



**California Department of Education
Assessment Development &
Administration Division**



**Computer-based Initial English Language
Proficiency Assessments for California
(ELPAC) Fall 2019 Field Test
Technical Report**

Chapter 9 Appendix

Contract #CN140284

**Prepared for the California Department of Education by
Educational Testing Service**

Submitted December 30, 2020



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Appendix 9.A: Post-test Administration Survey Results

Response Statistics

Table 9.A.1 Response Statistics

Value	Percent	Count
Complete	100.00%	675
Partial	0.00%	0
Disqualified	0.00%	0
Totals	100.00%	675

Test Administration Details

1. What was your role in the ELPAC field test? (Select all that apply.)

Table 9.A.2 Results for Question 1

Role	Percent	Count
LEA ELPAC coordinator	26.50%	179
Site ELPAC coordinator	41.60%	281
ELPAC test examiner	63.70%	430

2. For which grade(s) or grade span did your local educational agency (LEA) or school administer the field test?

Table 9.A.3 Results for Question 2

Grade Level	Percent	Count
Kindergarten	28.10%	119
Grade one	30.90%	131
Grade two	37.70%	160
Grade three	50.50%	214
Grade four	50.20%	213
Grade five	50.20%	213
Grade six	32.50%	138
Grade seven	37.00%	157
Grade eight	37.30%	158
Grade nine	23.60%	100
Grade ten	25.20%	107
Grade eleven	21.20%	90
Grade twelve	20.50%	87

3. For which grade(s) or grade span did you administer the field test?

Table 9.A.4 Results for Question 3

Grade Level	Percent	Count
Kindergarten	24.40%	105
Grade one	26.50%	114
Grade two	34.40%	148
Grade three	41.90%	180
Grade four	41.90%	180
Grade five	41.60%	179
Grade six	27.40%	118
Grade seven	33.70%	145
Grade eight	32.60%	140
Grade nine	21.60%	93
Grade ten	25.60%	110
Grade eleven	20.50%	88
Grade twelve	19.50%	84

4. Which of the following ELPAC areas need additional training or resource materials? (Select all that apply.)

Table 9.A.5 Results for Question 4

ELPAC Areas	Percent	Count
Administration of the ELPAC	25.40%	162
Alternate assessments	21.80%	139
Domain exemptions	14.90%	95
Test Operations Management System (TOMS)	19.90%	127
Test administration policies and procedures	14.10%	90
Test security	2.30%	15
Ordering materials	4.90%	31
Returning materials	4.40%	28
Accommodations	24.60%	157
None—Training materials and resource materials are adequate	37.10%	237
Other—Write In (Required)	0.60%	4

What follows are write-in responses for question 4:

- The picture in our assessment manuals did not match the prompt given in the Speaking section (i.e., the picture was an art class and the question was about a math class)
- Better access to technology materials

5. Provide a reason for your selection(s).

- Thirty-five percent of the reasons provided expressed that the training received, materials, and Moodle site were sufficient.
- Eighteen percent of the reasons noted needing more training and information about accommodations and alternate assessment which were not covered during training.
- There were an equal number of entries for challenges with the speaking domain and TOMS. Some respondents expressed a lack of familiarity with TOMS.
- The training was too close to the administration of the field test. There was not enough time to get familiar with materials.

Clarity of Materials

6. Were the information and directions in the following manuals and resources clear?

Table 9.A.6 Results for Question 6

Resource	Very Clear	Percentage	Clear	Percentage	Somewhat Clear	Percentage	Not Clear	Percentage	Did Not Access	Percentage	Did Not Know This Resource Was Available	Percentage	Total Responses
<i>Field Test Administration Manual</i>	166	25.2%	350	53.2%	80	12.2%	22	3.3%	19	2.9%	21	3.2%	658
<i>Directions for Administration (DFA)—Speaking</i>	171	25.9%	326	49.5%	78	11.8%	16	2.4%	63	9.6%	5	0.8%	659
<i>Directions for Administration (DFA)—Listening, Reading, and Writing</i>	194	29.1%	328	49.2%	85	12.8%	26	3.9%	28	4.2%	5	0.8%	666

7. Please provide your reasons for answering "Somewhat Clear" or "Not Clear" for the *Computer-based ELPAC Field Test Administration Manual*.

- Close to 30 percent of the reasons provided in this section dealt with directions being too lengthy, repetitive, or wordy. Respondents were looking for a more linear list of directions.
- Twenty-one percent responded that the field test off-grade testing was confusing and unclear about which form to select online.
 - Confusing to administer paper and computer to students
- Eleven percent of the reasons provided pertained to the Speaking domain.
 - Very confusing and cumbersome to administer with two computers, for scoring through DEI or score sheet and also recording
 - Too difficult and too long
 - Took too much time
- Ten percent of the reasons provided pertained to access to TOMS, resources like the *Test Administration Manual*, and appropriate links.
- Ten percent of the reasons provided mentioned a lack of experience with online testing and the short time between training and actual test administration.

8. Please provide your reasons for answering "Somewhat Clear" or "Not Clear" for the *Directions for Administration—Speaking*.

- Twenty-nine percent of the reasons provided in the section pertained to administration. Respondents noted how the entire administration is very time consuming and confusing, with too many things going on at the same time. There were also comments about how examiners were not sure when to record.
- Twelve percent of responses pertained to vague and sometimes general directions. Some comments noted step-by-step directions and more explicit directions.
- Ten percent of responses pertained to stopping markers. These were not very clear as to when to stop and how to enter it in the DEI if the test was stopped.
- Eight percent of responses pertained to rubrics being awkwardly placed and inconsistent. There were comments about it being more organized in the upper grades.

9. Please provide your reasons for answering "Somewhat Clear" or "Not Clear" for the *Directions for Administration—Listening, Reading, and Writing*.

- Forty-one percent of responses pertained to a combination of directions being too wordy, long, complicated, and repetitive.
 - Directions need to be simplified especially for K–2.
 - Certain directions were being given at the beginning of the test on how to end the test.

- Fourteen percent of responses pertained to administration: how the test took too long to complete, the need for clearer instructions about pausing to take notes, and clarification on what to do when there is an interruption and stimuli could not be played again.
- Ten percent of the responses pertained to use of the headphones, especially with the reading, when it is only required for the directions.
- Under 10 percent commented that there were no stopping points for the Reading and Writing domains, or that the stopping points were not very clear.

Training Tests

10. **Did you use the new ELPAC training tests with your student(s) in preparation for the field test?**

Table 9.A.7 Results for Question 10

Response	Percent	Count
Yes	26.00%	174
No	74.00%	495
Totals	100.00%	669

11. **What was your reason for not using the ELPAC training tests with your student(s)?**

- Respondents provided the following reasons:
 - Did not have time to administer training test before the field test
 - Did not know it was available
 - Limited access to students, so no time for the training test
 - Not a classroom teacher—training tests are administered by classroom teachers
 - Some did not have students but practiced using the training test with fellow teachers

12. **How helpful were the training tests in preparing you to administer the field test?**

Table 9.A.8 Results for Question 12

Response	Percent	Count
Very helpful	31.60%	55
Helpful	48.90%	85
Somewhat helpful	19.50%	34
Totals	100.00%	174

13. **Why were the training tests not helpful?**

- There were no responses for this question.

Using the Technology Readiness Checker for Students

14. Did your students use the optional Technology Readiness Checker for Students (TRCS) prior to the field test?

Table 9.A.9 Results for Question 14

Response	Percent	Count
Yes	4.30%	18
No	95.70%	397
Totals	100.00%	415

15. Were you aware that the optional TRCS was available?

Table 9.A.10 Results for Question 15

Response	Percent	Count
Yes	53.80%	212
No	46.20%	182
Totals	100.00%	394

16. Was the TRCS helpful in determining whether a student needed support navigating through the test delivery system?

Table 9.A.11 Results for Question 16

Response	Percent	Count
Helpful	64.70%	11
Somewhat helpful	29.40%	5
Not helpful	5.90%	1
Totals	100.00%	17

17. Were you able to provide the student with a test navigation assistant or designated interface assistant, depending on the support the student needed?

Table 9.A.12 Results for Question 17

Response	Percent	Count
Yes	72.70%	8
No	9.10%	1
Not applicable	18.20%	2
Totals	100.00%	11

18. Why was the TRCS not helpful?

- Drag and drop not an option for ELPAC

19. Did you save the TRCS report for your students?**Table 9.A.13 Results for Question 19**

Response	Percent	Count
Yes	23.50%	4
No	76.50%	13
Totals	100.00%	17

20. Will you participate in a future focus group regarding the TRCS reports you saved?**Table 9.A.14 Results for Question 20**

Response	Percent	Count
Yes	75.00%	3
No	25.00%	1
Totals	100.00%	4

21. Provide your email address to receive notification about the focus group.

- Three email addresses were collected.

22. How helpful were the preliminary TRCS Guidelines?**Table 9.A.15 Results for Question 22**

Response	Percent	Count
Helpful	33.10%	87
Somewhat helpful	29.70%	78
Not helpful	37.30%	98
Totals	100.00%	263

23. Provide a reason for your response.

- For respondents who were able to access the guidelines, they were very helpful and clear. They were also a way to understand the new tool better.
- Some loved it and are using it for both ELPAC and Smarter Balanced Assessment Consortium (SBAC).
- Those who answered “not helpful” were not aware of the TRCS.

Test Administration Issues

24. How often did you experience issues with any of the following aspects of the computer-based administration of the field test?

Table 9.A.16 Results for Question 24

Activities	Always: Count	Always: Row %	Sometimes: Count	Sometimes: Row %	Never: Count	Never: Row %	Did not access: Count	Did not access: Row %	Total Responses Count
Logging into the Test Administrator Interface	15	2.2%	206	30.6%	437	64.8%	16	2.4%	674
Students logging into the Test Delivery System	23	3.4%	219	32.6%	400	59.5%	30	4.5%	672
Network connectivity	10	1.5%	254	37.8%	391	58.2%	17	2.5%	672
Setting up student test settings for designated support in TOMS	10	1.5%	82	12.3%	234	35.0%	343	51.3%	669
Submitting a report on the Security and Test Administration Incident Reporting System	8	1.2%	28	4.2%	151	22.6%	480	72.0%	667

25. To what extent were the test directions clear, allowing students to understand what they were asked to do?

Table 9.A.17 Results for Question 25

Response	Percent	Count
Very clear	28.20%	187
Clear	56.30%	374
Somewhat clear	14.60%	97
Unclear	0.90%	6
Totals	100.00%	664

26. Provide samples of directions that were somewhat clear or not clear.

- Respondents provided the following samples:
 - Too lengthy and wordy directions/instructions for English Learners. Need to be more concise and simple. Lengthy directions even before student begins testing.
 - Some students did not know when to click on next.
 - Vocabulary in the directions were high level words. E.g. for first graders use of: scroll, descriptions, details, unsure, respond (instead of answer).
 - Writing test asking to re-write a sentence, not clear on which sentence to re-write since sentence was on a different screen from the question.
 - The directions were too complicated. Shifting from proctor speaking to online directions was too much for a student who is learning English.
 - Instruction on the *DFA* about mark for review but the mark for review is not an option visible on the screen unless student is familiar with the three line button.
 - Progression bar should include ratio to number of question, and should not say 100 percent if the student has not completed the last question.
 - The instruction re: note-taking for SAP [Summarize an Academic Presentation] needs to be more emphatic. Students don't realize how much content they'll be listening to. I'd like to be able to say something like, "Please, take notes."
 - Students frustrated that they could not rewind and listen to recording more than once since this is allowable in SBAC.

Student Use and Test Difficulties

27. To what extent did your students in grades four through twelve independently navigate the features of the computer-based assessment items and tasks?

Table 9.A.18 Results for Question 27

Domain or Type of Difficulty	Always: Count	Always: Row %	Sometimes: Count	Sometimes: Row %	Never: Count	Never: Row %	Did not test students in these grades: Count	Did not test students in these grades: Row %	Responses: Count
Listening domain	353	53.5%	102	15.5%	27	4.1%	178	27.0%	660
Reading domain	371	56.0%	84	12.7%	32	4.8%	175	26.4%	662
Writing domain	338	51.1%	107	16.2%	29	4.4%	187	28.3%	661
Difficulties typing their responses to the writing items due to unfamiliarity using a keyboard	34	5.2%	163	24.8%	267	40.6%	193	29.4%	657

28. If you answered “Always” or “Sometimes” in the statement about difficulties with typing responses, at what grade(s) did you observe this to be true?

Table 9.A.19 Results for Question 28

Grade Level	Percent	Count
Grade four	57.10%	145
Grade five	40.90%	104
Grade six	22.80%	58
Grade seven	23.20%	59
Grade eight	21.70%	55
Grade nine	17.70%	45
Grade ten	18.90%	48
Grade eleven	15.70%	40
Grade twelve	15.40%	39

29. When testing “new arrival” students (enrolled less than 12 months in the United States), how familiar were they with computers?

Table 9.A.20 Results for Question 29

Value	Percent	Count
Familiar	12.90%	86
Somewhat familiar	30.90%	206
Not familiar	4.40%	29
Did not test new arrivals	51.80%	345
Totals	100.00%	666

Domain-Specific Issues

30. Did your students report issues with the quality of the audio on the following domains?

Table 9.A.21 Results for Question 30

Domain	Always: Count	Always: Row %	Sometimes: Count	Sometimes: Row %	Never: Count	Never: Row %	Did not test students in these grades: Count	Did not test students in these grades: Row %	Responses: Count
Listening domain	6	0.9%	73	10.9%	476	71.4%	112	16.8%	667
Speaking domain	9	1.4%	56	8.4%	492	74.0%	108	16.2%	665
Writing domain	0	0%	38	5.8%	475	72.5%	142	21.7%	655

31. List the issues reported with the Listening domain.

- Respondents listed the following issues:
 - Audio jumped ahead or skipped around.
 - Too loud for students or volume too low for some. Needed to log out to adjust volume.
 - Issues with the audio. Stopped working after question 3.

32. List the issues reported with the Speaking domain.

- Respondents listed the following issues:
 - SAP audio issue (different grades): was choppy and staticky and in some cases did not work so test examiner read the script.
 - Some audio was cut off so students did not hear the ending of the SAP stimuli.
 - Recording volume was an issue.

33. List the issues reported with the Writing domain.

- There were no responses for this question.

34. Did students ask to hear the Listening stimuli more than once (this is only allowed as a designated support)?**Table 9.A.22 Results for Question 34**

Response	Percent	Count
Yes	21.80%	136
No	78.20%	488
Totals	100.00%	624

35. How engaged were your students in kindergarten and grade one in listening to the audio files played through the Test Delivery System (TDS)?**Table 9.A.23 Results for Question 35**

Response	Percent	Count
Very engaged	7.50%	49
Somewhat engaged	26.80%	176
Not engaged	3.20%	21
Did not administer the kindergarten or grade one test	62.60%	411
Totals	100.00%	657

36. During the administration of the Speaking domain, which seating arrangement worked best for you and your student?

Table 9.A.24 Results for Question 36

Response	Percent	Count
Face-to-face with the student	11.00%	65
90-degree angle with the student	70.70%	417
Both	18.30%	108
Totals	100.00%	590

37. Did your preferred seating arrangement depend on the grade or grade span administered?

Table 9.A.25 Results for Question 37

Response	Percent	Count
Yes. List grade—Write In (Required)	12.50%	77
No	87.50%	537
Totals	100.00%	614

- The majority of respondents administered K–2 and indicated a 90 degree or side-by-side seating preference.
- Others noted a 90-degree seating preference, depending on the area of the room in which the test is administered.
- Additional comments noted test examiners had a hard time maneuvering the cursor so could not sit across.

38. Did you have any issues remembering or knowing when to begin the student’s audio recording during the Speaking domain?

Table 9.A.26 Results for Question 38

Response	Percent	Count
Yes	48.20%	287
No	51.80%	309
Totals	100.00%	596

39. What helpful reminders can be implemented for future administrations?

- Respondents suggested the following reminders:
 - Practice and repetition.
 - Add script in the DFA “I am going to start recording now.”
 - Larger icon, blinking/bouncing icon, a sound/alert on TDS. Bigger prompt or color reminder on the DFA.
 - Check mark to appear or indicator after recording.
 - Remove recording altogether. Too distracting to students.

40. When did you enter the scores in the data entry interface?

Table 9.A.27 Results for Question 40

Response	Percent	Count
During testing	26.50%	156
After testing	69.90%	411
Both	3.60%	21
Totals	100.00%	588

41. Did you administer the kindergarten Reading domain?

Table 9.A.28 Results for Question 41

Response	Percent	Count
Yes	26.70%	172
No	73.30%	473
Totals	100.00%	645

42. In the Read Along Word with Scaffolding, item and response selections are displayed in a vertical layout. Would a side-by-side layout be a better representation?

Table 9.A.29 Results for Question 42

Response	Percent	Count
Vertically	22.20%	37
Side-by-side	77.80%	130
Totals	100.00%	167

Universal Tools and Accessibility Resources

43. When administering the test one-on-one, did you help your student access universal tools?

Table 9.A.30 Results for Question 43

Response	Percent	Count
Yes	17.30%	72
No	63.50%	265
Did not administer the test one-on-one	19.20%	80
Totals	100.00%	417

44. When administering the test in group administrations, did you help your students access any of the following supports?

Table 9.A.31 Results for Question 44

Type of Support	Always: Count	Always: Row %	Sometimes: Count	Sometimes: Row %	Never: Count	Never: Row %	Did not test students in these grades: Count	Did not test students in these grades: Row %	Responses: Count
Embedded universal tools	6	1.4%	60	14.3%	237	56.4%	117	27.9%	420
Non-embedded universal tools	2	0.5%	32	7.7%	266	63.9%	116	27.9%	416

45. Did your students use any other accessibility resources set up for them in TOMS? (Select all that apply.)

Table 9.A.32 Results for Question 45

Response	Percent	Count
Embedded designated support	61.10%	44
Non-embedded designated support	18.10%	13
Non-embedded accommodations	29.20%	21

46. Did you use Print on Demand support for younger students or any students that weren't familiar with reading on a computer screen (to provide them with the option of reading on a more familiar background)?

Table 9.A.33 Results for Question 46

Response	Percent	Count
No	100.00%	11
Totals	100.00%	11

47. Provide a reason for your response.

- Administrators did not use the support because the students they tested were familiar with reading on the screen and proficient with using devices.
- Administrators did not have students who needed the support.

48. To what extent are you familiar with Matrix Four and the enhanced accessibility resources allowed for the computer-based ELPAC?**Table 9.A.34 Results for Question 48**

Response	Percent	Count
Very familiar	12.90%	86
Somewhat familiar	38.50%	257
Not familiar	48.70%	325
Totals	100.10%	668