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| Alt ELPA Screener SY 2024-25 | Grades |
| | K-12 |

Alt ELPA Screener Online Test Administration Manual

Table of Contents

| | |
|---|-----------|
| Alt ELPA Screener Overview | 4 |
| About the Alt ELPA Screener | 4 |
| Alt ELPA Screener Test Administrator Qualifications | 4 |
| Security and Professional Code of Conduct | 4 |
| Technology | 5 |
| Preliminary Planning | 5 |
| Administrative Considerations | 6 |
| Optimal Testing Conditions | 6 |
| Administrative Considerations for Test Administrators | 7 |
| Student–Test Administrator Proctor Ratio | 7 |
| Required Materials | 7 |
| Alt ELPA Screener Item Types and Scoring | 7 |
| Procedures for Constructed Response (CR) and Constructed Response-Guided Prompt (CR-GP) Items | 8 |
| Guidance on Administering the CR and CR-GP Items | 8 |
| Scoring and Entering the Student Score for Items with Rubrics | 8 |
| Example Scoring Rubrics | 9 |
| Constructed Response: Writing example | 9 |
| Constructed Response: Speaking example | 10 |
| Alt ELPA Screener Test Administrator Directions and Scoring Rubrics Booklets | 11 |
| Alt ELPA Screener Scheduling | 12 |
| Additional Timing Considerations | 12 |
| Pausing a Test | 12 |
| Requirements and Considerations While Testing | 13 |
| Using the Test Delivery System (TDS) Option of Mark as No Response for Students | 13 |
| Required End of Assessment Responses for the Test Administrator | 13 |
| Student Preparation and Practice | 14 |
| Important Consideration for Extra Practice for Students with Certain Domain Exemptions | 14 |
| Providing Help During Administration of Tests | 14 |
| Assessment – Test Administrator Login Instructions | 15 |
| Scripts and Specific Test Administration Instructions | 17 |
| During Test Administration | 17 |
| Student Login Instructions | 17 |
| Alt ELPA Screener Assessment – General Directions for Administration | 21 |
| Welcome Warm Up | 21 |
| Alt ELPA Screener – Operational Items | 22 |
| Ending Student Test Session | 22 |
| Test Materials Processing | 24 |
| Secure Materials | 24 |
| Non-Secure Materials | 24 |
| User Support | 25 |
| Appendix A: Alt ELPA Screener Student Response Check and Early Stopping Rule: Test Administrator Guidelines | 27 |
| Appendix B: Alt ELPA Screener Local Scoring: Guidelines for Ensuring Valid Scores | 33 |
| Appendix C: How to Handle Sensitive Material | 36 |
| Appendix D: Student Technology Skills Checklist | 37 |
| Appendix E: Sample Test Security/Confidentiality Agreement | 38 |
| Appendix F: Test Security Chart | 39 |



District test coordinators are expected to follow Security Procedures as is required of all state testing and sign appropriate agreements through the Statewide Assessment Office.

This Test Administration Manual (TAM) contains the directions to guide Alt ELPA Screener Test Administrators (TAs) in log-in and general test administration activities. It provides specific information on the Alt ELPA Screener assessment, 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 and/or test administrator profiles, please consult the TIDE (Test Information Distribution Engine) User Guide located in the General Resources page of your state's ELPA21 portal.

About the Alt ELPA Screener

The Alt ELPA Screener is a tool for determining English learner (EL) eligibility for students entering grades Kindergarten through 12. TAs should look at their state's inclusion criteria and policy for administering Alt ELPA Screener. The screener meets the Local Education Agency's (LEA) obligations under Title VI of the Civil Rights Act of 1964, the Equal Education Opportunities Act (EEOA), and identification of ELP status in the Elementary and Secondary Education Act (ESEA) and the Act's reauthorization in 2015, the Every Student Succeeds Act (ESSA).

The Alt ELPA Screener is an assessment of a student's language proficiency in the required domains of Listening, Reading, Speaking, and Writing. The Alt ELPA Screener test items are based on the [Alternate English Language Proficiency \(ELP\) Standards for English Learners with Significant Cognitive Disabilities, which were adopted by the participating Alt ELPA 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.

Alt ELPA Screener Test Administrator Qualifications

The Alt ELPA is best administered by test administrators who are familiar with the student and the student's communication needs. Test administrators and test coordinators must successfully complete the online self-paced training. The Alt ELPA test administrator/test coordinator trainings are located in the [ELPA21 training system](#).

Security and Professional Code of Conduct

The items appearing on The Alt ELPA Screener test forms are **secure items**. The Alt ELPA Screener Test Administrator Directions and Scoring Rubrics Booklets are also secure documents. No portion of the screener 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 district test coordinator (DTC) at the end of each testing day.

For states that require their test administrators to complete a test security/confidentiality agreement, a sample Test Security/Confidentiality Agreement for Human Readers, Scribes, and Translators can be found in [Appendix E](#).

If a student needs translation or interpretations of the test directions into an available preferred language (as outlined in Alt ELPA Accessibility and Accommodations Manual), adhere to the guidelines for that process during the administration of the screener.

This TAM is not a secure document, and schools may print as many copies as necessary.

Technology

All computers, iPads, or other tablets intended for use in the administration of the Alt ELPA Screener 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 your state’s portal.

Preliminary Planning

- Review this manual and supporting administration manuals in their entirety before administering the Alt ELPA Screener assessment.
- Verify that computers are set up and configured for administering Alt ELPA Screener in a secure one-to-one environment.
- Refer to the [Alt ELPA Accessibility and Accommodations Manual](#) for additional information related to providing tools, supports, or accommodations including the use of scratch paper. This manual is specifically for the test administration of the Alt ELPA Screener, as the accessibility features for this assessment is different from other ELPA21 assessments.
- Verify that the necessary materials for each test administration are available (i.e., scratch paper).
- Locate and download the appropriate Alt ELPA [Screener Test Administrator Directions and Scoring Rubrics Booklet](#) for Alt ELPA Screener. After test administration, the downloaded booklets 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, it is recommended to **not** use headphones in order for both the student and the test administrator(s) to hear the item audio. Microphones are **not** needed for the Alt ELPA Screener assessment.
- If applicable, 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 [Alt ELPA Screener 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. The Alt ELPA Screener TIDE Flag must already be associated to students in TIDE prior to administering the ELPA21 Screener.

Administrative Considerations

Optimal Testing Conditions

Some students may need some of the following supports (optimal testing conditions) in their testing environment. These supports are all external to the testing platform. Similar to universal features and accommodations, optimal testing conditions support a meaningful and accessible assessment experience for each student. They include the setup of the testing environment, medical considerations, and other adjustments to meet individual student needs to participate in the assessment while ensuring assessment validity and valid score interpretations. Supports should be documented as possible in the student's IEP. If the student does not have an IEP, the TA and other team members should determine supports for the student based on the best of their ability. As described in the [Alt ELPA Accessibility and Accommodations Manual](#), these optimal conditions may include:

- Breaks and flexible scheduling
- Directions adjusted (e.g., clarified, highlighted, reread, simplified, underlined, or orally interpreted as often as needed)
- Focusing prompts and materials (e.g., fidgets, redirecting to test by prompting, or physical objects)
- Hearing assistive technology, sound system, FM systems, hearing aids
- Medical device(s) (e.g., glucose monitor); the test administrator(s) must ensure that security is maintained if a device connects to the internet
- Test navigation assistance by the test administrator(s) (e.g., mouse point-and-click, onscreen tool/button navigation)
- Object representations or objects (to represent a person, place, object, or activity)
- Read aloud (student reads the passage with test administrator support) for grades 2-3: including prompts, passages, and item choices as needed
- 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)
- Special lighting as indicated in IEP
- Student and item positioning as indicated in IEP
- Student reads aloud to self
- Tactile graphics or symbols
- 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)

Administrative Considerations for Test Administrators

The test administrator(s):

- May accommodate materials to meet the student’s individualized presentation and response modes, but the test administrator(s) may not modify the content of items.
- May adjust the general test administrator directions in this manual) 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).
- Must administer items exactly as written for the purpose of standardization. The test administrator(s) may not paraphrase information or reword questions.
- May prompt the student to answer in English as needed.
- May read aloud items in all domains in grades 4–12 as a non-embedded designated support: text is read to the student (including prompts, passages, and item choices) or the audio for each item is played.

Student–Test Administrator Proctor Ratio

The Alt ELPA Screener **must** be administered individually for each student. If possible, it should be administered by professionals who are familiar with the student. Since the Alt ELPA Screener 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 form will include a range of item complexity, and test administrators may pause and resume the test based on student needs.

Required Materials

- This *Alt ELPA Screener Test Administration Manual* (TAM)
- The Alt ELPA Screener Test Administrator Directions and Scoring Rubrics Booklets (available in the Test Information Distribution Engine (TIDE) system under General Resources).
- The TA test directions, which are the test administrator directions in bold text in this TAM. Translated test administrator directions will be available on the state portals. Translations are available in 12 languages: Arabic, Chinese (Mandarin, simplified), Karen, Kurdish, Marshallese, Portuguese, Russian, Spanish, Somali, Swahili, and Vietnamese. The test administrator(s) may adjust the instructions 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 the student’s motor skills permit them to engage with the test by clicking the mouse).
- If using an iPad or other tablet, an external keyboard is needed.
- The student’s usual assistive devices as needed for testing (may be stated in the student’s IEP).

Alt ELPA Screener Item Types and Scoring

The Alt ELPA Screener is a tool for determining English learner (EL) eligibility for students entering grades Kindergarten through 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 Screener does not record the student’s spoken responses. Students taking the assessment may 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 1- or 2-point items that are machine scored 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 the Alt ELPA Screener 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. 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:

| |
|--|
| <p><input type="radio"/> A Based on item scoring rubric, student receives 3 points.</p> <p><input type="radio"/> B Based on item scoring rubric, student receives 2 points.</p> <p><input type="radio"/> C Based on item scoring rubric, student receives 1 point.</p> <p><input type="radio"/> D Based on item scoring rubric, student receives 0 points.</p> |
|--|

Example Scoring Rubrics

Description and exemplar language will vary slightly across items.

Constructed Response: Writing example

| Writing Scoring Rubric Example | | |
|--------------------------------|--|---|
| 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) |

| Writing Scoring Rubric Example | | |
|--------------------------------|---|--|
| Score Point | Description | Using preferred communication mode, student |
| 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 example

| Speaking Scoring Rubric Example | | |
|---------------------------------|--|---|
| 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 unrelated to the question, topic, or text. | Provides unrelated responses, such as <ul style="list-style-type: none"> • random sounds • 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 |

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

The Alt ELPA Screener 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 the following example). 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 practice 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).

For the Alt ELPA Screener, these booklets have the following characteristics:

- 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 **must** be deleted off the electronic device, and the device’s trash must be emptied.
- There are a total of six booklets: One booklet for each grade band: Kindergarten, Grade 1, Grade band 2–3, Grade band 4–5, Grade band 6–8, and Grade band 9–12.

Alt ELPA Screener Scheduling

- The Alt ELPA Screener can be administered anytime throughout the year. Each participating state sets a test window for the assessment each school year.
- The time needed to administer this test individually will vary by student. The test form includes 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 administer the screener to students. Therefore, allow time to set up assistive technology if needed.
- For school year 2024-25, the Alt ELPA Screener cycles through questions in the language domains of Listening, Reading, Speaking, and Writing. The screener includes two warm-up questions, then a total of 15 test questions across the four domains of language. If necessary, test administrators may pause the test to allow the student to take breaks to prevent testing fatigue.

Additional Timing Considerations

- The Alt ELPA Screener should be administered individually by test administrators familiar with the student, if possible. Each student will have test administrators assist them throughout the entire assessment. The Alt ELPA21 Screener is not a group-administered test.
- This is an untimed test. Allow approximately 15-20 minutes for preparation, such student log-in, setting up assistive devices, reading directions, and other testing preparation 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. The Alt ELPA Screener is an untimed test.

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 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.
- 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.

Note: The student’s paused screener cannot be paused longer than your state’s auto-submit rule that is in place, or the test will be automatically submitted, and the testing opportunity will be lost. If this occurs, the TA should follow the Appeals process to restart the student’s screener. Check your state’s auto-submit rule for clarification.

Requirements and Considerations While Testing

Using the Test Delivery System (TDS) Option of **Mark as No Response** for Students

For the Alt ELPA Screener, test administrators are allowed to select **Mark as No Response** for the student’s response in the TDS system. If a student does not engage in the first four operational items, the TA will then need to click through the rest of the test and submit. TA’s must then complete the TA questionnaire at the end of the assessment to indicate the reason for stopping the assessment (as noted in the [Required End of Assessment Responses for the Test Administrator](#) section of this TAM). See [Appendix A](#) for more details.

Required End of Assessment Responses for the Test Administrator

At the conclusion of the screener, the Test Administrator will respond to two questions (as shown in the following images) regarding the participation of the student. A response to both questions is required, and **only** the Test Administrator should respond to these questions.

Required End-of-Assessment Responses for the Test Administrator

Question 1: Which of the following best describes the student’s engagement during the screener test session?

(Note: “Engagement” is defined as having responded to or participated on at least one of the questions, including responding with a communication system or response mode unique to the student. “Engagement” is unrelated to a student’s current English proficiency. Any intentional interaction with the test is considered engagement as “engagement.”)

Student did not engage with **any** of the test questions.

Student engaged with at least one of the test questions.

Required End-of-Assessment Responses for the Test Administrator

Question #2: Now select the most correct option for your answer choice to the previous question:

Disability issues completely prevented the student from engaging with the test even with a 1:1 assistant’s help.

- For example, the student did not demonstrate a consistent communication system or observable response mode which prevented interaction with the test, even with allowed domain exemptions.

Complete lack of engagement, but not categorized within Option A above.

- The student did not participate or engage with the first four questions despite encouragement and multiple attempts for engagement.

An error was made, a test reopen or reset is needed.

- In this case, exit out (by pausing) of the screener and follow your state procedure for submitting an appeal/test reopen or reset request in TIDE.

Student engaged with at least one of the test questions.

Student Preparation and Practice

If a TA determines that a student could benefit from practice prior to beginning the Alt ELPA Screener, the TA may provide the student with time to practice using the Alt ELPA practice test, which is found on the state’s testing portal. The TA may log the student in as a “guest” and administer the grade-level practice test to allow the student more time to become familiar with the question style, the technological requirements, and to better prepare for the screener. Once the TA determines that the student is ready to begin the screener, the TA should return to the secure testing environment to begin testing.

Important Consideration for Extra Practice for Students with Certain Domain Exemptions

The Alt ELPA21 Screener is a shorter test form than the Alt ELPA Summative test. For 2024-25, there are two practice questions at the start of the test. The test starts with a Listening domain practice question, and then a Speaking domain handscored test question. There is a specific consideration for school year 2024-25 regarding students with certain domain exemptions.

- If a student has a Listening domain exemption **OR** a Speaking domain exemption, only one practice item will be administered in the non-exempted domain.
- If a student has both Listening **AND** Speaking domain exemptions, there will be no practice items administered. The test will begin on the first scored item in a non-exempted domain.

As noted in the [Student Preparation and Practice](#) section above, utilizing the Alt ELPA practice test may be an appropriate method to provide practice opportunities to students with these certain domain exemptions.

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.

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.

The K-1 test is designed so that certain sections are read aloud to all students. Students in grade band 2–3 will engage with the text given test administrator support (test administrator reads aloud with student—optimal testing condition). If necessary, as a designated support, the test administrator(s) may read aloud the text (all domains) to the student in grade band 4–12.

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 practice tests, refer to the [Test Administrator User Guide](#), available on the [Resources](#) page of the portal.

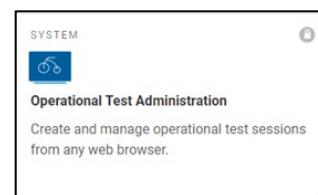
Assessment – Test Administrator Login Instructions

The Alt ELPA Screener assessment has 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.

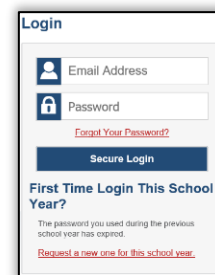
As previously noted, the student will interact with the test using the Secure Browser. The Secure Browser must be installed prior to any attempt to log into the secure test. In addition, the participating student and Test Administrator will need to know three things in order to get started:

- Student’s first name as it appears in their student record (in TIDE),
- Student’s state-issued student ID number (SSID or USID) (permanent or temporary), and
- Test session ID (as created by the Test Administrator).

1. Access the **Arizona ELPA21 Portal** homepage at <https://az.portal.cambiumast.com/>.
2. Select the **Test Administrators** card.
3. Click the **Operational Test Administration** card.



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



7. The TA will need to create an Alt ELPA Screener testing session to administer the test to students. Please refer to the TA User Guide for assistance in setting up a testing session.
 - a. Choose the **“Alt ELPA Screener”** for the grade band you are testing from the available tests.
 - b. Click the **Start Alt ELPA Screener Session** button. The session ID appears at the top of the page.

Alt ELPA Screener

Choose which tests to add to your session from the tree, and then start your session.

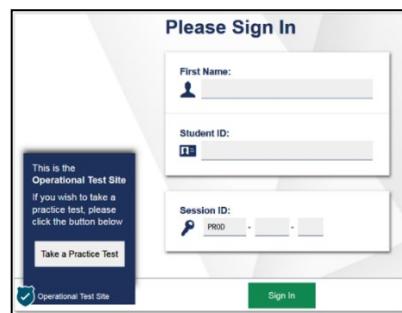
| | |
|-------------------------------------|--------------------------------|
| <input checked="" type="checkbox"/> | Kindergarten Alt ELPA Screener |
| <input type="checkbox"/> | Grade 1 Alt ELPA Screener |
| <input type="checkbox"/> | Grades 2-3 Alt ELPA Screener |
| <input type="checkbox"/> | Grades 4-5 Alt ELPA Screener |
| <input type="checkbox"/> | Grades 6-8 Alt ELPA Screener |
| <input type="checkbox"/> | Grades 9-12 Alt ELPA Screener |

Back

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

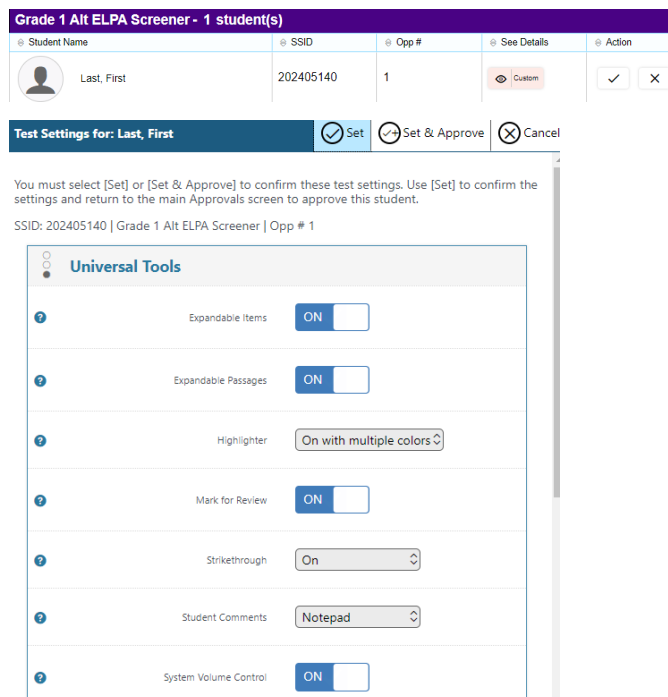


9. Using the secure browser, you will have the student log in with their first name, state issued student ID number (SSID or USID), and the Session ID from step 8 (see [Assessment – Login Instructions for Student Testing](#) section for instructions to dictate to students.) Please assist students with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



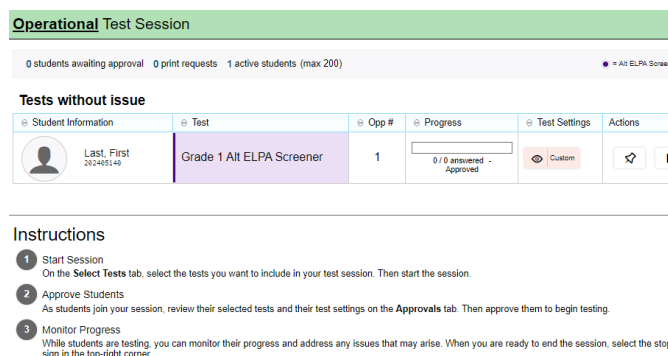
10. Next you will approve the student for testing. Click the **Approvals** button to view the list of students awaiting approval.

- 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 Alt ELPA Screener 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 **Student Status** 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:

- 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 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.

Scripts and Specific Test Administration Instructions

Administrator Instructions Prior to Test Administration

Before beginning administration of the Alt ELPA Screener assessment, make sure you have any necessary materials, including the Alt ELPA Screener Test Administrator Directions and Scoring Rubrics Booklets.

Test administrator instructions for logging students in are provided in the Student Login Instructions section.

Instructions for what the test administrator should say to students during testing administration follow [in the next section](#). Test administrator(s) may adjust the 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, etc.).

During Test Administration

Follow the script provided in this manual to administer the test. In this script:

- 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 Alt ELPA Screener is administered one-to-one with the TA seated adjacent to the student who is being screened. In addition, the TA should have a laptop or tablet available to set up as the TA session device in order to start the testing session and approve the student for testing after log in.

These instructions are for test administrator(s) to provide to the student during the Alt ELPA Screener administration. 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 etc.). If the student requires significant assistance with navigating the test, the test administrator(s) may adjust the directions to the student accordingly.

Student Login Instructions

The Test Administrator should have already created a testing session, as noted in the Assessment – Test Administrator Login Instructions section.

Welcome the student and put them at ease. Introduce yourself.


ALL SAY: *(something like)*: Thank you for coming here today. Welcome! My name is _____

and I'll be working with you today.

ALL SAY: Today we are going to take a test in English. It's ok if you don't know all the answers.

First, we are going to log into the computer.

*Have the student log into the testing computer, assisting as needed. Students will click the **SecureTest** icon on their screen to launch the application.*

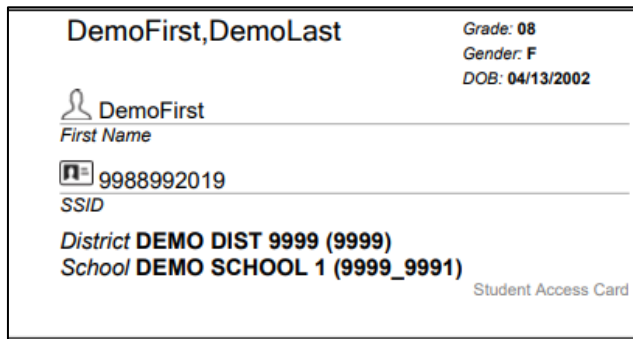
ALL SAY: On your computer screen, locate the icon titled **SecureTest** . Double-click this icon

and the program will launch. If you need help let me know and I will help you.


Pause. Assist student as needed.


ALL 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.



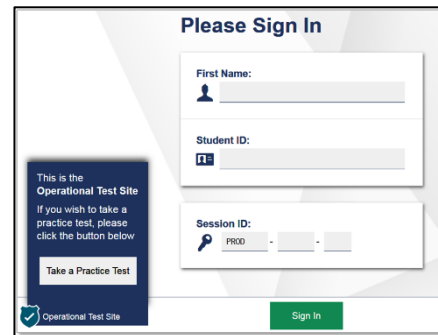
DemoFirst,DemoLast
Grade: 08
Gender: F
DOB: 04/13/2002

 DemoFirst
First Name

 9988992019
SSID

District DEMO DIST 9999 (9999)
School DEMO SCHOOL 1 (9999_9991)

Student Access Card



Please Sign In

First Name:

Student ID:

Session ID:
 PR00 - -

This is the Operational Test Site
If you wish to take a practice test, please click the button below

Operational Test Site

Pause. Assist student as needed.

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

ALL SAY: Type your first name into the field titled **First Name**.

Pause.

ALL SAY: Now click on the next field. Type in your **state issued student ID** number (SSID or USID).

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.

| Is This You? | |
|--|--------------------------|
| Please review the following information. | |
| First Name first | Last Name last |
| SSID: 9962373582 | Grade 04 |
| Date of Birth January 1, 1992 | School: Demo School 1 |

Practice Test Site Yes No

Pause. Assist student as needed.

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

- your Grade
- your state issued student ID number (SSID or USID)
- 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.

ALL SAY: Now we are going to begin the test. Click on the link that says **Start Grades _____ Alt ELPA Screener**. If you need help, let me know and I will help you.

Your Tests

Select the test you need to take.

Alt ELPA Screener

Start Grade 1 Alt ELPA Screener
This is opportunity 1 of 1
SECRET

Operational Test Site Back to Login

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

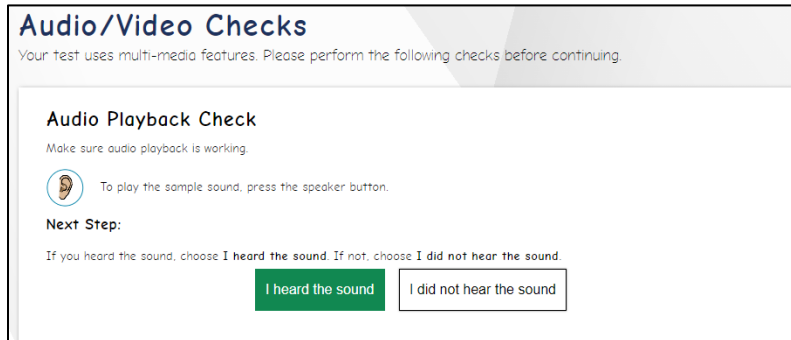
If the student had previously started a test but did not finish it, say the following:


ALL SAY: If you previously started a test but did not finish it, the link will say **Resume Grades**
Alt ELPA Screener.

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

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

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 information about the tool buttons. You can access these instructions at any time during the test by exiting the full screen mode and 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?

Alt ELPA Screener Assessment – General Directions for Administration

The TA can help the student throughout the test. If the student is not responding, the TA may select No Response (NR) for the student’s response.

Throughout the test, the TA 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.
- encourage the student to do their best and advise them not to spend too much time on any one question.
- check 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.

Welcome Warm Up

ALL SAY: You are about to begin the Alt ELPA Screener assessment. This test includes Listening, Reading, Speaking, and Writing questions. This test will give you a chance to show what you know and understand in English.

ALL SAY: We are going to start the Practice part of this test. We will work together during this part of the test. Please let me know if you have a question or need help. This is the only part of the test where I can talk to you about the test questions.

When the first test question is on the screen, engage with the student.

ALL SAY: Ok, let’s get started. Here’s our first practice question. It’s a Listening question, so let’s listen to the audio again. *(Play audio.)*

ALL SAY: Now let’s answer the question. *(TA plays/replays the audio of the item.)* Let me demonstrate how to answer the question (TA will show and talk about the various clicking options but doesn’t reveal the correct answer).

ALL SAY: Now you try. Use the mouse and click on the answer you think is right. *(TA gives control of the mouse to the student and helps as needed with the use of the mouse.)*

ALL SAY: Do you have any questions about how to answer the question? *(Pause for student response.)* Please let me know if you need help during this practice.

The TA may help the student extensively and talk with the student as needed to show the 3-4 answer options available and how to answer. If the student is non-responsive, the TA should continue to try to engage the student in the warm up test questions and responses.

ALL SAY: Now we will move to the next practice question, by clicking the “Next” arrow. Each time we move to a new question, the audio will play. (TA demonstrates.)

The TA may help the student extensively and talk with the student as needed to show the 3-4 answer options available and how to answer the second practice question. If the student is non-responsive, the TA should continue to try to engage the student in the warm up test questions and responses.

After the student has completed the second practice question-

ALL SAY: We have finished all the practice items on this test. We will now move to the items where you must answer on your own, and I won’t be able to help you with the test items. After this, I can only help you with the technology. Do you have any questions before we move on? (Pause for questions, clarifications).

Alt ELPA Screener – Operational Items

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.

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.


The test administrator(s):

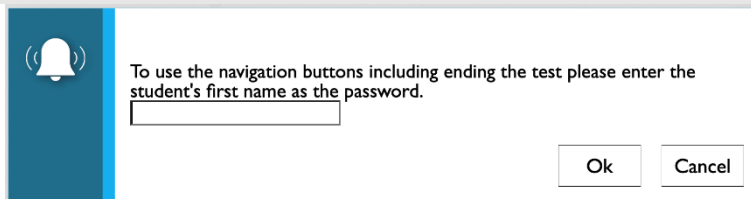
- Monitors the student as they are taking the test to ensure that they are properly advancing through the screens. The test administrator(s) may provide the student with guidance on the use of technology.
- Does not give help on specific test questions.

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. A message appears, asking for a password. Enter your first name as password and select **OK**. The global menu appears on the top of the screen.



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.

| | |
|---|--|
| Student Name: GUEST, GUEST (Student ID: GUEST) | Test Name: Grades 2-3 ELPA21 Listening Practice Test |
| Test Completed On: 9/11/2023 | |
| Scores are not shown for this test. 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.

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/or scratch paper), prior to letting the student leave the testing area.

The Alt ELPA Screener 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.

[States may add here details regarding proper destruction of printed secure testing materials]



All secure testing materials may not be copied and must be immediately returned to your district test coordinator (DTC), 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 Test Administration Manual (recycle)

For questions regarding information in this *Alt ELPA Screener Test Administration Manual*:

- Test Administrators contact your District Test Coordinator.
- District Test Coordinators, contact the Arizona ELPA21 Help Desk for technical clarifications (see contact information below). For policy questions, contact the Assessment Office at the Arizona Department of Education.

For Policy or Test Administration Questions:

- Test Administrators refer to this *Test Administration Manual*. If additional support is needed, contact your District Test Coordinator.
- Required test administrator training and training materials are exclusively available online as a self-paced training module. The training will likely answer most questions related to the administration of the Alt ELPA Screener assessment.
- The Alt ELPA Screener 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 ELPA21 Help Desk for technical clarifications (see contact information below). For policy questions, contact the Assessment Office at the Department of Education.

Technology, System, or Program Issues

- Test Administrators and District Test Coordinators contact the ELPA21 Help Desk. (Test Administrators must also alert the District Test and Technology Coordinators of issues.)

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

AZ ELPA21 Help Desk

Email Support: azhelpdesk@cambiumassessment.com

Chat Support: <https://az.portal.cambiumast.com/contact.html>

Toll Free Phone Support: 1 844 560-7812

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 state issued student ID number (SSID or USID) 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 Screener assessment for potential English learners who may have 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 screener with fidelity and to support the valid interpretation of assessment scores.

Student Response Check

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 potential English learners who may have 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 with the first four items 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 Screener.

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

Any questions about the Student Response Check, Early Stopping Rule, or documentation of either process should be directed to the Arizona Department of Education office at, AlternateAssessment@azed.gov.

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. Potential English learners who may have 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 screener. 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. Proceed with administering the Alt ELPA Screener assessment, using the optimal testing conditions described in the *Alt ELPA Accessibility and Accommodations Manual* and ensure that all accommodations and domain (Listening, Reading, Speaking, and Writing) exemptions in the student's IEP, if applicable, are in place for 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 Screener.

Move to Step 3.

Step 3 Administer the Assessment

States are required to assess ALL potential English learners based on a language use survey (Every Student Succeeds Act, 2015). Therefore, all potential English learners, including those who may have significant cognitive disabilities, must be provided with the opportunity to participate with and engage in a screener assessment—in this case, the Alt ELPA Screener.

Students who do not demonstrate a consistent communication system or response mode to the test administrator(s) should still attempt the Alt ELPA Screener. Occasionally students who do not demonstrate

communication during the Student Response Check will communicate during a screener. 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 Screener

Engagement for potential English learners who may have 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 or reading a stimulus (or be 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 the assessment 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 the assessment.

If, after applying the Student Response Check and attempting the first four questions on the assessment, 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 the assessment, having met the minimum requirements for assessing the student.

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.

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 assessment. 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 assessment. The test administrator may stop the assessment.

This student is eligible for the Early Stopping Rule.


Go to Step 4

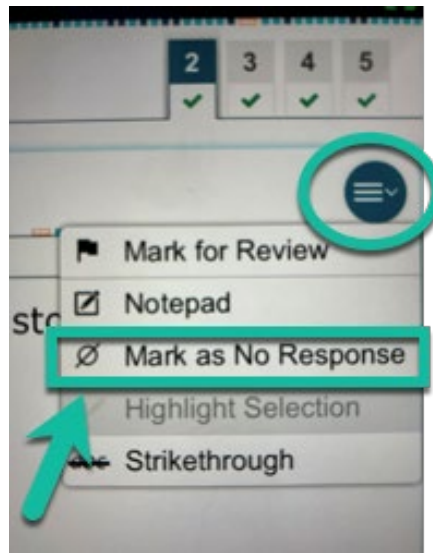
Step 4 Apply the Early Stopping Rule

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, the Early Stopping Rule applies.

The Early Stopping Rule:

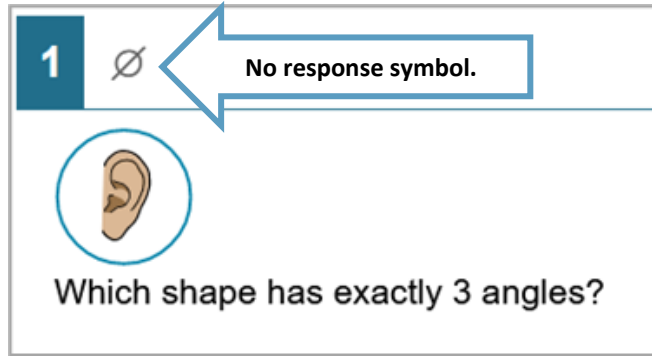
For a student who does not have a consistent communication system nor an observable response mode, who did not demonstrate a response to the [Student Response Check](#), and who did not engage in the assessment on any of the first four items (test questions), the test administrator(s) should follow the directions outlined below to mark those four items as “Mark as No Response” and end the assessment.

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 via the **Context Menu** as show 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 following image shows what an item will look like once “Mark as No Response” is selected in TDS.



All Early Stopping Rule responses must be indicated as Mark as No Response via the Context Menu

Step 5 End and Submit the Assessment

After completing the steps for questions 1 through 4 as outlined above, the test administrator(s) should proceed by navigating through all remaining test questions without providing answers, and then submit the assessment for the student.

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

Introduction

On the Alt ELPA Screener, 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 Screener is at the student's grade level and corresponds to the language demands in the state's alternate content standards (extensions, targets of measurement). 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 and a second person, an observer who is trained in using the assessment scoring rubrics. 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 Screener. It is part of the test administrator training that is required prior to administering the productive language assessment of this assessment. 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 Screener 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 Screener would benefit from having an educator who is familiar with the student's communication system score the student's constructed responses (if possible).

It may be the case that a familiar listener has not yet been established. In this case, the TA(s) should do their best to understand and score student responses. Since optimal testing conditions and TA encouragement create a meaningful and accessible assessment experience for the Alt ELPA Screener, local scoring is the best option for this screener.

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

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 who may have 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. 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

Some Alt ELPA Screener administrations will be randomly identified for observation and validation. When it has been determined a student will take the Alt ELPA Screener, please contact your district test coordinator to determine if the Speaking and Writing testing sessions need to be observed and scored by a second test administrator.

Each of the two test administrators scoring constructed responses has a different role. If a test administrator knows the student best and is more familiar with the student's communication system and needs for support during instruction this person should be considered the lead scorer. The lead scorer will usually, but not always, be the test administrator as well. The second educator will be called the second scorer. Both will observe the student's constructed responses and score them using the Alt ELPA Screener Scoring Rubrics.

If your test administration plan meets the optimal testing conditions, you may have both an English learner specialist and a special educator. 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 Screener 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. Both scorers must obtain training on how to apply the Alt ELPA Screener Scoring Rubrics. For training on the application of the Alt ELPA Screener Scoring Rubrics for Speaking and Writing, please refer to the Alt ELPA Screener Item Types and Scoring section.

Both scorers need to complete the scoring rubric training in the Alt ELPA Learning Management System and certify that they have completed the training. The Alt ELPA Screener Learning Management System is located here: [Learning Management System](#).

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 local scoring worksheet for that item. Scorers are encouraged to make notes about the student's response on the scoring worksheet. This worksheet is located at the beginning of the Alt ELPA Screener Test Administrator Directions and Scoring Rubrics Booklets.

Comparing Scores

After the scorers enter their score for each constructed item on the worksheet, they should silently compare scores. This can be done by the scorers showing each other the local scoring worksheet with the selected score point entered. Scorers could also hold up fingers representing the number of points they assigned.

If the two scores are the same, the test administrator will select that score point on the student's testing screen. 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. The student's testing session should be paused, and the student given an activity. The student's test should not be paused for more than 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.

When the raters agree, the test administrator resumes the test session (if paused) and selects the constructed response score at the bottom of the student's testing screen. The student or test administrator then advances the test to the next item.

If the two scorers cannot come to agreement on the score after five minutes, they should each note a brief rationale for their score in the Alt ELPA Screeener 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.

The test administrator should return **both** scoring worksheets to the District Testing Coordinator.

When Do Scorers Need to be Retrained?

If the scorers initially disagree on scores but resolve the disagreement, no retraining is required. If the scorers disagree on only one item, no retraining is required.

In rare cases, scorers will disagree on more than one item and will not be able to reach an agreement on the student's scores. When the scorers disagree on more than one item, retraining will be necessary for both scorers.

If the lead scorer and second scorers do not reach an agreement on the scores for two or more items on a test (either speaking or writing), then both scorers should view the Test Administrator Training Module in the Alt ELPA Screener Learning Management System again. The Alt ELPA Screener [Learning Management System](#) can track training completions. Retraining 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 Screeener Test Administrator Directions and Scoring Rubrics Booklets are secure. Scorers should take care to keep these booklets secure while in use. If any secure materials were printed, please use your school's standard procedure for destroying secure testing materials.

Appendix C: How to Handle Sensitive Material

The Alt ELPA Screener items are not centrally scored and are not scored by Artificial Intelligence (AI). All items are either machine scored or locally scored on-site by trained test administrators, following the rubrics provided with the items in the Alt ELPA Screener Test Administrator Directions and Scoring Rubrics Booklets. If test administrators encounter any student responses that might indicate a child is in danger or is a danger to themselves or others, they must follow the school's/district's usual notification processes.

Appendix D: 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.

Appendix E: Sample Test Security/Confidentiality Agreement

Alt ELPA Screener Test Security/Confidentiality Agreement for Human Readers, Scribes, and Interpreters/Translation Staff

I understand that access to these secure test materials is restricted. I understand that all test questions and all other materials related to these tests including, but not necessarily limited to, passages, prompts, charts, graphs and tables are considered secure and not to be: stored or saved on computers or personal storage devices; shared via email or other file sharing systems; or reproduced by any means. Except when explicitly allowed as described in the *Alt ELPA Accessibility and Accommodations Manual* or the *Alt ELPA Screener Test Administration Manual*, electronic materials used during assessment may not be printed.

I agree not to disclose or discuss the contents of the tests in a manner that would assist a person to cheat or would in any other way compromise the validity of the test questions. I understand that any test materials including scratch paper, and test items that were printed on demand must be securely destroyed according to school/district/state protocol.

Furthermore, I agree that all student-specific information obtained either prior to or during the oral administration will remain strictly confidential. I understand all personally identifiable education data is governed by the requirements within the Family Educational Rights and Privacy Act (FERPA) and my responsibility for maintaining the security of student information, test questions and materials continues even after the test concludes and the test materials have been returned.

District & School: _____

Language Interpreter/Scribe Printed Name: _____

Language Inter/Scribe Signature: _____

Date: _____

The district/school must maintain a copy of this form and provide it to the department upon request. It should not be returned with other test materials.

Appendix F: Test Security Chart

The test security chart shows the test security incident levels and examples of types of issues.

| Level of Severity & Potential Effect on Test Security | Types of Issues |
|---|---|
| LOW Impropriety | Student(s) leave the test room without authorization. |
| | Administrators or coordinators leaving related instructional materials on the walls in the testing room. |
| MEDIUM Irregularity | Student cheating or providing answers to each other, including passing notes, giving help to other students during testing, or using hand-held electronic devices to exchange information. |
| | Student(s) accessing the Internet or any unauthorized software or applications during a testing event. |
| | Student(s) accessing or using unauthorized electronic equipment (e.g., cell phones, PDAs, iPods, or electronic translators) during testing. |
| | Disruptions to a testing session such as a fire drill, school-wide power outage, earthquake, or other acts. |
| | Administrator or Coordinators failing to ensure administration and supervision of the ELPA21 assessment by qualified, trained personnel. |
| | Administrator gives incorrect instructions that are not corrected prior to testing. |
| | Administrator or Coordinator giving out his/her username/password (via email or otherwise), including to other authorized users. |
| | Administrator allowing students to continue testing beyond the close of the testing window. |
| | Administrator or teacher coaching or providing any other type of assistance to students that may affect their responses. This includes both verbal cues (e.g., interpreting, explaining, or paraphrasing the test items or prompts) and nonverbal cues (e.g., voice inflection, pointing, or nodding head) to the correct answer. This also includes leading students through instructional strategies such as think-aloud, asking students to point to the correct answer in a passage or otherwise identify the source of their answer, or requiring students to show their work. |
| | Administrator providing students with nonallowable materials or devices during test administration or allowing inappropriate designated supports and/or accommodations during test administration. |
| | Administrator allowing anyone other than a student to log into the test unless prescribed as an allowable accommodation in the student's IEP. This includes TAs or other staff using student information to log in or allowing a student to log in using another student's information. |
| Administrator providing a student access to another student's work/responses. | |

| | |
|--|--|
| HIGH BREACH | Administrator or Coordinator modifying student responses or records at any time. |
| | The live Student Interface or TA Interface being used for practice instead of the Training or Practice Tests. |
| | Administrator or student posting items or test materials on social media (Twitter, Facebook, etc.). |
| | Administrator allowing students to take home test items, reading passages, writing prompts, or scratch paper that was used during the test or failing to otherwise securely store test materials. |
| | Administrator or student copying, discussing, or otherwise retaining test items, reading passages, writing prompts, or answers for any reason. This includes the use of photocopiers or digital, electronic, or manual devices to record or communicate a test item. This also includes using secure test items, modified secure test items, reading passages, writing prompts, or answer keys for instructional purposes. |
| | Secure test materials being shared with the media (such as the writing prompts, test items, or reading passages) or media is allowed to observe a secure test administration. |
| Administrator, Coordinator, or student improperly removing secure testing materials such as test items, stimuli, reading passages, writing prompts, or scratch paper from the testing environment. | |

Change Log

| School Year | Location | Change | Date |
|-------------|---|---|----------|
| 2024-2025 | | Created base generic document with Alt ELPA Screener considerations. | 03/12/24 |
| 2024-2025 | <ul style="list-style-type: none">• Page 13• ToC | <ul style="list-style-type: none">• Added “Important Consideration for Extra Practice for Students with Certain Domain Exemptions” subsection• Updated Table of Contents (ToC) | 5/7/24 |