

Critical ELPA21 Information



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ELPA21 Responsibilities

Personnel	Responsibilities
Building Administrator	<ul style="list-style-type: none"> Ensure testing procedures are valid and ethical according to <i>Administration Requirements for the ELPA21</i> and <i>Test Security Guidelines</i>. Provide support for the Building Test Coordinator.
Building Test Coordinators	<ul style="list-style-type: none"> Order Headphones with Microphones for testing if needed. Review all resource materials available for ELPA21 testing. Check Technology Materials needed for testing –icon on computers, headphones working, etc. Ensure all ELL students in your building are in TIDE. Create rosters as desired to support printing student test tickets and reports. Develop a practice testing schedule and operational testing schedule. Ensure all ELPA21 Test Administrators have created IDOE EdPortal accounts and have access to the ELPA21 app and the TIDE system. Ensure all test administrators have emailed you their training certificate before administering the ELPA21. Ensure Designated Supports/Accommodations are entered into TIDE as needed Ensure secure storage of testing materials. Distribute a <i>Test Administrator Manual</i> and testing materials to all Test Administrators before practice testing begins. Communicate with parents using the <i>Flyer for Parents</i> -schools will need to print appropriate flyers based on languages needed. Submit Appeals as needed.
Test Administrators/ Proctors	<ul style="list-style-type: none"> Implement valid and ethical testing procedures in accordance with <i>Administration Requirements for the ELPA21</i> and <i>Test Security Guidelines</i>. Become familiar with <i>Test Administrator Manual</i> before administering test. Refer to <i>Teacher Guide to Administering the ELPA21</i>. Email your ELPA21 training certificate to your Building Test Coordinator to show you have completed the online training before administering the ELPA21. Ensure test materials are stored securely.. Ensure all ELL students have completed all required testing.

ELPA21 Training Modules/Presentation

Target Audience	Module/Presentation	Date
Building Test Coordinators and Test Administrators and that are familiar with administering the ELPA21	Complete the required training on the AEA Learning online website.	Sent via email to Building Test Coordinators
Building Test Coordinators and Test Administrators and new to administering the ELPA21	TBD: Based on need at the building level	TBD
District Wide Programs Test Coordinators and Test Administrators administering the ELPA21	TBD: Based on need at the building level	TBD



Important Dates to Remember

Between December 1 and December 15	Submit Orders for Headphones with Microphones for ELPA21 testing by December 15th:
Available in January	Webinar for IEP Teams of ELL Students with Significant Disabilities (Alternate Assessment Students) and their ELPA21 Test Administrators
December 12 - December 21	Check Technology Materials Needed for Testing Create Practice Testing Schedule
January 9	Practice Test available for students
January 13– January 27	Certify all ELL students currently enrolled at DMPS are in the TIDE system (roster uploaded by ELL Department on January 13) Roster students if desired
January 4- January 21	Create Operational testing schedule
January 16 - January 27	Send parent flyer home
By January 27	Ensure student accommodations are entered into the TIDE system
Approximately January 2	Kindergarten & First Grade Writing Supplements should arrive.
February 1 - February 28	ELPA21 Testing
March 1 - 10	Complete all ELPA21 Testing for students currently enrolled at DMPS -students missing tests, students absent, etc.
March 8	Return all Paper and Pencil materials by this date

Contact Information

Please e-mail [Samantha Finneseth](#) or [Jeffery Panek](#) if you have questions pertaining to testing. Other persons who may be helpful in answering questions are:

Edie Bakley	Elementary
Vincent Lucas	Secondary
Marsha Gunderson	Deaf and Hard of Hearing mgunderson@iowaschoolfordeaf.org
Jennifer Denne	Accessibility and Accommodations jennifer.denne@iowa.gov

For A&A Account Setup contact the EdPortal Help Desk:

Phone 515-725-2040

Email: ed.portal@iowa.gov

Website: <https://portal.ed.iowa.gov>

For Iowa ELPA21 support contact the Iowa ELPA21 Help Desk:

Phone 1-855-873-5710

Email: iowaelpa21helpdesk@air.org

Chat: <http://iowaelpa21.portal.airast.org/chat/>



Administration Requirements for the ELPA21

Practice Test Administration Dates

Monday, January 19 – Tuesday, February 28

It is highly recommended that students take the Practice tests prior to the Operational test. Practice Tests are divided into 4 separate tests by domain .

Operational Test Administration Dates

Wednesday, February 1 – Tuesday, February 28

Make Ups March 1 - March 10

Students Who Must Take the ELPA21

All ELL students must be tested including students whose families have waived ELL services and students on Alternate Assessment. Students who enroll in your building after the testing window opens will **not** need to take the ELPA21 unless the student was at another district in Iowa and didn't complete the ELPA21 while enrolled at that district.

Training Required to Administer the ELPA21

All test administrators/proctors must be licensed and complete the online assessment training each year to be authorized to administer the ELPA21. Associates and Paraprofessionals are NOT authorized to administer/proctor the ELPA21. The required training is available at the AEA Learning Online website at: <https://training.aealearningonline.org/> . For test administrators who proctored the test last year, complete the course **“Administering the ELPA21 Summative Test for Experienced Test Administrators”**. For those who are administering the ELPA21 for the first time, take the course **“ELPA21 Summative Test Administration Training”**. The Paper Test Administration training is separated by religious exemption and IEP/504 Plan The students with Significant Cognitive Disabilities (Alternate Assessment students) training is separate and will be available in January

Extra support materials for test administrators are available at data.dmschools.org/elpa21.html

Testing Directions

The directions may be read to students as allowed by the *Test Administrator Manuals*. **No further clarifications should be offered and both test items and answer choices should not be read for students when no accommodation is written in their IEP or 504 Plan.**

Certifying ELL Students and Rostering Student in TIDE

The Assessment, Data, and Evaluation Department will upload students into the TIDE system by January 13. The Assessment, Data, and Evaluation Department will roster ELL students in TIDE to a Building Test Coordinator in each building. Building Test Coordinators must certify all ELL students currently enrolled at DMPS are in TIDE by January 27. Building Test Coordinators may create/edit rosters to meet the needs of the building (rostering supports reporting and printing student test tickets). Rosters are a way to group students and will not impact a teacher's ability to test a student. A document, *Certifying ELL students in TIDE and Managing Rosters*, is available at data.dmschools.org/elpa21.html .

Mouse pointer

If you have students that would benefit from a larger mouse pointer, they are available in large and extra large. These larger mouse pointers must be set up for students on the Test Administration site. The mouse pointer color choices are black, green, red, white, and yellow. It is recommended that students are allowed to experiment with the pointer during Practice Test sessions.

Universal Features

Universal Features are available to all students. For a list of these features reference [Accessibility and Accommodations Manual](#) pp. 10-11.



Administration Requirements for the ELPA21

Designated Supports

Most Designated Supports are available to all students but **must** be assigned to students in TIDE prior to testing. Decisions about these supports should be made by staff with parent/guardian and student (when appropriate). Use of these supports should mirror the supports the student uses during instruction and other assessments. **The Print on Request designated support should only be enabled for students that have this written in their IEP/504 Plan.** Refer to p. 19.

Accommodations

Accommodations are available **only** when written in a student's IEP or 504 Plan. Please consult with the student's Special Education teacher to ensure all accommodations are given to the student during testing. Refer to p 19.

Supports/Accommodations

Embedded supports/accommodations are provided by the test administration system. **Non-embedded supports/accommodations** are provided with human assistance. All student Supports/Accommodations must be entered into TIDE by building level staff based on each student's IEP/504 Plan and instructional needs. Please refer to the [Accessibility and Accommodations Manual](#) p. 18.

Students With Significant Disabilities (Alternate Assessment Students)

Under development is an alternate English language proficiency assessment appropriate for English learners with the most significant cognitive disabilities. The test is scheduled to be operational 2022-2023 and would be appropriate for ELs who currently take the DLM content assessment. Students who take alternate assessments will take this assessment in place of the general ELPA21. The test is aligned to [ELP Standards for English Learners with Significant Cognitive Disabilities](#); therefore, this set of standards should be the basis for instruction for these students

Translators/Scribes

The *Test Security/Confidentiality Agreement* must be signed by anyone serving as a scribe or translator or reads aloud parts of the test. This document must be provided to your building test coordinator.

Writing Supplemental Test Material Delivery (Kindergarten and 1st Grade)

The K-1 Writing Supplemental materials will be ordered by the Iowa Department of Education. These materials should be arriving at the district around February 1. You will be notified when the materials are available for pick up at the Welcome Center at Kurtz (front desk). Please arrange for pick up ASAP. Hours for the Welcome Center are Monday 8:00-6:30 and Tuesday-Friday 8:00-5:00.

Returning Test Materials

The K-1 Writing Supplemental materials should be returned as soon as possible to expedite the scoring process. These materials must be returned to Measurement Incorporated (MI) no later than **5 business days** after testing is complete. Contact the AIR Help Desk if there are any problems or questions regarding returning materials.

- ◇ Student answers from biohazard test booklets should be transcribed onto a clean test booklet. Contact the AIR Help Desk to report biohazard test booklets. Biohazard test booklets should not be returned to MI and should be securely destroyed .
- ◇ Damaged booklets must be returned to MI. Place a rubber band around any damaged booklets.
- ◇ Directions for Administration manuals for the writing supplemental materials must be returned as these are secure testing materials.

Printing Pre-Id Labels

If you have students without a pre-ID label included in your K-1 Writing Supplemental materials, there are instructions in the *TIDE User Guide*. If you are short of blank Pre-Id labels, contact the HELP DESK and they will send you extra blank Pre-Id labels.

ELL Students That Did Not Complete all 4 Domains of ELPA21 Testing

If you have students that did not complete all 4 Domains by the end of the testing window, complete the Reason Not Tested document in the ELPA21 Summative Assessment End of Testing Team in Microsoft Teams

To have a common understanding of what testing practices are approximate, the following guidelines have been established by Des Moines Public schools. The ELPA21 assessments are used by the state to show compliance with federal requirements as well as to meet the reporting requirements of the state’s annual performance report. The reliability and validity of the assessments depend upon the ability to administer them in a standardized, secure manner in accordance with accepted professional and ethical standards and testing procedures.

1. Who is responsible for Test Security?

Everyone who works with the assessments, communicates results to others, and /or receives assessment information is responsible for test security. Security is a top priority when you store, distribute, package, and ship testing materials. The building administrator is ultimately responsible for test security. Every building administrator has signed the *Test Administrator Assurance p. 8*.

2. Maintaining Secure Testing Materials and Procedures

All test materials, including test tickets and paper and pencil materials, should be kept in a locked storage area when not in use. Test administrators must strictly follow the BOLD PRINT in the *Test Administrator* manual. This manual should be previewed prior to testing.

3. Examples of Test Security Violations

- A test administrator listens to a student’s recorded answers during the speaking part of the test. Only the student may listen to ensure the recording is audible.
- Test tickets not stored securely.
- Test administrators saying more than what is in the bold print from the *Test Administrator Manual*.
- Leaving students unsupervised during testing
- Coaching, giving answers, asking students to say or write more.
- Not returning testing materials to AIR including unused materials.
- Students having cell phones or devices that can access the internet or take photographs in the testing room.
- Not destroying scratch paper or printed test materials that were used during testing.
- Allowing an associate or Bilingual Family Liaison to administer the test.

3. Consequences for Compromising Test Security

Administrators, certified and non-certified staff, and students must adhere to ethical procedures in testing. Violation of these procedures can be investigated and appropriate sanctions may be taken by the school board and/or the Iowa Board of Educational Examiners (BOEE).

According to Iowa Code of Professional Conduct and Ethics Chapter 25, it is deemed unprofessional and unethical for any licensee to violate *Standard III- misrepresentation, falsification of information [25.3(3)]* of the standards of professional conduct and ethics, this includes “Falsifying or deliberately misrepresenting or omitting material information regarding the evaluation of students or personnel, including improper administration of any standardized assessments, including, but not limited to, changing assessment answers, providing assessment answers, copying or teaching identified assessment items, or using inappropriate accommodations or modifications for such assessments.” (Iowa Board of Educational Examiners. [Code of Professional Conduct and Ethics](#).)

School or district staff members must immediately report all incidents of unethical behavior or other assessment irregularities by students or staff to their building principal and building assessment coordinator. Building principals and assessment coordinators will report all incidents to the Assessment, Data, and Evaluation Department via the [Test Incident Report Form](#). The department will cooperate with the Iowa Department of Education and Iowa Board of Educational Examiners in a thorough fact-finding investigation of the alleged irregularity and determine if assessment results should be invalidated. A staff member found to have committed testing irregularities shall be subject to discipline in accordance with Iowa Code and Board policy.

Building principals sign this test assurances agreement through CASA.

State assessments are an important and required tool used to monitor state, district, school, and student achievement. For these assessments to yield fair and accurate results, they must be given under standardized conditions to all students. LEA leadership has responsibility to assure assessments are properly administered so that each student's results are a reflection of his or her individual skills and abilities. These actions apply to the following required state assessments: Iowa Statewide Assessment of Student Progress (ISASP), Dynamic Learning Maps (DLM), English Language Proficiency Assessment for the 21st Century (ELPA21), early literacy assessment for K-3, and the Early Literacy Alternate Assessment (EL-AA). Actions specific to each assessment can be found in corresponding training materials, test administration manuals, and related documents.

LEA LEADERSHIP RESPONSIBILITIES:

It is the responsibility of LEA Leadership to:

1. Ensure that educators administering state assessments meet qualifications as specified by each testing program and state policy.
2. Ensure all appropriate test administrators have training and knowledge of appropriate practices to administer tests with integrity and maintain security.
3. Require all test administrators to rigorously follow the appropriate procedures as directed in each Test Administration Manual.
4. Actively monitor the test administration practices of all staff to ensure compliance.
5. Provide accommodations for qualifying students with Individual Education Plans (IEPs), Section 504 Plans, or who are identified as English Learners as appropriate and in accordance with state guidance.
6. Provide designated features for qualifying students as appropriate and in accordance with state guidance.
7. Ensure proper handling of all secure test material, including storage, distribution, return, and possible destruction according to directions provided with each state testing program and state policy. Retain "chain of custody" documentation as evidence.
8. Ensure that each authorized user accesses the electronic testing environment using a unique username and password.
9. Ensure there are no violations of test security according to the list below.

VIOLATIONS OF TEST SECURITY:

It is a violation of test security to do any of the following:

1. Provide inappropriate test preparation, such as any of the following:
 - Copy, reproduce, or use in any manner any portion of any secure materials, for any reason.
 - Provide to students actual test items or instruments in any form. This includes use of any former state tests, such as the Iowa Assessments or the ELPA21 (English Language Proficiency Assessment for the 21st Century). Use of practice tests made available by each assessment provider are acceptable.
 - Deviate in any way from the procedures specified in the Test Administration Manual for each state test.
 - Provide inappropriate assistance to students during the test administration, including but not limited to making answers available.
 - Suggest, modify, or complete answers on student answer documents.
 - Provide inaccurate data on student answer documents.
 - Share with an unauthorized user any usernames and/or passwords for accessing the secure electronic testing environment.
 - Engage in any practice designed solely to raise student scores without actually improving underlying student achievement.
 - Participate in, direct aid, counsel, assist, encourage, or fail to report any of the acts prohibited in this policy.

INVESTIGATION OF POSSIBLE TESTING VIOLATIONS:

School and district staff must immediately report all incidents of possible testing violations to the Superintendent and/or designated Test Coordinator who should conduct a thorough fact-finding investigation. Reports of students cheating on assessments shall be submitted to the building principal for investigation and disciplinary procedures. Following local investigation, timely report should be made to the Iowa Department of Education, who will determine if student results must be invalidated. The Iowa Department of Education may also detect test irregularities through data forensics and other statistical measures.

CONSEQUENCES OF TEST ADMINISTRATION VIOLATIONS:

Consequences of violations may include the invalidation of student test results and liability for copyright infringement, depending on the severity of the violation. Any staff member found to have committed testing irregularities shall be subject to discipline in accordance with law and Board of Educational Examiners (BOEE) policy. If the staff member is a licensee of the BOEE, the superintendent shall make a timely report to that Board who will conduct further investigation regarding possible violation of the Code of Ethics as found at 282—Iowa Administrative Code, Chapter 25.



ELPA21 Test Coordinator Checklist

Before Testing

- Order Headphones with Microphones by December 21.
- Review resource materials for ELPA21 testing.
- Ensure all ELPA21 Test Administrators have created IDOE EdPortal accounts and have access to ELPA21 and the TIDE system.
- Ensure computers have the most updated version of Windows and the updated version of the IAELPA21 Secure Browser icon (click on it and make sure you are able to access the testing site. Check headphones to make sure they are working correctly. It works best to keep each headphone with one computer so the computer “recognizes” that headphone when it is plugged into the computer.
- Schedule ELPA21 Practice Test sessions and have them completing prior to test administration
- Certify ELL students currently enrolled at DMPS are in TIDE by January 11 and create rosters as desired
- Create building test schedule
 - Determine the number of students per test administrator refer to the *Recommended Student Proctor Ratios p. 11*
 - Determine physical spacing for testing
 - Determine number of sessions required for completion by March 10 refer to *Test Administration Time Chart p. 11*
- Ensure all student have their accommodations/designated supports “checked” in the TIDE system-consult with Special Education teachers as needed
- Ensure all test administrators have completed the *ELPA21 Test Administration Training Module* by having them email their online training certificate to you after they have completed the training
- Distribute test materials to test administrators the week before practice testing including the *Test Administrator Manual* and the *Teacher Guide to Administering the ELPA21* (available on the website)
- Save the original shipment boxes containing the K-1 Writing Supplemental materials to return test materials to MI after testing is complete
- Communicate with Parents using the *ELPA21 Flyer for Parents p. 17*-available for buildings to print in various languages on the website

During Testing

- Create Appeals as needed p. 26
- Ensure testing materials are securely stored.

After Testing

- Ensure all Kindergarten and 1st Grade Writing Paper supplement testing materials are returned-including all *Directions for Administration Manuals* that were sent in the box- I recommend returning everything that was sent in the box except for unused pre-ID labels.
- Complete the Reason No Assessment document in the ELPA21 Summative Assessment End of Testing team at the completion of the testing window.
- Store the *Directions for Administration Manuals* for possible use next year (**do not keep any K-1 Writing Supplemental materials** *Directions for Administration Manuals*)



Iowa ELPA2I TIDE System User Roles

Tasks in TIDE	ELL Program and Support Coordinator. (District)	Building Test Coordinator	Test Administrator
Add Students	√		
View and Edit Students and Student Test Settings and Tools	√	√	√
Moving Students Between Schools	√		
Printing Pre-ID Labels	√	√	√
Printing Student Test Settings	√	√	√
Viewing User Details	√	√	√
Adding New Rosters	√	√	√
Modifying Rosters	√	√	√
Placing and Viewing Paper Orders	√		
Printing Test Tickets	√	√	√
Creating Appeals	√	√	
Viewing Appeals	√	√	√
Review Completion Rates and Status Code Reports	√	√	√

Please do not add students into the TIDE system. Notify Sarahi Arana or Jeffery Panek if a student is missing from TIDE.

ELPA21 Number of Tasks and Questions

Grade Band	Domain	# of Tasks*	# of Questions
K	Listening	18	29
	Reading	13	23
	Writing	8	9
	Speaking	6	25
1	Listening	14	24
	Reading	21	30
	Writing	10	10
	Speaking	5	12
2-3	Listening	14	24
	Reading	16	29
	Writing	14	14
	Speaking	5	11
4-5	Listening	16	27
	Reading	11	26
	Writing	11	13
	Speaking	5	11
6-8	Listening	19	33
	Reading	8	26
	Writing	6	8
	Speaking	4	7
9-12	Listening	12	24
	Reading	9	35
	Writing	6	8
	Speaking	4	7

*In addition to the operational tasks listed, each student will receive two filed test tasks in each domain during the online summative test in 2022-23.

Grades/ Grade Bands	Number of Students	Number of Proctors
Kindergarten/First Grade-online	1 to 5	1-2
Kindergarten/First Grade-paper/pencil Writing	1 to 3	1-2
Second-Third Grade	8	1
Fourth-Fifth Grade	10	1
Sixth-Eighth Grade	15	1
Ninth-Tenth Grade	20	1

ELPA21 Testing Administration Time Chart

Grade/Grade Bands	K*	1*	2-3	4-5	6-8	9-12
Estimated testing time for all 4 domains (student work time only)	65 min.	61 min.	87 min	93 min.	121 min	142 min.
Estimated testing time for each domain (student work time only)	17 min.	16 min.	22 min	24 min.	31 min	36 min.
*The Kindergarten and First Grade summative tests include a paper-pencil writing supplement that is estimated to take an additional 10 minutes.						
Estimated preparation time	Allow 15-20 additional minutes for preparation, such as handing out test tickets, setting up headphones, student login, reading directions, etc.					
Approximate time for in-test instructions	Time for instructions vary by domain and grade. Test administrators should plan for 5 minutes of in-test instructions at the beginning of each domain test, or 20 minutes for all four domains.					

All domains can be administered in a single session. However, ELPA21 encourages test administrators to allow students to take a break between domains, to help prevent testing fatigue.

Domains can be administered in separate sessions during the same day, or on different days entirely. All four domains must be completed during the testing window. A test in a domain will expire 14 days after it has been started.



ELPA21 Technology Skills for Online Assessment by Grade Band

Skill	Description	K	1	2-3	4-5	6-8	9-12
Use & Find Navigation Buttons	Next, previous, login, logout, save, resume, & quit	√	√	√	√	√	√
Double Click	Starting a program by double clicking on the icon	√	√	√	√	√	√
Log in	Logging in using a unique Username & Password	√	√	√	√	√	√
Pointer Skills & Selecting with a Mouse	Clicking & moving a mouse	√	√	√	√	√	√
Keyboarding-Basic	Entering brief responses requiring limited keyboard use (letters/word)	√	√	√	√	√	√
Keyboarding-Advanced	Entering responses requiring extended keyboard use (sentences)			√	√	√	√
Scrolling	Using scroll bars horizontally, vertically, with in a page & multiple windows	√	√	√	√	√	√
Read & Understand Graphs	Understand and/or interpret scatter plots, bar graphs, & line graphs (No construction of graphs)			√	√	√	√
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 & recorder to access & produce content	√	√	√	√	√	√
Zoom	Familiarity with features to magnify or zoom (item level)	√	√	√	√	√	√
Bookmarking (flagging) items	Bookmarking items for later review	√	√	√	√	√	√
Answer Choice Eliminator	Using a tool to eliminate answer choices	√	√	√	√	√	√
Digital Notepad	Ability to use notepad feature as needed for responses	√	√	√	√	√	√
Highlighter	Using a highlighter tool to emphasize text	√	√	√	√	√	√
Background/Text Color	Familiarity with alternate background & text color	√	√	√	√	√	√
Masking	Familiarity with features for hiding & displaying content	√	√	√	√	√	√
Line Reader	Using a line guide to aide in reading text on a screen	√	√	√	√	√	√
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 & knowing the difference between the two			√	√	√	√
Drag & Drop	Understanding drag & drop (drag letters, words & objects to the correct locations to answer questions)	√	√	√	√	√	√
Hot Spots	Understanding that clicking on certain pictures, words, or sentences provide answer selections & knowing when a hot spot has been selected	√	√	√	√	√	√
Drop Down Menus	Using drop down menus for selection purposes	√	√	√	√	√	√

Note: The complexity of tools may vary by grade. It is highly suggested that you view available practice test and sample items.



Receipt of Kindergarten and First Grade Writing Supplemental Materials

- ◇ Pick up K-1 Writing Supplemental materials shipment at Fleur when notified.
- ◇ Open Box 1 which contains:
 - ◇ *Box List*
 - ◇ *Packing List*
 - ◇ *Security Checklist*
 - ◇ Pre-printed pre-ID labels with DO NOT SCORE labels on banner page for each grade (if applicable)
 - ◇ Blank print-on demand labels
 - ◇ Sheets of DO NOT SCORE labels (if you did not receive pre-printed pre-ID labels)
 - ◇ *Return Kit*
- ◇ Box 1 may contain secure test materials. Refer to your *Packing List*.
- ◇ Find your *Security Checklist*. Use this list to verify your order. The serial numbers of all secure material sent with the original order are recorded on the *Security Checklist*.
- ◇ Compare types and quantities of materials received with your testing needs. Report **any** discrepancies to the AIR Help Desk **immediately**.
- ◇ Find your *Return Kit* in a clear plastic bag. It contains:
 - ◇ Green scorable and red non-scorable return labels
 - ◇ FedEx return shipping labels
 - ◇ Return shipping instructions
- ◇ Place test materials in locked, secure storage.
- ◇ Save the box(es) your materials were delivered in for returning materials when testing is completed.
- ◇ Instruct test administrators on the procedures for collecting and accounting for test material. Communicate the need for locked, secure storage of all test materials. Monitor test security throughout testing.

Q: What is TIDE? How will student be loaded into TIDE? Who rosters students?

A: TIDE stands for Test Information Distribution Engine. It contains tools to manage student taking the ELPA21. Research and Data Management Department will roster students in the TIDE system to a Building Test Coordinator on January 13th. After January 13th, Building Test Coordinators will be able to edit rosters to meet building needs. Rostering is not required for teachers to test students. Rosters do make printing student test tickets and running reports more efficient. TIDE provides various reports such as Participation Reports, Test Completion Rates Reports, and Test Status Reports.

Q: What is AIR?

A: The American Institutes for Research was contracted by the Iowa Department of Education to use the AIR platform of testing and administering the ELPA21.

Q: What is TDS?

A: TDS stand for “Test Delivery System”. It is the online testing system used for practice testing and the ELPA21. it consists of the Test Administrator (TA) interface-where test sessions are created and monitored (clicking on the icon in the TIDE system) and the Student Interface-where student securely take the assessments online. (clicking on the Secure Browser Icon on the desktop)

Q: What is MI?

A: MI stands for “Measurement Incorporated”. All paper and pencil assessment materials must be returned to MI no later than 5 business days after testing is complete.

Q: What is TA?

A: TA stands for “Test Administrator. The test administrator must complete the online training created by the Iowa Department of Education each year before administering the ELPA21.

Q: What is an SSID?

A: SSID is an abbreviation for State Student Identification. This number is unique to each student and assigned by the Iowa Department of Education.

Q: Who is able to use the paper-pencil form?

A: Only student in grades 2-12 may test on paper for religious reasons according to state policy. Kindergarten and 1st grade student will take the test online and will have an additional paper writing supplement.

Q: Are students with documentation in their IEP stating they take paper and pencil tests allowed to use a paper and pencil test?

A: Yes, we will need to work with the Iowa Department of Education to get state approval for these students to take the paper and pencil test. The test administrator will be required to be training on scoring paper and pencil tests and will need to enter student answers into the DEI.

Q: Are Alternate Assessment students required to take the ELPA21?

A: Yes, students on Alternate Assessment must be tested and given the appropriate accommodations written in their IEP.

Q: Do we need to download the secure browser for student testing?

A: No, the district technology department will update the secure browser icon on every desktop. Be sure to check that the secure browser is working correctly prior to testing.

Q: Are all students, including kindergarteners, required to be computer proficient when they take the test?

A: Yes, all student will need to have basic navigation skills such as clicking, drag-and drop, and scrolling. Practice tests allow student to practice these skills on sample items that mirror the operational test. A list of computer skills is on p .

Q: Do students need to take the practice test?

A: ELPA21 recommends allowing students as much time for practice as necessary for the student to become familiar with the technology skills they will need for each domain of the assessment. Some student may need multiple opportunities to practice. It is beneficial for students to sign in to the practice test once using test tickets and not the guest sign in so they are familiar with this part of the testing experience.

Q: Some students discovered they could use the spell check when typing in their answers. Is this OK?

A: If the spell check is provided within the Secure Browser on the specific questions then it is approved to be used.

Q: The system is showing a student with an expired test. Why?

A: Tests will expire 14 days from the when the student starts the test. You will need to submit an appeal to Re-open the test for this student in the TIDE system and email Tom Deeter at tom.deeter@iowa.gov OR call Tom Deeter at 242-5616 with the students first and last initial, the school, the last 4 digits of the student's state ID, and the test name. DO NOT email (outside of our district) any student's full name or state ID for privacy purposes. If you have any questions, please contact Sarahi Arana.

Q: What is ORS?

A: ORS stand for "Online Reporting System". It is the online system used for providing various reports such as Participation Reports, Test Completion Rates Reports, Test Status Reports, and Score Reports.

Q: What is DEI?

A: DEI stand for "Data Entry Interface". It is the online system used for entering student answers for students taking the ELPA21 test on paper. Test administrators transfer all of the Listing, Reading, and Writing selected response answers into the DEI. The test administrator logs into the DEI to access the Speaking items of the ELPA21.



ELPA21 Parent Information

Dear Parents/Guardians:

Between February 1 and February 28, your student will be taking the English Language Proficiency Assessment for the 21st Century also known as ELPA21®.

The ELPA21 is an online assessment that is designed to measure the performance of English language learners as they progress through their K–12 education and achieve college and career readiness. The ELPA21 items are designed to gather evidence that students are progressing toward or meeting the English Language Proficiency (ELP) Standards. These standards, highlight and amplify the critical language, knowledge about language, and skills using language in all content areas.

Information gained from the ELPA21 helps teachers identify a student’s strengths and identify areas that may need additional emphasis. The assessment data enables sound decision making and provides a focus for teachers to review and improve their instruction.

All ELLs in the state of Iowa are required to take ELPA21 on an annual basis including students whose parents/guardians have waived ELL services. The results of the assessment will help prepare your student

Benefits of the ELPA21 Assessment:

- Measures language development in listening, speaking, reading, and writing skills and identifies strengths and weaknesses in these areas
- Measures growth from year to year on a common scale

These features are available by default to all students. The location where you will be able to disable these features is in the Test Administrator (TA) site. You will disable them before approving the student to test. The features will be listed individually on the Edit Student Test Settings page. Please disable all universal features that would adversely impact a student’s performance.

Embedded Universal Feature	Description
Amplification	Students raise or lower the volume control using headphones.
Answer Choice Eliminator	Students eliminates answer choices they believe are not correct.
Audio Support	Students hear pre-recorded audio of tasks. (not text in drag-&-drop or word bank)
Digital Notepad	Students use as a “virtual scratch paper” or record responses. (item specific) **Notes are not saved when a student moves on to a different domain or after a break of more than 20 minutes.
Expandable Passages	Students may expand a passage to take up a larger part of the screen.
Flag for Review	Students may flag items to review. **Markings are not saved when a student moves on to a different domain or after a break of more than 20 minutes.
Highlighter	Students mark desired test, items, or answer choices with the color yellow.
Keyboard Navigation	Students navigate through the test by using the keyboard (arrow keys).
Writing Tools	Students format and edit written answers using cut and paste, copy, underline, italicize, bold, and undo/redo.
Zoom (Item Level)	Students may enlarge the size of text and graphics on a screen. (up to fourfold)

Non-embedded Universal Features: Scratch paper/individual erasable white board

**scratch paper must be destroyed and the white board must be erased to ensure test security.



Entering Student Designated Supports/Accommodations in TIDE

Enter the Student Settings/Accommodations in the TIDE system **prior** to testing. These are found under Students > View/Edit/Export Students. Reference the *Accessibility and Accommodations Manual* as needed.

*****Used ONLY if written in IEP/504 Plan**

Student Designated Supports/Accommodations	Description	Options:
Color Choices	Sets the color of the text and background in the test.	Black on White (default) Black on Blue Black on Cream Black on Rose Inverted (White on Black) Yellow on Blue
Line Reader	Allows students to highlight individual lines of test in a reading passage.	ON OFF (default)
Masking	Allows student to cover a distracting area of the test page.	ON OFF (default)
Non-Embedded Designated Supports	Lists student's non-embedded designated supports as check boxes.	None (default) Color Overlay Magnification Noise Buffers Paper Tester (IEP Accommodation)*** Paper Tester (Religious Exempt/504 Accommod)*** Read Aloud (Paper Test)*** Translated Test Directions
Print on Request	Allows students to request printouts of items and/or stimuli.	None (default) Stimuli & Items Stimuli Items
Print Size	Sets the zoom level for test content.	1 X (default) 1.5 X 1.75 X 2.5 X 3 X
***Exempted Domains	Lists subjects from which a student is exempted from testing as check boxes.	No Exemptions (default) Reading (SWSCD only) * This is only available for students on Alternate Assessments.
***Non-Embedded Accommodations	Lists student's non-embedded accommodations as check boxes.	None (default) Assistive Technology Braille Test Booklet Large Print * not available for Iowa testing Scribe Items (Writing) Speech-to-Text
***Permissive Mode	Allows certified accessibility software to be used with the secure browser.	ON OFF (default)

All Read Aloud, Translated Test Directions, and Scribe supports/accommodations must be administered by a staff member that has signed the Test Security Confidentiality Agreement. Building Test Coordinators shall retain a copy of the signed agreement. Refer to p. 19.



Test Security/Confidentiality Agreement for Translators & Scribes

Spring 2023

Administration of the Iowa ELPA21 Statewide Tests

I understand that these test materials are 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 *ELPA21 Accessibility and Accommodations Manual* or the *Directions for Administrations* manuals, 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. 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.

Language Translator/Scribe Printed Name: _____

Language Translator/Scribe Signature: _____

Date: _____

School: _____

The district must maintain a copy of this form and provide it to the Iowa Department of Education upon request. It should not be returned with other test material. Please email this signed form to Cindy Slinger.

This must be signed by anyone who acts as a scribe or translator or reads aloud parts of the test. This document must be retained by the building test coordinator . It is available at data.dmschools.org/elpa21.html

Q: How do I know which accommodations are appropriate for ELL students?

A: Talk to the students' Special Education teachers about what accommodations are listed on the IEP for online tests.

Q: What should I ask the Special Education teachers to get the information I need?

A: Some examples of technologies and supports Special Education teacher use are listed below:

Assistive Technology:

- Communication devices
- PODD books
- Switches
- Tactiles

Scribe: Students say what they want written and the Test Administrator enters it into the student interface. Students use communication device to answer questions in the speaking domain and Test Administrator repeats EXACTLY what the student said into the student interface.

Speech to Text: A student uses their voice (through a communication device) and it is converted to text on the student interface.

Q: What do I need to do so that an Alternate Assessment student maybe exempted from the ELPA21 reading domain?

A: Explain to the Special Education teacher that the student will be expected to independently read grade level passages and answer questions unless the reading exemption is written in the student's IEP.

Q: What if an Alternate Assessment student is not responding to the test items?

A: If a student doesn't respond after **3 consecutive test items**, the Test Administrator may advance the student to the next domain.

Q: What parts of the ELPA21 can I read aloud to the student?

A: On Paper and Pencil tests, the tasks and components that have audio support on the computer-based version may be read aloud.

- Speaking Domain-All tasks and components
- Listening Domain-All tasks and components
- Writing Domain- All tasks and components EXCEPT for inline editing
- Reading Domain-Only for read-along tasks and all kindergarten tasks and items

"If a human reader is selected, that person must have appropriate experience providing read aloud support and must sign the Test Security/Confidentiality Agreement to ensure test security and ethical practices."

Q: What if I don't know the student and/or how to administer the accommodations?

A: A familiar teacher is allowed in the room to provide the accommodations. You will still be the Test Administrator. Any licensed teacher who has taken the online training is allowed to administer the ELPA21. If the student's Special Education Teacher is willing, they may take the training and administer the ELPA21 to their students. They will need to log into their EdPortal A & A Account, go to My Profile, and request the role of Test Administrator in the Iowa ELPA21 Application before they can test a student.

Q: What if the student has a behavior issue?

A: It is appropriate to build in breaks during testing and you may use the student's behavior plan to motivate him/her to continue working.

Before the test: Preparing yourself and testing materials

- Review ELPA21 testing materials:
 - *Test Administrator Manual*
 - *Critical ELPA21 Information booklet*
- Email the Building Test Coordinator your training certificate when you have completed the AEA Professional Learning Online training-*ELPA21 Test Administrator Training* module.
- It may be helpful to “highlight or underline” the parts you will read aloud in the *Test Administrator Manual*.
- Keep all testing materials SECURE. No portion of the test may be documented, discussed, or duplicated in any way.
- Ensure students take the four Practice Test domains prior to taking the assessment. Students will learn technology skills needed to take the test.
- Create a “Testing – Do Not Disturb” sign to post on the door when students are testing.
- Verify that the secure browser is available on testing computers and headphones with microphone are working properly.
- Computers and testing devices should be fully charged or plugged in.
- Verify all ELL students currently enrolled at DMPS are in the TIDE system.
- Assign accommodations and designated supports (for students with IEP accommodations and 504 Plan accommodations) in TIDE.
- Print test tickets and store them securely between testing sessions.
- Students should not have access to any device (cell phones, tablets, etc.) that can access the internet during testing.
- Cover any posted materials that would provide students an advantage while testing.
- Make sure you have the information needed to contact the ELPA21 Help Desk:
 - **For support, please contact the Iowa ELPA21 Help Desk**
 - [Email: iowaelpa21helpdesk@air.org](mailto:iowaelpa21helpdesk@air.org)
 - [Phone: 1-855-873-5710](tel:1-855-873-5710)
 - [Chat: Join Chat](#)

Before the test: Preparing your students

- Talk with students about the tests they will be taking and the importance of doing their best.
- Model a relaxed and positive attitude towards testing for students.
- Set student expectations and post them in the room:
 - Do your best
 - If you have a question, raise your hand
 - Respect your classmates: do not distract others who are testing
- Share results from last year and discuss how the 4 domains are different and how they are combined to determine a proficiency level.
- Provide students with simple test taking strategies
 - Read the whole question carefully and try to decide what the answer is before reading any of the answer choices
 - Read all the answer choices, then select the one that most closely matches your answer
 - When unsure, eliminate answers that are clearly incorrect
 - Try reading the question stem with each answer choice
 - Chose the answer that appears to be the most true

You may allow students to read after they are finished testing. However, this may be an incentive for some students to rush through the test. Do what’s best for your group of students.

- Review your test to make sure that you answered all questions and did not make simple mistakes
- Remember to write more than a sentence or two for the writing test
- Remember to think through what you are going to say before you begin recording. You may listen to the prompt again. Don't push record until you are ready to give the answer. Listen to your answer to make sure the test grader will be able to hear what you recorded.
- Be careful that you do not have the microphone muted when you are recording an answer.

During testing: Best practices

- Ensure students have no devices that may access the internet (such as cell phones) with them in the testing room
- Post a "Testing – Do Not Disturb" sign on the door
- Distribute Testing Tickets to students
- Disable any Universal Features that will be distracting to students in the Test Administrator system
- Ensure students are receiving the appropriate Designated Supports and Accommodations
- Follow the BOLD PRINT in the Directions for Administration manual-you may not coach students on questions
- Ensure students do not leave open test screens unattended at any time
- Circulate the room
- Students should be allowed multiple days to test so they don't become exhausted
- Notify Building Test Coordinator if an Appeal is needed

After testing: Preparing Materials

- Verify that all required tests (4 domains) have been completed by each student.
- Destroy all scratch paper and Test Tickets used during testing.
- Return all secure test materials after testing-it is a testing violation to shred or keep any testing items.
- Affix the pre-ID label to Kindergarten and 1st Grade Writing Supplemental materials and return them to your test coordinator. Please return the *Test Administrator Manual* that was sent with these materials as this is considered a secure testing item.
- Notify the Building Test Coordinator when your testing is completed

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) making distracting gestures/sounds or talking during the test session that creates a disruption in the testing session for other students.
	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 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.	

Level of Severity/ Potential Effect on Test Security	Types of Issues
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.



When to Request Appeals in TIDE

In the normal flow of a test opportunity, a student takes the test in Test Deliver System (TDS) and then submits it. Next, the TDS forwards the test for scoring, after receiving scores the Online Reporting System (ORS) reports the test scores.

Appeals are a way of interrupting this normal flow. A student may need to retake a test or have another test opportunity. A test administrator may want to invalidate a teste because of a hardware malfunction or an impropriety (refer to p.)

All Appeal requests are approved by the Iowa Department of Education. After submitting n Appeal request in the Test Information Distribution Engine (TIDE), please email Tom Deeter at tom.deeter@iowa.gov or call 242-5616 to inform him of the pending Appeal request. The Appeal will be approved or denied.

Type of Appeal	Description
Invalidation	Eliminates the test opportunity, and the student has no further opportunities for the test. You can submit these test appeals until the end of the test window.
Reset a test	Allows the student to restart test opportunity (removing all responses on the test). You can submit resets until the end of the test window.
Revert a test that has been reset	Reverses a rest and restores the student’s response to those prior to the reset.
Re-open a test	Re-opens a test that was completed, invalidated, or expired.
Re-open a test segment	This does not apply for Iowa ELPA21 tests.
Grace Period Extension (GPE)	<p>Allows the student to review previously answered questions upon resuming a test after expiration of the pause timer. For example, a student pauses a test, and a 20 minute pause timer starts running.</p> <ul style="list-style-type: none"> • If the student resumes the test within 20 minutes, the student can review previously answered questions • Without a GPE, if the student resumes the test after 20 minutes, the student cannot review previously answered questions-the student can only work on unanswered questions. <p>Upon receiving a GPE, the student can review previously answered questions the next time the student resumes the test. The normal pause rules apply to this opportunity.</p>

Note: Submit reset and reverts at least one day prior to the end of the test window so that students can complete their test opportunity.

ONLY Building Test Coordinators and District Test Coordinators may submit Appeals.