

New Coordinator Training Webinar Notetaking Guide

California Department of Education | October 2019

Learning Goals

- Assessment training needs
- How to coordinate to address local training needs
- Understanding how to calendar assessments
- How to navigate the interim assessment system

Success Criteria

- Plan for assessment trainings
- Coordinate and address local training needs
- Calendar assessment windows and site schedules
- Better navigate the interim assessment system

Coordinator Checklist

California Assessment of Student Performance and Progress (CAASPP):

<http://www.caaspp.org/administration/instructions/index.html>

English Language Proficiency Assessments for California (ELPAC):

<https://www.elpac.org/resources/>

Task Reminders

CAASPP

- Complete the online California Alternate Assessment (CAA) for Science tutorial
- Establish a Test Operations Management System (TOMS) account
- Ensure that browsers and operating systems are operational

ELPAC

- Share paper-pencil practice tests
- Provide practice test suggestions

Coordinating and Preparing Technology

<http://www.caaspp.org/rsc/pdfs/CAASPP.technology-coordinator-checklist.2018-19.pdf>

- Coordinating technology requires a great deal of preparation.
 - Some of the many requirements that need to be addressed before testing begins include:
 - Testing network and internet configurations, confirming that online dictionaries and thesauruses have been whitelisted on the servers, and enabling pop-up windows.
- Meeting these system requirements for CAASPP and ELPAC often requires coordinating with your local educational agency (LEA) Technology Coordinator.

- We encourage starting these conversations if you haven't already.
- A Technology Coordinator Checklist to aid in confirming all systems are ready for student testing.

Calendar Assessments

<http://www.caaspp.org/administration/instructions/index.html>

- California Department of Education (CDE) sets the test window, you set your local windows, and schools will set schedules to test within your local window.
- System Downtimes should be addressed when preparing a local testing schedule.
 - CAASPP systems will be unavailable for scheduled downtime on the days that are noted on the calendar. During system Downtime, systems will go offline at 5:00 p.m. the evening prior to a scheduled downtime day and will resume at 8:00 a.m. the day following a scheduled downtime day.
 - Regular weekend maintenance is also indicated on the calendar. Maintenance days are placeholders for regular weekend maintenance that will be used only if needed
- A full calendar of planned system downtime can be found on the CAASPP website under the 'system status' tab.
- On the calendar
 - Downtime is shaded (darker background) and has a box around the border
 - Maintenance is highlighted background and does not have a border.
- Once you do verify your assessment days do not coincide with system downtimes, you can set your testing window(s) accordingly in TOMS.
 - For information on how to set testing windows in TOMS, see the TOMS Pre-Administration Guide for CAASPP Testing.

Finalize Your Testing Window

- There are three different types of testing windows for CAASPP assessments:
 - The **available testing window** is set through the CAASPP regulations. Per the regulations, the available testing window shall begin on the day on which 66 percent of the school's annual instructional days have been completed and may continue up to and including the last day of instruction for the year.
 - There are no to-do items for this type of window.
 - Within the available testing window, LEAs establish **test administration windows**, which are sometimes referred to as testing periods.
 - Depending on school calendars and other circumstances within the LEA, LEAs may select up to six test administration windows within the available testing window.
 - Once identified, the LEAs test administration windows must be entered into TOMS.

- **Your to-do with this type of window is to find the right balance for your district, which requires feedback from many district stakeholders. We recommend starting these conversations as soon as possible.**
 - Within the LEAs test administration window come the school site **test schedules**.
 - Unlike the test administration windows that are set up in TOMS, there is no way to report the site level testing schedules to TOMS.
 - These test schedules may follow some LEA practices such as testing elementary students before other students or testing mathematics before ELA.
 - **Whatever the LEA policy, all school site testing schedules should be established and shared with you, the LEA Coordinator. Your to-do for this items is to start working with your sites on their local testing schedules which will fall within your test administration window.**
- The administration window for ELPAC is fixed. It starts on February 1 and ends on May 31. You can set days you plan to test, but you must test all of your English learner (EL) students in the overall ELPAC window.
- The CAA for Science window opened in September. The CAA for Science is a set of four Performance Tasks that are meant to be administered throughout the year. So that assessment window will also be different.

ELPAC Administration and Scoring Training

- In preparation for the 2019–20 computer-based summative ELPAC administration, all school districts and charter schools must send a trainer to the California Department of Education (CDE)-sponsored statewide Administration and Scoring Training, which will use the “training-of-trainers” model.
- LEAs participating in the computer based ELPAC field test should already be registered to attend one of the first 10 trainings held from September 30 through October 11, 2019, because these LEAs must complete statewide training and subsequent field testing by October 25, 2019.
- If your school or district is not participating in the field test, you should register to attend training October 23 through November 14, 2019.
- To register for one of these trainings, a specific district passcode is needed.
- This passcode should have been emailed as soon as you were designed as your LEA’s ELPAC Coordinator.
- If you do not have this passcode, please contact CalTAC.
- A list of dates and locations for statewide 2019–20 Computer-based ELPAC Administration and Scoring Training is available on the 2019–20 Computer-based Summative ELPAC Training web page

ELPAC: The Results Are In...Now What?

- The ELPAC Results are In Workshops through November are filled. However, the webcasted training should be posted in November.
- We encourage anyone who did not get registered for one of these trainings to watch the archived webinar as soon as it is posted.
- This workshop focused on analyzing assessment results to inform teaching and learning, focusing on:
 - Learning how to access and analyze ELPAC results using a data analysis protocol that enables a root cause examination and discussion of past and current programs, policies, practices, and procedures
 - Deconstructing task types to understand student expectations
 - Connecting results to classroom practices
 - Providing take-away tools and resources to use with teacher teams at your site and
 - Creating an action plan for next steps
 - More information on how and when to access the archived version will be available soon.

Order Summative ELPAC Materials for K–2 Writing

- Although the summative ELPAC is going computer-based, the writing domain for kindergarten, grade one, and grade two will continue being done on paper which requires you to order testing materials. The remaining domains are computer-based for K–2 with the test examiner navigating the audio in the student interface.
- The summative ELPAC ordering window opens on November 1, 2019 and allows LEAs to order at the school site level.
- Materials can be ordered through the TOMS site.
- One of the materials is called Pre-ID labels. These are labels that contain all the student's necessary information that can be used on the student's answer sheets rather than bubbling in all the student's demographic information.
- Pre-ID labels will be generated for K–2 students and sent to LEAs free of charge at the beginning of the testing window and then again later in the window for newly enrolled students.
- To ensure pre-ID labels are accurate, it is important to have the English language acquisition EL status is accurate and up to date in CALPADS. Any changes to grade level or district will generate a new Pre-ID label in the second round.
- There is only one round for ordering test materials this year due to the October field test.
- The ordering window is November 1 through December 20, 2019. Materials will arrive beginning week of January 6.
- LEAs should place their orders as soon as possible.
- Ordering materials ensures that materials will be received prior to the test administration window opening on February 1, 2019.

- Once a primary test materials order has been placed, LEAs must wait for the supplemental ordering window to order additional materials.
- The supplemental ordering window should be used to order small quantities of additional materials and should not be used to place your LEA’s primary order.

Local Training

- Scheduling local training dates for the Summative ELPAC requires communication with multiple stakeholders.
 - Be cautious of system downtimes when planning your training.
 - Additionally, plan local training dates which do not conflict with already scheduled district meetings or trainings.
 - Gain an understanding of your intended audience’s district obligations prior to setting a training date.
- Once a date has been set, begin developing training materials.
 - This may include resource binders, access to TOMS, presentations, or any other resources you may need to disseminate.
- Conduct your training.
 - This will be the time to not only present information, but to check for understanding.
 - The more time you allow for this process before assessments begin, the more schools, teachers, testers, and students can prepare.
- When you train the test examiners, make sure not only can they score the assessment but they understand the test delivery system both for the students and the teachers and that they clearly understand how and when they will record a student’s score.
- LEAs participating in the October 2019 Summative ELPAC computer-based field test will need to make any necessary updates prior to field testing

Did You Know—Accessibility Resources While Administering Interim Assessments

- If you are using an older version of the Microsoft Edge browser, then you will not be able to view or adjust Interim Assessment resources for students.
- To start this process, launch an Interim Assessment and have students log into our test session.
- As they log in you will see a number of pending approvals—approve the students to have access to the test session.
- After selecting the approvals button, a list of students with three icons next to their names will appear—view, approve, or decline.
- The approvals button doesn’t approve students, it just opens the window for everyone who needs an approval.
- Select the View icon next to any student needing approval we will get a pop-up window that shows what accessibility resources they currently have available.

- On the Summative Assessment this popup will not be editable. However on the Interim Assessment you can edit the accessibility resources for the student as needed.
- The system will come pre-loaded with all of the accessibility resources that you previously loaded into TOMS, so you may not need to make any edits at this point.
- Accept or “Approve” the students into the test by selecting the “Approve” checkmark icon next to each student.
- There is also an Approve All Students button to approve students in bulk.
- Students can then begin answering test questions
- To edit the resources available, pause the student’s test.
- This will log the student out of the test session
- Log the student back into the test.
- This will give another approval notification; select the approvals button.
- On the operational test session monitoring screen, the view icon that allows a view of the test settings. It also allows edits to the test settings on the Interim Assessment.
- This view test settings screen is where adjustments to the accessibility resources available to the student are made by turning off and on supports as needed.
- Once adjustments are completed, re-accept the student back into the test and they can start answering test questions once again, only now they will have an updated set of Accessibility Resources.
- This does not affect data in TOMS at all.

Homework for All Coordinators

- Share the TOMS downtime calendar with district, principals, and site coordinators.
- Register for the ELPAC Administration and Scoring Training.
- Share information with staff on how to adjust Accessibility Resources during an Interim Assessment.

Question and Answers

The next webinar is February 18, 2020

Next Workshop

- ETS Pre-Test Workshops:
 - January 13, 2020—Sacramento
 - January 14, 2020—Riverside
 - January 16, 2020—Los Angeles

- January 21, 2020—Camarillo
- January 24, 2020—Redding
- January 28, 2020—San Diego
- January 30, 2020—Fresno
- January 31, 2020—San Jose/Webcast

Next Training

- Register for any of the upcoming webinars check with one of the County Offices of Education (COEs) listed:
 - Humboldt COE
 - Los Angeles COE
 - Orange COE
 - Riverside COE
 - Sacramento COE
 - San Bernardino COE
 - Santa Clara COE
 - Shasta COE
 - Sonoma COE
 - Stanislaus COE