the Student Sign In page. Do not enter anything until you have been instructed to do so. Can you see the Student Sign In page? If you need help, please let me know and I will help you.
ALL	

Pause. Assist student as needed.

Student will enter their name and then click the **Sign In** button.

ALL SAY: Type your last name into the field titled **Last Name**.

Pause.

ALL SAY: Now click on the SSID field. Type in your **Student ID** number.

Pause.

ALL SAY: Now click on the Session ID field. Type in the **Session ID** I have written on the board. If you need help, let me know and I will help you.

Pause. Assist student as needed.

ALL SAY: Click the **Sign In** button at the bottom of the page to start the test.

On the **Is This You?** screen, the student (or the test administrator[s]) will confirm the information is correct and then click the **Yes** button.

Make any necessary corrections before the student begins the assessment. The test administrator(s) can then edit the student information in the Test Administration site.

ALL SAY: Now you should see the **Is This You?** screen. Do you see your name on the screen? If you do not see your own name, or if your name is not spelled correctly, let me know.

Pause. Assist student as needed.

SAY: Now make sure that the rest of the information on your screen is correct.

- your Grade
- your SSID
- your School

ALL

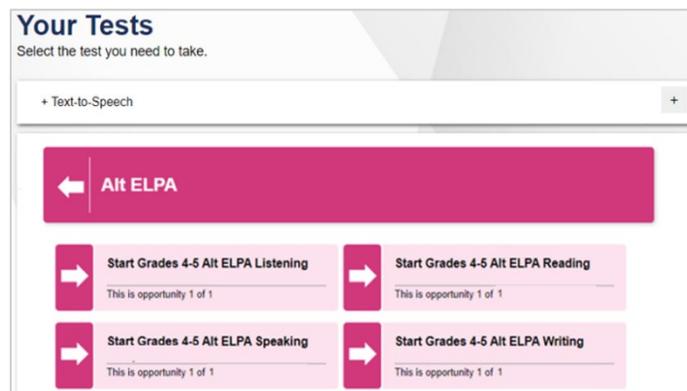
If any of the information is not correct, please let me know. If all of the information is correct, you can click the **Yes** button at the bottom of the screen. Do not go past the next screen until I tell you to.

Pause. Assist student as needed.

*On the test screen, the student will choose the test you are administering. Make sure the student has logged in and is at the **Your Tests** screen.*

SAY: Now we are going to begin the test. Click on the link that says **Start [Grade] Alt ELPA [Domain]**. If you need help, let me know and I will help you.

ALL



*If the student started testing on a previous day, the **Resume** button will display instead of the **Start** button.*

If the student had previously started a test but did not finish it, say the following:

SAY: If you previously started a test but did not finish it, the link will say **Resume [Grade] Alt ELPA**.

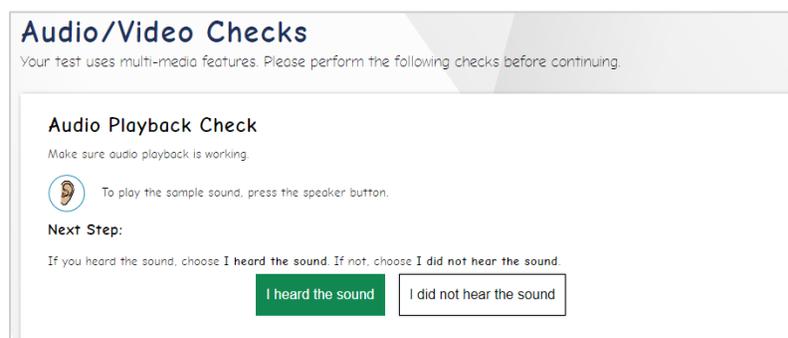
ALL

Pause. The test administrator(s) will need to approve the student in the Test Administration site for this test.

SAY: You should now see the **Audio/Video Checks** screen.

ALL

*Pause. Make sure the student is on the **Audio/Video Checks** screen.*



ALL

SAY: Under **Audio Playback Check**, click on the **Sound**  button to hear the sound. If you hear the sound, click **I heard the sound**. A checkmark will appear in the top right-hand corner of the window.
If you do not hear the sound, let me know.

Pause. Make sure student can hear the sound.

ALL

SAY: Click the **Continue** button to move to the next screen.

ALL

SAY: You should now see the **Instructions and Help** screen. Can you see the instructions? If you do not see the instructions, please let me know.

*Pause. Assist student as needed. Make sure student is on the **Instructions and Help** screen.*

ALL

SAY: This screen contains the same information about the tool buttons as you saw in the Sample Test. You can access these instructions at any time during the test by clicking on the **Question Mark**  button in the top right-hand corner of your screen.

Pause.

ALL

SAY: Do you have any questions about the **Instructions and Help** screen?

Find the directions for the appropriate test on the following pages to continue with the test.

- [Listening Test Directions](#)
- [Reading Test Directions](#)
- [Speaking Test Directions](#)
- [Writing Test Directions](#)

At the start of the listening test, the test administrator(s) should:

- Have the Test Administrator Directions and Scoring Rubrics Booklet for the assigned test form (A – D) accessed through the Test Information Distribution Engine (TIDE) system and be ready to follow. See the section on [Test Administrator Directions and Scoring Rubrics Booklets](#) in this User Guide to review how to access these booklets.
- Make sure that the student is logged in and ready to begin the listening test.
- Read [Student Login Directions](#) if the student has not logged in.
- Prompt the student to check the sound in their headphones (if student prefers to have headphones); if the student cannot hear the sound, or they need assistance, they are asked to alert the test administrator(s).

During the listening test, the type of items the student will encounter in the listening section are selected response or technology-enhanced items, like dragging and dropping a graphic or a piece of text.

The test administrator(s):

- May provide navigation assistance (e.g., mouse point-and-click, onscreen tool/button navigation). The stimulus will have an audio play button that the test administrator(s) will select when appropriate for the student.
- Encourages the student to do their best and advise them not to spend too much time on any one question.
- Checks periodically to make sure the student is using the testing system properly, following instructions, and advancing through the test.
- Reads all directions to the student in the SAY boxes. The test administrator(s) may adjust this information to meet the needs of the student (e.g., clarified, highlighted, reread, simplified, condensed, underlined, or orally interpreted as often as needed) and be consistent with the student's method of engaging with the test (e.g., computer, AAC device, gestures, manipulatives).
- Does not read aloud directions in *italics* to the student, which are for the test administrator(s). The test administrator(s) may adjust this information to meet the needs of the student and be consistent with the student's method of engaging with the test (e.g., computer, AAC device, gestures, manipulatives).

SAY: This is a listening test. It will give you a chance to show how well you can listen to and understand English. You will hear things like conversations and presentations. Listen carefully. If you need to hear the conversation or presentation again, click on the

Replay  button.

ALL

It will also be read to you. You can hear a question again by clicking on the **Replay** button beside the question. If you want to hear a response read to you, click on the **Replay** button beside that response. Some questions you will answer by dragging and dropping an object or a word. You can change your answer by dragging the object to a different place or by dragging a different object. Other questions you will answer by clicking on the response. You can change your answer by clicking on a different response.

Do you have any questions?

Pause. Assist student as needed. Once all questions are answered,

SAY: Try to answer all test questions. Keep working until you reach the end of the test. Once you finish, you may check your work in this test only. Remember, you can see the directions whenever you need them during the test by clicking the **Question Mark**  button in the top right-hand corner of your screen.

ALL

Pause.

SAY: When you reach the **Congratulations, you reached the end of the test!** page, do not go on. Please let me know, and I will help you.

ALL

When you are ready to begin this test, click the **Begin Test Now** button.

The test administrator(s):

- *Monitors the student as they are taking the test to ensure that they are properly advancing through the screens. The test administrator(s) may provide the student with guidance on the use of technology.*
- *Does not give help on specific test questions.*
- *Resumes instructions with the next SAY box, when the student has reached the end of the test.*

See the [Providing Help During Administration of Tests](#) section for additional information.

Ending Student Test Session

If the student requires assistance navigating the test, the test administrator(s) should help the student with ending the test by following the instructions below.

SAY: If you are using full screen, select  in the upper-left corner to exit full-screen mode and access the global menu. The global menu appears on the top of the screen.

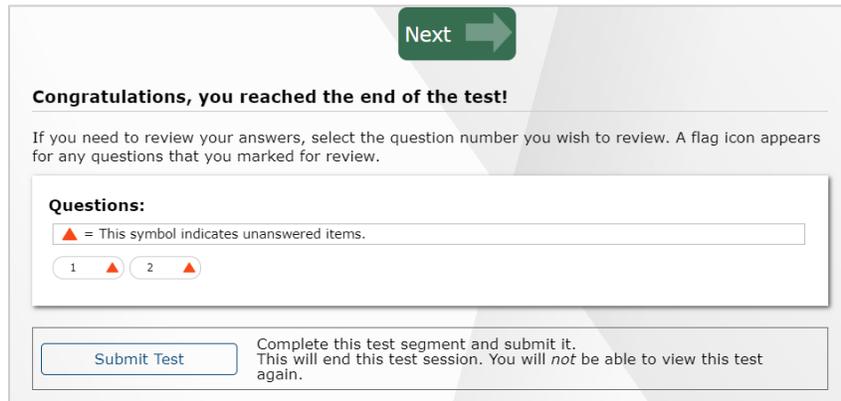
ALL

Pause.

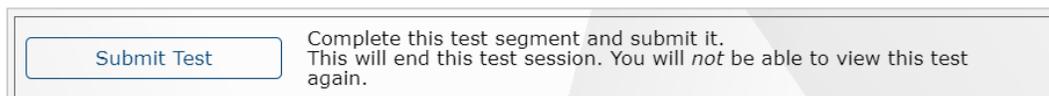
After the student is on the screen, **Congratulations, you reached the end of the test!**, the student has the opportunity to review flagged items.

ALL SAY: If you have marked any items for review, please go back and check these items now. You will not be able to go back to these questions later.

Pause.



ALL SAY: If you are sure that you are done with all the questions in this test, please select the **Submit Test** button.



Pause.

ALL SAY: You should now see the **Attention** box in the middle of the screen stating you have reached the end of the test. Click the Yes button at the bottom of your screen to end your test or click No to keep working on your test.

Pause.



ALL SAY: You will now see the **Your Results** page. You may click the **Log Out** button now. This screen does not give us any test results. It just confirms that your test was completed and submitted, and is now moving on to be scored.

Your Results

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

Last Name: OR23-24FallPPVLLN1001 (Student ID: 9999999333)	Test Name: Grade 1 Alt ELPA Listening Sample Test
Test Completed On: 10/18/2023	

Scores are not displayed for Sample Tests. You have finished the test. You may now log out.

Next Step:
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](#)



IMPORTANT: While student is logging out, the test administrator(s) must review the following information.

Administering One Test in a Single Day: If you are only administering the listening test today, you can log out of the Test Administration site.

Administering More Than One Test in a Single Day: If you are administering more than one test today, read the [Student Login Directions](#), followed by the directions for the test being administered.

- [Listening Test Directions](#)
- [Reading Test Directions](#)
- [Speaking Test Directions](#)
- [Writing Test Directions](#)

At the start of the reading test, the test administrator(s) should:

- Have the Test Administrator Directions and Scoring Rubrics Booklet for the assigned test form (A – D) accessed through the Test Information Distribution Engine (TIDE) system and ready to follow. See the section on [Test Administrator Directions and Scoring Rubrics Booklets](#) in this User Guide to review how to access these booklets.
- Make sure that the student is logged in and ready to begin the reading test.
- Read [Student Login Directions](#) in this User Guide, if the student has not logged in.

During the reading test:

All students:

- Will be presented with different types of text including short correspondence, procedural, literary, and informational passages.
- Will encounter the type of items in the reading section that are selected response or technology-enhanced items, like dragging and dropping a graphic or a piece of text.

The test administrator(s):

- May provide navigation assistance (e.g., mouse point-and-click, onscreen tool/button navigation).
- Encourages the student to do their best and advise them not to spend too much time on any one question.
- Checks periodically to make sure the student is using the testing system properly, following instructions, and advancing through the test.
- Reads text aloud as indicated by the test administrator directions and scoring rubrics booklet OR if a Read Aloud designated support has been implemented for the student. Otherwise, the student engages independently with the text.
- Reads all directions to the student in the SAY boxes. The test administrator(s) may adjust this information to meet the needs of the student (e.g., clarified, highlighted, reread, simplified, condensed, underlined, or orally interpreted as often as needed) and be consistent with the student's method of engaging with the test (e.g., computer, AAC device, gestures, manipulatives).
- Does not read aloud the directions in *italics* to the student. Italic text is for the test administrator.

ALL SAY: This is a reading test; it will give you a chance to show how well you can read and understand English.

Pause. The following SAY boxes include instructions for specific grades. If administering the test to a Kindergarten student read the next SAY box.

Grade K

SAY: Some questions are about a story. You will read along as you listen to me read the story. Then you will answer the questions.

You will answer some questions by clicking on a picture. You will answer other questions by clicking on some words. It is easy to change an answer if you change your mind. Just click on a different picture or different words.

You will also answer questions by moving a word or picture. You can change your answer by moving the word to a different place or moving a different picture.

If you have a question, or do not understand what to do, please let me know.

Pause. Resume instructions with the next ALL SAY box.

Grades 1-12

SAY: Some questions are about a passage. Read the passage first before you try to answer the questions.

You will answer some questions by dragging and dropping words. You can change your answer by dragging the words to a different place, or by dragging different words.

You will answer other questions by clicking on words, pictures, or sentences. You can change your answer by clicking on different words, pictures, or sentences.

If you have a question, or do not understand what to do, please let me know.

Pause. Assist student as needed. Once all questions are answered,

ALL

SAY: Try to answer all test questions. Keep working until you reach the end of the test.

Once you finish, you may check your work in this test only. Remember, you can see the directions whenever you need them during the test by clicking the **Question Mark**  button in the top right-hand corner of your screen.

Pause.

ALL

SAY: When you reach the **Congratulations, you reached the end of the test!** page, do not go on. Please let me know, and I will help you.

When you are ready to begin this test, click the **Begin Test Now** button.

The test administrator(s):

- *Monitors the student as they are taking the test to ensure that they are properly advancing through the screens.*
- *May provide the student with guidance on the use of technology (i.e., mouse, trackpad, touchscreen, or the navigation to tools).*
- *Does not give help on specific test questions.*
- *Resumes instructions with the next SAY box, when the student has reached the end of the test.*

See the [Providing Help During Administration of Tests](#) section for additional information.

Ending Student Test Session

If the student requires assistance navigating the test, the test administrator(s) should help the student with ending the test by following the instructions below.

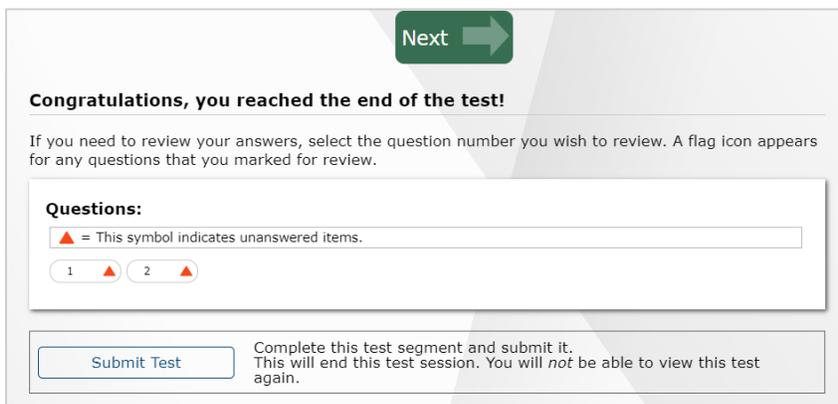
ALL SAY: If you are using full screen, select  in the upper-left corner to exit full-screen mode and access the global menu. The global menu appears on the top of the screen.

Pause.

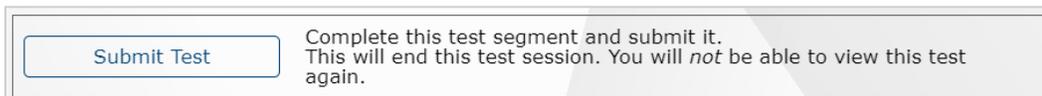
After the student is on the screen, **Congratulations, you reached the end of the test!**, the student has the opportunity to review flagged items.

ALL SAY: If you have marked any items for review, please go back and check these items now. You will not be able to go back to these questions later.

Pause.



ALL SAY: If you are sure that you are done with all the questions in this test, please select the **Submit Test** button.



Pause.

ALL SAY: You should now see the **Attention** box in the middle of the screen stating you have reached the end of the test. Click the Yes button at the bottom of your screen to end your test or click No to keep working on your test.

Pause.

Attention ✖

You have reached the end of the test. Click [Yes] to end your test. Click [No] to keep working on your test. [MessageCode: 10900]

SAY: You will now see the **Your Results** page. You may click the **Log Out** button now. This screen does not give us any test results. It just confirms that your test was completed and submitted, and is now moving on to be scored.

Your Results

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

Last Name OR23-24FallPPVLLN1001 (Student ID: 9999999333)	Test Name: Grade 1 Alt ELPa Listening Sample Test
Test Completed On: 10/18/2023	
Scores are not displayed for Sample Tests. You have finished the test. You may now log out.	
Next Step: 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.	



IMPORTANT: While student is logging out, the test administrator(s) must review the following information.

Administering one test in a single day: If you are only administering the reading test today, you can log out of the Test Administration site.

Administering more than one test in a single day: If you are administering more than one test today, read the [Login Instructions for Student Testing](#) section in this User Guide followed by the directions for the test being administered.

- [Listening Test Directions](#)
- [Reading Test Directions](#)
- [Speaking Test Directions](#)
- [Writing Test Directions](#)

Assessment – Directions for Administration: Speaking

At the start of the speaking test, the test administrator(s) should:

- Have the [Test Administrator Directions and Scoring Rubrics Booklet](#) for the assigned test form (A – D) accessed through Test Information Distribution Engine (TIDE) system and ready to follow.
- See section on [Test Administrator Directions and Scoring Rubrics Booklets](#) in this User Guide to review how to access these booklets.
- Make sure that the student is logged in and ready to begin the speaking test.
- Read [Student Login Directions](#) in this User Guide, if the student has not logged in.

During the speaking tests,

The student:

- Will encounter the type of items in the speaking section that are selected response and constructed response (i.e., fill-in-the-blank or short answer questions).

The test administrator(s):

- Must administer the speaking test to one student at a time, sitting with the student during the assessment, in order to score the speaking test.
- Encourages the student to do their best and advises them not to spend too much time on any one question.
- Checks periodically to make sure student is using the testing system properly, following instructions, and advancing through the test.
- Will listen to the student and score during the student’s test using the item-specific scoring rubrics for the constructed response speaking items. There is **no** recording of the student’s spoken responses.
- Reads all directions to the student in the SAY boxes. The test administrator(s) may adjust this information to meet the needs of the student (e.g., clarified, highlighted, reread, simplified, condensed, underlined, or orally interpreted as often as needed) and be consistent with the student’s method of engaging with the test (e.g., computer, AAC device, gestures, manipulatives).
- Does not read aloud directions in *italics* to the student, which are for the test administrator.

ALL

SAY: This is a speaking test. It will give you a chance to show how well you can speak in English. Listen as I read the questions. If you need to hear a question again, let me know. To answer each question, please respond in English to me.

If you don’t understand what to do, please let me know.

Pause.

ALL

SAY: Try to answer all test questions. Keep working until you reach the end of the test. Once you finish, you may check your work in this test only. Remember, you can see the directions whenever you need them during the test by clicking the **Question Mark**  button in the top right-hand corner of your screen.

Pause.

ALL SAY: Pause after you answer each question so that I can help you. When you are ready to begin this test, click the **Begin Test Now** button.

The test administrator(s):

- May assist the student with test navigation.
- May not give help on specific test questions.
- Enters a score for each speaking item.
- Resumes instructions with the next SAY box when the student has reached the end of the test.

Refer to [Providing Help During Administration of Tests](#) in this User Guide for additional information.

Ending Student Test Session

If the student requires assistance navigating the test, the test administrator(s) should help the student with ending the test by following the instructions below.

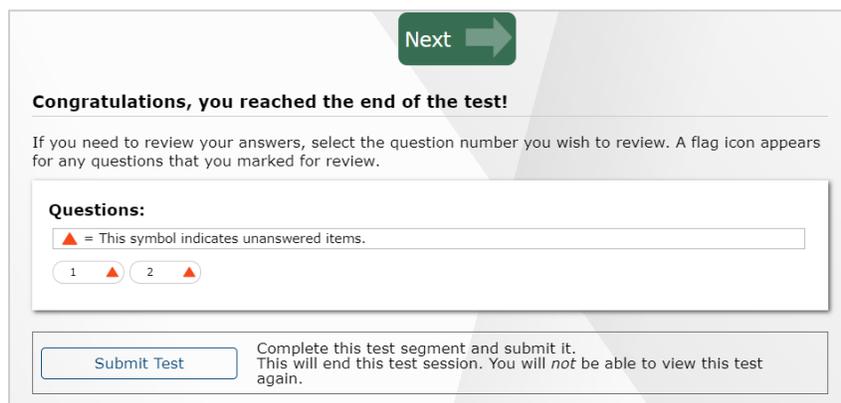
ALL SAY: If you are using full screen, select  in the upper-left corner to exit full-screen mode and access the global menu. The global menu appears on the top of the screen.

Pause.

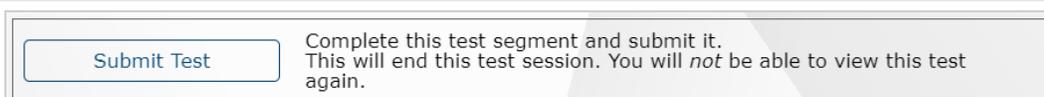
After the student is on the screen, **Congratulations, you reached the end of the test!**, the student has the opportunity to review flagged items.

ALL SAY: If you have marked any items for review, please go back and check these items now. You will not be able to go back to these questions later.

Pause.



ALL SAY: If you are sure that you are done with all the questions in this test, please select the **Submit Test** button.



Pause.

ALL

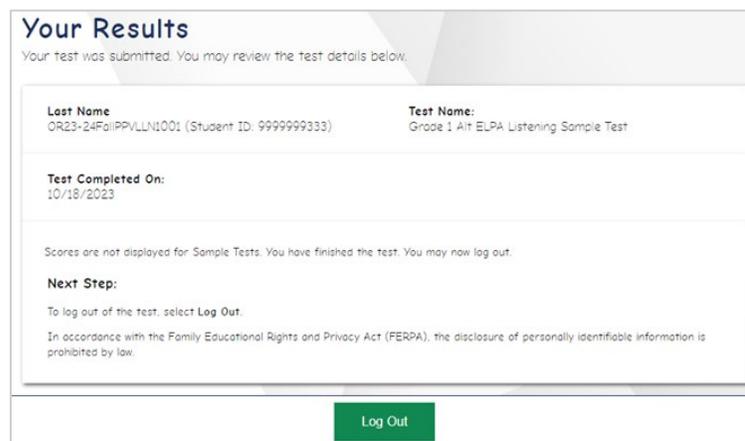
SAY: You should now see the **Attention** box in the middle of the screen stating you have reached the end of the test. Click the Yes button at the bottom of your screen to end your test or click No to keep working on your test.



Pause.

ALL

SAY: You will now see the **Your Results** page. You may click the **Log Out** button now. This screen does not give us any test results. It just confirms that your test was completed and submitted, and is now moving on to be scored.



IMPORTANT: While the student is logging out, the test administrator(s) must review the following information.

Administering one test in a single day: If you are only administering the speaking test today, you can log out of the Test Administration site.

Administering more than one test in a single day: If you are administering more than one test today, read the [Student Login Directions](#) in this User Guide followed by the directions for the test being administered.

- [Listening Test Directions](#)
- [Reading Test Directions](#)
- [Speaking Test Directions](#)
- [Writing Test Directions](#)

Assessment – Directions for Administration: Writing

At the start of the writing test, the test administrator(s) should:

- Have the Test Administrator Directions and Scoring Rubrics Booklet for the assigned test form (A – D) accessed through the Test Information Distribution Engine (TIDE) system and ready to follow. See the section on [Test Administrator Directions and Scoring Rubrics Booklets](#) in this User Guide to review how to access these booklets.
- Make sure that the student is logged in and ready to begin the writing test.
- Read [Student Login Directions](#), if the student has not logged in.
- Assist the student as needed, then proceed.

During the writing test,

The student:

- May not work independently on the writing domain test due to the hand scored items throughout the domain test.
- Will encounter the type of items in the writing section that are selected response (i.e., multiple choice), constructed response, constructed response-guided prompt (essentially a structured writing prompt) or technology-enhanced items, like dragging and dropping a graphic or a piece of text.
- Responds to writing prompts either by typing or by having the test administrator scribe (accommodation) the student’s response into the system (dictation of responses to the test administrator who enters them verbatim into the test platform).

The test administrator(s):

- Administers the writing test individually to each student.
- May provide navigation assistance (e.g., mouse point-and-click, onscreen tool/button navigation).
- Encourages the student to do their best and advise them not to spend too much time on any one question.
- Checks periodically to make sure the student is using the testing system properly, following instructions, and advancing through the test.
- Will score on-site using the item-specific scoring rubric provided for the constructed response and constructed response-guided prompt writing items.
- MUST score constructed response and constructed response guided prompt items during the student testing session.
- Reads all directions to the student that are in SAY boxes. The test administrator(s) may adjust this information to meet the needs of the student (e.g., clarified, highlighted, reread, simplified, condensed, underlined, or orally interpreted as often as needed) and be consistent with the student's method of engaging with the test (e.g., computer, AAC device, gestures, manipulatives).
- Does not read aloud directions in *italics* to the student. Italics are for the test administrator(s).

ALL	SAY: This is a writing test. It will give you a chance to show how well you can write in English.
-----	---

Pause.

ALL SAY: Some questions will ask you to make words or sentences by dragging and dropping letters or words.

Pause.

ALL SAY: Other questions will ask you to type your answer. There will be a box for you to type in.

Pause. Read the next SAY box for students in grades 4-12.

grades 4-12 SAY: Some questions will ask you to choose the right word to finish a sentence by clicking on the word. Other questions will ask you to type your answer. There will be a box for you to type in.

Pause, then read for all students.

ALL SAY: If you have a question, or do not understand what to do, let me know.

Pause. Assist student as needed.

As the student answers each constructed response test question, score the student's response using the scoring rubrics.

Once all questions are answered,

ALL SAY: Try to answer all test questions. Keep working until you reach the end of the test. Once you finish, you may check your work in this test only. Remember, you can see the directions whenever you need them during the test by clicking the **Question Mark**  button in the top right-hand corner of your screen.

Pause.

ALL SAY: When you reach the **Congratulations, you reached the end of the test!** page, do not go on. Please let me know and I will help you. When you are ready to begin this test, click the **Begin Test Now** button.

The test administrator(s):

- *May not give help on specific test questions.*
- *Resumes instructions with the next SAY box when the student has reached the end of the test.*

Refer to [Providing Help During Administration of Tests](#) in this User Guide for additional information.

Ending Student Test Session

If the student requires assistance navigating the test, the test administrator(s) should help the student with ending the test by following the instructions below.

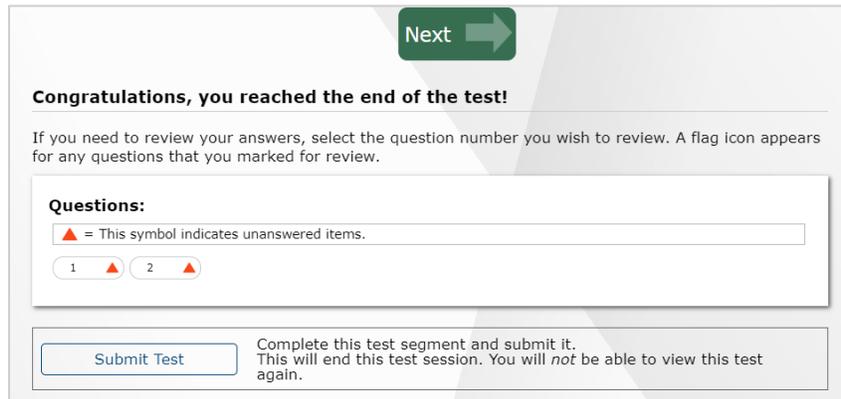
ALL SAY: If you are using full screen, select  in the upper-left corner to exit full-screen mode and access the global menu. The global menu appears on the top of the screen.

Pause.

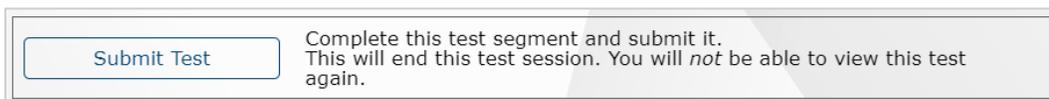
After the student is on the screen, **Congratulations, you reached the end of the test!**, the student has the opportunity to review flagged items.

ALL SAY: If you have marked any items for review, please go back and check these items now. You will not be able to go back to these questions later.

Pause.



ALL SAY: If you are sure that you are done with all the questions in this test, please select the **Submit Test** button.



Pause.

ALL SAY: You should now see the **Attention** box in the middle of the screen stating you have reached the end of the test. Click the Yes button at the bottom of your screen to end your test or click No to keep working on your test.

Pause.



ALL

SAY: You will now see the **Your Results** page. You may click the **Log Out** button now. This screen does not give us any test results. It just confirms that your test was completed and submitted, and is now moving on to be scored.

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

Last Name OR23-24FallPPVLLN1001 (Student ID: 9999999333)	Test Name: Grade 1 Alt ELPa Listening Sample Test
--	---

Test Completed On:
10/18/2023

Scores are not displayed for Sample Tests. You have finished the test. You may now log out.

Next Step:
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



IMPORTANT: While the student is logging out, the test administrator(s) must review the following information.

Administering One Test in a Single Day: If you are only administering the writing test today, you can log out of the Test Administration site.

Administering More Than One Test in a Single Day: If you are administering more than one test today, read the [Student Login Directions](#) in this User Guide followed by the directions for the test being administered.

- [Listening Test Directions](#)
- [Reading Test Directions](#)
- [Speaking Test Directions](#)
- [Writing Test Directions](#)

Test Materials Processing

Secure Materials

The test administrator(s) must collect and account for all ancillary materials provided to the student during the testing sessions (including any items printed on demand and scratch paper), prior to letting the student leave the testing area.

Test Administrator directions and scoring rubrics booklets are considered secure. Those booklets should be securely destroyed after testing, in conformance with your school's standard practice for destroying secure materials.

See the [Test Administration Manual Section 2.4](#) regarding proper destruction of printed secure testing materials.



All secure testing materials may not be copied and must be immediately returned to your school test coordinator (STC), at the end of each testing session.

Non-Secure Materials

The following materials are **not** considered secure.

- Unused print-on-demand pre-ID student labels (destroy according to district policy)
- This User Guide (recycle)

User Support

For questions regarding information in this *Alt ELPA User Guide*:

- Test Administrators and School Test Coordinators, contact your District Test Coordinator.
- District Test Coordinators, contact the OSAS Help Desk for technical clarifications (see contact information below). For policy questions, contact [Mason Rivers](#), Special Education Assessment Specialist, at the Oregon Department of Education.

For Policy or Test Administration Questions:

- Test Administrators and School Test Coordinators, refer to this User Guide. If additional support is needed, contact your District Test Coordinator.
- The recommended Alt ELPA test administrator/test coordinator trainings are located on the [ELPA21 training system](#). To access these trainings, you will need to create an account on that system. There are two ways you can create an account on that system. Pick the method that works for you.
 - 1) To access the directions for using a **Google email** account to log in and access the training, click this [link](#).
 - 2) To access the directions for using a **non-Google email** account to log in and access the training, click this [link](#).
- If you have issues creating an account or finding your district, contact elpa21training@aelearningonline.org with questions.
- District Test Coordinators contact the OSAS Help Desk for technical clarifications (see contact information below). For policy questions, contact [Mason Rivers](#), Special Education Assessment Specialist, at the Oregon Department of Education.

Technology, System, or Program Issues

- Test Administrators, School Test Coordinators, and District Test Coordinators contact the OSAS Help Desk. (Test Administrators and School Test Coordinators must also alert the District Test and Technology Coordinators of issues.)

The OSAS Help Desk is open Monday through Friday from 7:00 a.m. to 5:00 p.m. PT (except holidays or as otherwise indicated on the [OSAS Portal](#)).

OSAS Help Desk Toll-Free Phone Support: 1-866-509-6257 Email Support: osashelpdesk@cambiumassessment.com

Please provide the Help Desk with a detailed description of your problem, as well as the following:

- Name

- If the issue pertains to a student, provide student's SSID and associated school district. Do not provide any additional student information as doing so may violate FERPA policies.
- If the issue pertains to a TIDE user, provide the user's full name and email address.
- Any error messages and codes that appeared, if applicable.
- Affected test Session ID and question number, if applicable.
- Operating system and browser version information, including version numbers (for example, Windows 8.1 and Firefox 60 or macOS 11 and Safari 11)
- Information about your network configuration, if known:
 - Secure browser installation (to individual devices or network)
 - Wired or wireless internet network setup

Introduction

This document provides guidance for the administration of the Alt ELPA Summative assessment for English learners with the most significant cognitive disabilities. It is intended to support test administrators in conducting a **Student Response Check** process to identify a communication system or observe a response mode for students with whom the test administrator is not familiar and do not have an observable mode of communication.

This document also describes how to apply the **Early Stopping Rule** for the assessment. To fairly and consistently apply the Early Stopping Rule, test administrators need clear guidance to understand when they may end the assessment. This document provides that guidance. This process is described in more detail below.

The recommendations in this document are intended to support states in administering the Alt ELPA with fidelity and to support the valid interpretation of assessment scores.

Student Response Check

For a student with the most significant cognitive disabilities to meaningfully engage in the assessment, the test administrator(s) should be familiar with the student's unique communication modes. The purpose of the Student Response Check is to identify and understand the student's communication modes. Test administrators must use the Student Response Check process to explore whether the student has a means of communicating with the test administrator and engaging in the assessment.

The Student Response Check is intended primarily for English learners with the most significant cognitive disabilities who do NOT have an observable response mode nor consistent communication system. The Multi-State Alternate Assessment (MSAA) Test Administration Manual defines "observable response mode" as "a predictable and consistent behavior or movement that is able to be understood by a communication partner as intentional communication." The test administrator(s) will attempt to determine whether the student has an observable response mode, such as gesturing, vocalizing, or eye gaze.

For students with a consistent communication system or an observable response mode, the assessment should be started normally and proceed with test administrator support.

Early Stopping Rule

The Early Stopping Rule refers to a best practice in assessment that allows test administrators stop the test for students who are not able to participate in or engage in any way with the assessment. The Early Stopping Rule can be stated succinctly as "if the student does not engage in the assessment, the test administrator(s) may end the assessment early."

There will be students who, despite the use of all available tools, accommodations, assistive technology, supports, test administrator assistance, and optimal testing conditions, cannot participate in the assessment at all or sufficiently to produce meaningful scores. If the student has an observable response mode, the assessment should be started normally and proceed with test administrator support.

If, after applying the Student Response Check, the student does not engage with the assessment, then the test administrator(s) may apply the Early Stopping Rule and end the assessment, having met the minimum requirements for assessing the student.

When to Use the Student Response Check

For instances where test administrators are **NOT** familiar with the student, and for students who do not have an observable and consistent response mode, the Student Response Check should be completed before starting the Alt ELPA Summative assessment.

Note: If test administrators know the student and the student has an observable and consistent response mode, the test administrator(s) should proceed with test administration and follow test administration procedures. In these cases, the Student Response Check is not necessary, and the Early Stopping Rule may not be applied.

Overview of the Student Response Check and Early Stopping Rule

The processes for conducting the Student Response Check and applying the Early Stopping Rule are shown in the [Using the Student Response Check and Early Stopping Rule flowchart](#). Each numbered step is detailed in this document.

Any questions about the Student Response Check, Early Stopping Rule, or documentation of either process should be directed to your Special Education Assessment Specialist, [Mason Rivers](#).

The Alt ELPA assessment should be administered individually by test administrators who are familiar with the student, typically the student's teacher. English learners with the most significant cognitive disabilities will benefit from testing that meets or exceeds the optimal testing conditions and provides the student with testing accommodations, including test administrator support and/or assistive technology devices. An educator who is familiar with the student and their unique communicative means is therefore often the best person to administer the assessment.

Step 1 Is the test administrator familiar with the student? Does the test administrator know the student's communication system or response mode?

Yes

If the test administrator knows the student and the student has an observable and consistent response mode, the test administrator should proceed with test administration and follow test administration procedures.

This student is **not** eligible for the Early Stopping Rule.

No

For instances where the test administrator is **NOT** familiar with the student, and for students who do not have an observable and consistent response mode, the Student Response Check should be completed. Proceed to Step 2.

Step 2 Conduct the Student Response Check

To conduct the Student Response Check, the test administrator(s) will use a series of questions and observations to determine whether the student has an observable response mode. English learners with the most significant cognitive disabilities may not communicate—that is, speak, read, write, and listen—in traditional ways. Some of these students are non-verbal or rely primarily on gestures to communicate. Others communicate via various assistive technology devices or physical supports such as letter boards. Thus, a communication system or response mode may take different forms depending on the student.

Because communication is so diverse for the students in this population, it is important to determine whether the student has a communication system or response mode with which they communicate. This will alert the test administrator(s) on how best to support the student to engage in the assessment.

The Student Response Check, described below, will help the test administrator(s) determine whether the student has a communication system or observable response mode. The Student Response Check should be conducted prior to starting the Alt ELPA assessment. This can be done on the same day and in the same testing session as administering the assessment. The Student Response Check typically takes less than 10 minutes.

Applying the Student Response Check

Students have a variety of ways in which they communicate. By asking a series of questions, the test administrator(s) can determine whether the student has a means of communicating and whether what test administrators observe constitutes a consistent mode of response. The presence of an observable, consistent response indicates that the student can communicate with the test administrator and can engage with the assessment.

The test administrator(s) should engage in the following interaction with the student and observe the student's responses.

SAY:

I am going to ask you a few questions. Answer me in any way you can.

Tell me your name.

Where is the door?

Can you click the mouse?

If the student does not respond, vocalize, gesture, use assistive technology, or otherwise produce communication.

SAY:

Do you understand what I am asking you to do?

[Repeat, in the student's preferred language]

Do you understand what I am asking you to do?

Observe if and how the student responds. If the student can speak or sign their name, or produce it using their assistive technology, this signifies that the student is communicating in their mode of communication. Other responses that signify communication may include nodding the head or otherwise gesturing, vocalizing, pointing to oneself, or tapping a finger. If the student's motor skills permit, they may click the mouse or touch the keyboard or their own assistive technology device. Students may locate the door with eye gaze, head movement, gestures, or vocalization.

Does the student have a consistent communication system or response mode?

Yes

Students who have a consistent communication system or observable response mode should be able to participate in the assessment.

This student is **not** eligible for the Early Stopping Rule.

No

Students who do not demonstrate a communication system or response mode may still be able to engage in the assessment. The test administrator should attempt to administer the Alt ELPA assessment.

Move to Step 3.

Step 3 Administer the Assessment

States are required to assess ALL English learners annually to measure their growth toward grade-level proficiency in English (Every Student Succeeds Act, 2015). Therefore, all English learners, including those with the most significant cognitive disabilities, must be provided with the opportunity to participate with and engage in the annual ELP assessment—in this case, the Alt ELPA. For each administration, use all appropriate supports as described in the [Oregon Accessibility Manual](#) and ensure that all accommodations and domain (Listening, Reading, Speaking, and Writing) exemptions in the student’s IEP are in place for the assessment.

Test Administrators should consider the most appropriate order in which to administer domain tests, taking into account individual student factors.

Students who do not demonstrate a consistent communication system or response mode to the test administrator(s) should still attempt the Alt ELPA assessment. Occasionally students who do not demonstrate communication during the Student Response Check will communicate during an assessment. The test administrator(s) should make a reasonable attempt to elicit and support the student’s engagement with the assessment.

Engagement with the Alt ELPA

Engagement for English learners with the most significant cognitive disabilities will be as diverse as the students themselves. Engagement for these students may look like pointing, gesturing, or signaling toward an answer choice, or vocalizing when test administrators indicate an answer choice. Students may also use eye gaze or a personal communication device. Students who are visually impaired may use a braille. Students may also need to have test directions read to them in their preferred language.

A student participating in the receptive modality assessment will engage with the test by listening to or reading a stimulus (or being read to), and responding to test items that are selected response or technology-enhanced. If the student’s motor skills permit, they can engage with the test by clicking the mouse, dragging and dropping an answer choice, or sliding a scroll bar. But the absence of these activities does not necessarily signify that the student is not engaging with the assessment. Some students will have the test navigation performed for them by the test administrator(s).

A student engaging in the productive modality assessment will engage with the test by listening to or reading a stimulus and responding to test items. Student responses to the test items will be signified by clicking, dragging and dropping, or providing a written or spoken constructed response. The presence of any of these behaviors signifies that the student is engaging with the assessment, and the assessment should proceed.

On constructed response items, a student may make a vocalization that is interpreted by the communication partner (test administrator[s]) as being an intentional response. The presence of any of these behaviors indicates that the student is engaging and the assessment should proceed. The student need not get the item correct to be “engaging”.

There will be students who, despite the use of all available tools, accommodations and supports, test administrator assistance, and optimal testing conditions, cannot engage in one or more domain tests at all, or

sufficiently to produce meaningful scores. The test administrator(s) should do their best to elicit the student’s response to the first four questions of each non-exempt domain test.

If, after applying the Student Response Check and attempting the first four questions on a non-exempt domain test, the test administrator does not observe a communication system or response mode, nor do they see signs of engagement as described above, then the test administrator(s) may end that domain test, having met the minimum requirements for assessing the student.

The best practice is for the test administrator(s) to attempt to assess the student on multiple days. If test administrator(s) believe that the student would benefit from a break, or if the student would respond better to being tested on a different day, the test administrator(s) should offer breaks or reschedule the test prior to applying the Early Stopping Rule.

The Early Stopping rule applies independently to each specific domain test. A student may engage with one domain but not another; therefore, each domain test should be attempted.

Does the Student engage in the assessment?

Yes

The student is demonstrating a consistent communication system or observable response mode and is engaging in the domain test. The test administrator should proceed to test the student, encouraging them to do their best and supporting them as needed.

This student is not eligible for the Early Stopping Rule.

No

The student did not demonstrate a communication system or response mode. The student did not engage with the first four questions on the domain test. The test administrator may stop the domain test.

This student is eligible for the Early Stopping Rule.

Go to Step 4

Step 4 Apply the Early Stopping Rule

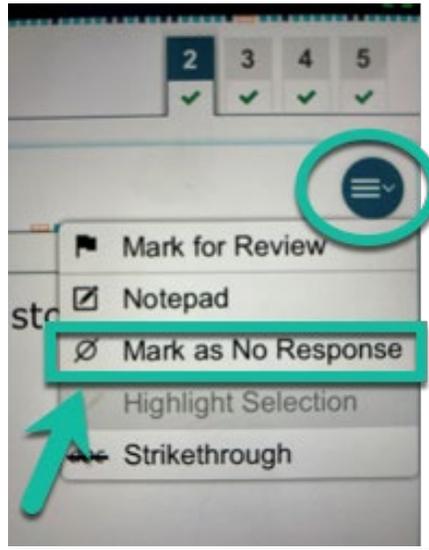
In rare cases, a student will not be able to engage in the assessment. In those cases, the test administrator(s) may apply the Early Stopping Rule. The Early Stopping Rule is only an option for students who do not have a consistent communication system nor an observable response mode, who did not demonstrate an observable response to the Student Response Check, and who did not engage in the assessment. If the test administrator(s) answered “No” to Steps 1, 2, and 3 (refer to the [Using the Student Response Check and Early Stopping Rule flowchart](#)), the Early Stopping Rule applies.

The Early Stopping Rule:

For a student who does not have a consistent communication system nor an observable response mode, who did not demonstrate a response to the [Student Response Check](#), and who did not engage in the domain test on any of the first four items (test questions), the test administrator(s) should mark those four items as “Mark as No Response” and end the domain test. The test administrator(s) then moves to the next non-exempt domain test and repeats the Student Response and Early Stopping Rule checks for that domain.

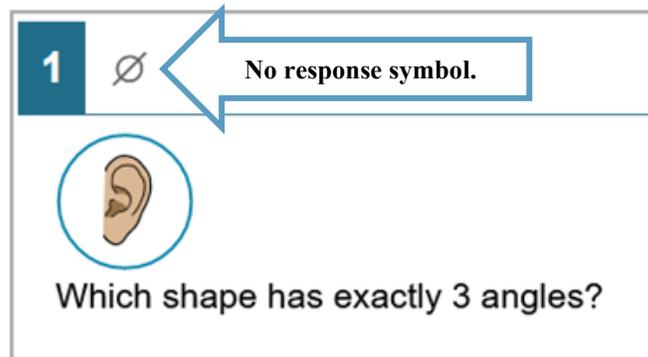
While logged into TDS, the test administrator(s) should mark the student’s first four items as “Mark as No Response” by clicking the **Context Menu**  button to access and choose the **Mark as No Response** option.

This instruction applies to any domain test in which the student does not engage and the Early Stopping Rule is being applied. For the first four (4) test questions on any domain test, the test administrator(s) must indicate “Mark as No Response” via the **Context Menu** as shown below.



The test administrator(s) will be prompted with a pop-up box asking, “Are you sure?” when marking an item as Mark as No Response via the Context Menu. The test administrator(s) should respond to the pop-up question alert by choosing “Yes”, and continue to the subsequent test questions, through question 4.

The image below shows what an item will look like once “Mark as No Response” is selected in TDS.



The same rules for the application of the Early Stopping Rule apply to all domain tests.

Step 5 End and Submit the Assessment

If after completing the steps above the student qualifies for the Early Stopping Rule on a domain test, the test administrator(s) should proceed by navigating through all remaining test questions without providing answers, and then submit the domain test for the student.

Students who qualify for the Early Stopping Rule on all domain tests count as non-participants for the Alt ELPA. Report these students using appropriate codes in the EL Data Collection.

Appendix B: Alt ELPA Local Scoring: Guidelines for Ensuring Valid Scores

Introduction

On the Alternate English Language Proficiency Assessment (the Alt ELPA), students demonstrate their knowledge, skills, and abilities with the English language. The assessment measures student proficiency in English according to the [English Language Proficiency Standards for Students with Cognitive Disabilities](#) (Council of Chief State School Officers, 2019). The language of the Alt ELPA is at the student's grade level and corresponds to the language demands in the state's ELP content standards (as modified in depth, breadth, and complexity for this student population). The assessment measures language in both the receptive (Listening and Reading) and productive (Speaking and Writing) domains of language.

To demonstrate their language skills and abilities in the productive domains of Speaking and Writing, students answer open-ended test items, e.g., they speak or write constructed responses. These constructed responses are locally scored during the student's testing session by the test administrator. A second scorer will assist in the calibration of applying the scoring rubrics as outlined in the section below. Test administrators will locally score Speaking and Writing items, and so these tests must be administered 1:1 with the TA(s) actively engaged during the test.

This document is intended to support the educators who will act as test administrators and second scorer during the administration of the Alt ELPA. It is part of the test administrator training that is required prior to administering the productive language assessment of the Alt ELPA. This training will help to ensure that test administration is fair and consistent and that the scores students receive on their constructed responses are accurate, valid, and fair.

Why Do Test Administrators Score Student Constructed Responses Locally?

The students taking the Alt ELPA may have personal communication systems that are best understood by a familiar listener: a professional who frequently instructs or supports the student during instruction. Therefore, a student taking the Alt ELPA would benefit from having an educator who is familiar with the student's communication system score the student's constructed responses.

To ensure that students receive the most accurate score for their Alt ELPA constructed responses, the test should be administered by the student's familiar listener, as that person will best understand and be able to score the student's responses. This requires that the student's constructed responses be scored locally.

Why Do We Observe and Validate the Local Scoring of Students' Constructed Responses on the Alt ELPA?

Observing and validating local scoring consists of having a second person watch the student's test administration, listen to or read the student's constructed responses, and assign scores using the scoring rubrics. Having both educators score the student's constructed responses helps to ensure that the constructed response items are scored accurately so that students receive scores that accurately reflect their abilities.

Having a second educator observe and validate local scoring serves several purposes:

- Observing local scoring helps to ensure fairness to all students, including students with the most significant cognitive disabilities and those who have augmentative and alternate communication systems.
- Consistent use of scoring rubrics across students and states helps to ensure that test scores maintain their meaning and helps to reduce score inflation or deflation due to educator bias.
- Validating local scoring is an assessment best practice and a requirement of peer-reviewed Title I assessments such as the Alt ELPA. States must provide evidence to the U.S. Department of Education

about the reliability of constructed response scoring and evidence of monitoring of local scoring for Peer Review (Critical Element 4.4).

- The overall validity of the assessment system relies on fairness, consistency, and adherence to assessment best practices.

Lead Scorer and Second Scorer

To ensure score calibration, every Test Administrator who is administering the Alt ELPA will be observed by a second scorer the first time they administer an Alt ELPA Speaking or Writing test. If the Test Administrator and second scorer complete a test administration in a given domain and recalibration is not required (as described below), the TA is considered “calibrated” and does not require a second scorer for further administrations of that domain in the same school year.

Both the lead and second scorer need to complete all training that is required of Test Administrators for the Alt ELPA (see Test Administration Qualifications earlier in this User Guide).

Each of the two educators scoring constructed responses has a different role. The educator who knows the student best and who is more familiar with the student’s communication system and support needs during instruction should serve as the TA and will be considered the lead scorer. The second educator will be called the second scorer. Both will observe the student’s constructed responses and score them using the Alt ELPA Scoring Rubrics.

If possible in your district, it is recommended that an English learner specialist and a special educator participate in scoring calibrations. One should be the lead scorer and test administrator, and the other will fill the role of second scorer.

Using the Constructed Response Scoring Rubrics

The lead scorer and second scorer will score each of the student’s constructed responses in the productive domains (Speaking and Writing). The raters will use the provided Constructed Response Scoring Rubrics, which are available in the Alt ELPA Test Administrator Directions and Scoring Rubrics Booklets for the Speaking and Writing tests.

These booklets are stored in Cambium’s Test Information Distribution Engine (TIDE) system, under General Resources. Both scorers should download the booklet for the domain being tested in advance of the student’s starting the productive language assessment. Each constructed response item has its own scoring rubric.

As each item is administered and the student responds, the scorers will independently score the item. Scorers should enter the score point in the provided Alt ELPA local scoring worksheet for that item. Scorers are encouraged to make notes about the student’s response on the Alt ELPA scoring worksheet. This worksheet is located at the beginning of each Alt ELPA Test Administrator Directions and Scoring Rubrics Booklet for Speaking and Writing.

Comparing Scores

After the scorers enter their score for each constructed item on the worksheet, they should privately compare scores. This can be done by the scorers showing each other the Alt ELPA local scoring worksheet with the selected score point entered. Scorers could also hold up fingers representing the number of points they assigned (away from the student’s field of perception).

If the two scores are the same, the test administrator will select that score point on the student’s testing screen. Please attend to any impact on the student of entering a score point within their range of perception and adjust as necessary (e.g., turn the screen away from the student when entering the score point). If the two scores do not agree, see Resolving Disagreement in Scores, below, for next steps.

Resolving Disagreement in Scores

If the lead scorer and second scorer disagree on their scores, they should discuss and attempt to come to an agreement. Ideally, agreement should be reached within 5-10 seconds.

In cases where agreement is difficult to reach, the student's test should be paused for up to five minutes. The two raters should move out of the student's perceptual range to review the item and scoring rubric for the item together. A collaborative review of the scoring rubric will generally help the two scorers reach an agreement. Please be aware of the impact of this practice on the student's testing experience (e.g., multiple transitions, extended testing time, cognitive fatigue).

If the two scorers cannot come to agreement on the score, they should each note a brief rationale for their score in the Alt ELPA Test Administrator Directions and Scoring Rubrics Booklets. The lead scorer's score should be input for the student, and the test should proceed.

Using the Scoring Worksheet

After the student's Speaking or Writing test is submitted, the lead scorer should confirm that the test and student information on each worksheet matches. Each scorer should confirm their scores on the worksheet, taking care to ensure they entered the score to the correct item number on the worksheet.

If the two scorers did not reach agreement on the scores, the notes and rationale for each score should also be on the worksheet. Scorers do not need to enter their notes when their scores agreed.

If calibration was demonstrated, the TA should submit both scoring worksheets to the DTC. If recalibration is needed, the TA should retain both scoring worksheets for the moment, then submit them to the DTC after the recalibration exercise. It is the DTC's responsibility to independently monitor calibration for Alt ELPA TAs in both the Speaking and Writing domains.

When Do Scorers Need Recalibration?

If scorers disagree on more than one item during a single domain test, recalibration is required for that domain. Otherwise, calibration has been demonstrated and a second scorer is no longer required for future administrations in this domain.

To recalibrate, the lead and second scorer review their score sheets from the administration, compare notes, resolve any disagreement, and come to a common understanding of how to apply the scoring rubric. The next test administered by the TA in this domain will require a second scorer.

Recalibration is mandatory and helps states comply with the U.S. Department of Education's Peer Review requirements for local scoring.

Secure Destruction

The Alt ELPA Test Administrator Directions and Scoring Rubrics Booklets for the operational test are secure. Scorers should take care to keep these booklets secure while in use. Note that per the information on Test Administrator Directions and Scoring Rubrics Booklets earlier in this User Guide, these secure booklets should be displayed on a digital device, not printed, and securely deleted after administration. If any secure materials were printed, please use your school's standard procedure for destroying secure testing materials.

Appendix C: Student Technology Skills Checklist

The [Alt ELPA Technology Skills Checklist](#) is available on each state’s testing portal.



ALT ELPA TECHNOLOGY SKILLS CHECKLIST

Students with cognitive disabilities are not expected to perform all of the skills described in the checklist and may require assistance from the test administrator. The list below is subject to change as it is based on the currently available tools. It is highly suggested that you view available practice tests and sample items on your state's testing portal.

	Technology Skill for Online Assessments	Notes/Examples
General Navigation	Ability to use and find navigation buttons	next, previous, login, logout, save, resume, and quit
	Double click	starting a program by double clicking the icon (laptop/desktop)
	Log in with support	logging in using a unique Username and Password
	Basic pointer skills and selection with mouse	clicking and moving a mouse / clicking and moving on a tablet
	Keyboarding (Basic)	entering brief responses requiring limited use of keyboard (letters/word)
	Keyboarding (Advanced)	entering responses requiring extended responses (sentences/multiple sentences)
	Scrolling	using scroll bars horizontally, vertically, within a page and in multiple windows
	Review	using a review screen before leaving a test section (answered, unanswered, bookmarked)
	Using an onscreen video/audio player & recorder	using online video, audio players and recorder to access and produce content
Universal Features*	Volume control	ability to adjust volume levels
	Strikethrough	ability to use strikethrough to eliminate answer choices
	Notepad	ability to use notepad feature as needed for responses
	Expandable passages and items	ability to use expand feature to view passages and items
	Mark for review	ability to mark items for later review
	Highlighter	ability to use highlighter tool to emphasize text
	Keyboard navigation	ability to use keyboard to navigate the assessment
	Item level zoom	ability to use zoom in and zoom out feature
Designated Supports*	Color choices	list of available color settings
	Line reader	highlighting individual lines of text in a reading package
	Masking	blocking off content that is not of immediate need or that may be distracting
	Mouse pointer	list of available mouse cursor sizes and colors
	Streamline mode	displays test content vertically for enhanced accessibility
	Print size / Zoom	list of all available zoom levels
General Answering	Constructed response & fill in the blank (limited & unlimited characters)	using finite space to fill in a blank or using a text box that will grow as you type...and knowing the difference between the two
	Drag and drop	understanding of drag and drop (drag letters, words and objects to the correct locations to answer questions)
	Hot spots	understanding that clicking on certain pictures, words or sentences provide answer selections and knowing when a hot spot has been selected
	Drop down menus	using drop down menus for selection purposes

* Note: Universal features are available to all students on demand. Designated supports must be enabled in advance and are for students with plans that require them.

Change Log

School Year	Location	Change	Date
2023-24	p.56	Under the section Lead Scorer and Second Scorer, the first sentence reads "To ensure score calibration in this operational field test year, every Test Administrator..." The Alt ELPA is just operational now so the reference to an operational field test was removed.	