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This portal contains information about the Louisiana English Language Proficiency Assessments.

ELPS **ELPT**
English Language Proficiency Screener English Language Proficiency Test

ELPS SY 2023-24	Grades
	K-12

English Language Proficiency Screener (ELPS) Test Administration Manual

IMPORTANT NOTE: This document is for trained Test Administrators who have completed their state’s annual security and training requirements for administering the ELPS.

OVERVIEW

This manual contains the directions to guide English Language Proficiency Screener (ELPS) Test Administrators (TAs) in log-in and general test administration activities. It gives specific procedures and setup details, directions for the TA, and a script with directions for TAs to follow. For detailed information on loading student information, editing student or TA profiles, or printing test tickets, please consult the [TIDE User Guide](#), located in the resources pages of the [Louisiana Portal](#).

Technology

All computers and tablets intended for use in the administration of the ELPS must be set up and configured to test using the student Test Delivery System (TDS) prior to the first administration. The *Configuration, Troubleshooting, and Secure Browser Installation Guides for Windows, Mac, and Chrome OS* can be found on the Louisiana Portal, under [Resources for Technology Coordinators](#). If you have any questions, refer to the [User Support](#) section of this manual.

About the ELPS

The ELPS is a tool for determining English Learner eligibility for students entering grades Kindergarten through 12. The ELPS 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 ELPS is an assessment of a student’s language proficiency in the required domains of Listening, Reading, Writing, and Speaking. The test questions are based on the [LA Connectors for ELs](#).

TA Qualifications

The state assessments must be administered by trained staff members of a school or district under the general supervision of a certificated employee. TAs administering the ELPS should have experience with English Learners (ELs).

Volunteers may not administer or assist in the administration of any state assessments. Volunteers are not permitted to assist with handling secure test material. Volunteers may assist in the supervision of students who need a break or have completed testing.

Security and Professional Code of Conduct

The items appearing on the online test forms in Steps Two and Three are all **secure items**. No portion of the test may be documented, discussed, or duplicated at any time. Students may take notes during the test using either the embedded Digital Notepad tool (online) or scratch paper (paper-pencil). All scratch paper must be collected, accounted for, and immediately returned to your School Test Coordinator (STC) at the end of each day’s testing, according to your school’s *Test Security and Building Plan*.

If a student needs translation or interpretation of the test directions into an available preferred language (as outlined in the [ELPS/ELPT Accessibility and Accommodations Manual](#)), adhere to the guidelines for that process during the administration of the ELPS.

The Test Administrator should also be familiar with the *Test Information Distribution Engine (TIDE) User Guide*, the *Test Administrator User Guide*, and the *Test Administration Manual (TAM)* for the ELPS. These guides and training

modules can be found under [Resources/User Guides and Manuals](#) on the state testing portal. The Test Administrator will administer the ELPS using the online testing system via the Secure Browser.

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

Preliminary Planning

1. Review this manual and supporting administration manuals in their entirety, before administering the ELPS.
2. Review the ELPS Step Two Speaking Scoring document, posted on the portal prior to engaging in the ELPS. For students who are administered Step Two of the ELPS, all TAs are required to score the first operational task on the ELPS, using the rubric provided in that document.
3. Verify that computers are set up and configured for the ELPS.
4. Refer to the [ELPS/ELPT Accessibility and Accommodations Manual](#) for additional restrictions related to providing tools, supports, or accommodations including the use of scratch paper.
5. Verify that the necessary materials for each test administration are available (i.e., headsets, scratch paper). (Students testing in a separate setting, away from other students and adults may use internal/external speakers and microphones instead of headsets).
6. Make sure the physical conditions in the testing room are satisfactory. The student should have a well-lighted, well-ventilated workspace.
7. Post a “Testing – Secure Environment, Do Not Disturb” sign on the door to avoid interruptions.
8. Prepare the enrichment materials that will be provided to the student while the Test Administrator scores the first Speaking task in Step Two.
9. Student testing areas (desks or tables) must be cleared of books and other materials.
10. Have a secure location, away from student testing locations, for students to place non-approved electronics and personal bags. Students must turn off all non-approved electronics (i.e., cell phones) prior to testing.
11. Charge iPads, Chromebooks, and laptops prior to testing. Devices should be 100% charged or plugged into a wall socket during the test.
12. Ensure students are assigned to the correct online ELPS test version and that the student’s designated supports and accommodations are selected correctly.
13. Review the critical information for administering the ELPS in this manual.

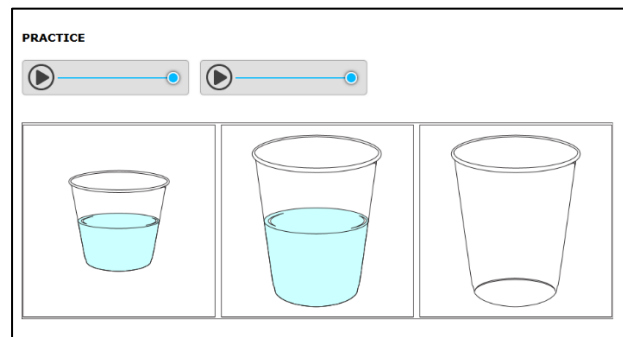
GENERAL DIRECTIONS FOR ADMINISTRATION

Overview

The ELPS is divided into three segments. Each segment is labeled “Step”. **Practice Step One and the first section of Step Two must be individually administered.** Depending on the technological skills of the students, it may be necessary to individually administer all of Steps Two and Three as well.

1. Practice Step One is made up of practice items only. These items will not be scored. This step helps familiarize the student with the look and feel of the test and with the technological skills that they will need during the test, such as using the mouse. This step is also a time for the student to show his or her ability in the use of the computer, in order to work independently on the test after the first section of Step Two.

All Practice Step One questions are non-secure and are from the practice test bank. They are marked “PRACTICE”, as shown here:



The Student and the Test Administrator should respond to all practice items in Step One. TAs should follow the script for Practice Step One. Do not skip any practice items in this step. It is allowable to revisit the practice items as needed during this step.

Practice Step One must always be administered one-to-one.

2-3. Step Two is made up of secure test items in all four domains. **The first section of Step Two is administered one-to-one** and is a four-item Speaking task that all TAs will immediately handscore. **Only** the TA is allowed to score this four-item task when the scoring screens appear, and the scoring **must** be completed during the administration of Step Two of the ELPS. The score for each of the four Speaking items will be entered directly into scoring screens using the student testing computer. The scoring screen for each item will have 3 options that represent the score points that the TA is awarding for each recording:

Ⓐ Score point 2

Ⓑ Score point 1

Ⓒ Score point 0

The second section of Step Two is made up of machine-scored test items in the domains of Listening, Reading, and Writing in mixed-domain order. Any items that a student skips in Step Two will be scored as zero (0) in the calculation of the domain result and in the overall proficiency determination for the student. For many students, the test will stop at the end of Step Two.

Step Three is made up of secure test items in all four domains in mixed order. Only some students will be administered this step based on the results of Step Two. The decision to continue to Step Three is made by the scoring engine behind the scenes. Items that are skipped or omitted in Step Three will be scored as zero (0) in the calculation of the domain result and in the overall proficiency determination for the student.

CAPTURING STUDENT RESPONSES

The ELPS test is an online assessment. Test Administrators create test sessions via the state testing portal, and students complete the test using the Secure Browser. The Test Delivery System is the online system that administers the test. All student responses are captured in that system; for a standard online test administration, no responses are written on paper submitted separately, spoken to the Test Administrator, or otherwise captured.

PREPARING TO ADMINISTER THE ELPS

Secure Student Identification number (SSID)

Students will need a Secure Student Identification number (SSID) to be able to participate in the ELPS.

Domain Exemptions for the ELPS

For those students on qualifying IEPs or IAPs, domain exemptions must be pre-programmed in TIDE **prior** to the start of the online ELPS test in order to prevent students from seeing any items in an exempted domain. Domain exemptions must be requested by emailing assessment@la.gov.

Note: Students with one or more domain exemptions will be automatically administered **both Steps Two and Three** of the ELPS but will not be presented with any items from the exempted domain in either Step Two or Three.

If the ELPS is inadvertently started without the domain exemptions pre-programmed, follow the appeals procedure in your state's TIDE manual in order to have the student's test reset to Step One. Once the domain exemptions are programmed correctly, the test can be restarted for the student.

If testing is continued with domains that should have been exempted but weren't, and those items are manually skipped, each skipped item will be scored as zero (0) points, which will lower the student's scores.

For students who are new to your Louisiana's schooling system, it's possible that the student has not yet had an initial IEP meeting. If a student enrolls and has evidence of hearing or vision impairment that might impact certain domains on the ELPS, but no accommodations plan, a domain exemption can be requested via email to assessment@la.gov.

Any questions on accommodations for ELPS should be emailed to assessment@la.gov.

ELPS Speaking Scoring – Step Two

Once the student completes the responses to the four-item Speaking task at the start of Step Two, the student and Test Administrator will see a message for the student to pass the computer to the Test Administrator. All ELPS Test Administrators are required to immediately score the first Speaking task that is administered in Step Two. **Students are not allowed to be involved in this scoring process.** Training materials are found in the ELPS Step Two Speaking Scoring document located on the testing [portal](#). This document should be reviewed prior to the administration of any ELPS test in grades Kindergarten through 12.

Enrichment Materials

Students may need materials such as picture books, word puzzles, or coloring sheets during Step Two of the ELPS. If word puzzles or coloring sheets are provided, the TA should have pencils and crayons available. The materials should be placed on a nearby tabletop and readily available to the student when the TA asks that the student turn away and look through the books or sheets while the first operational task (Speaking) is being scored by the TA. The intent is that the student will not be able to see the scoring screens while the TA is scoring and instead is turned to the side and doing an alternate activity during that time.

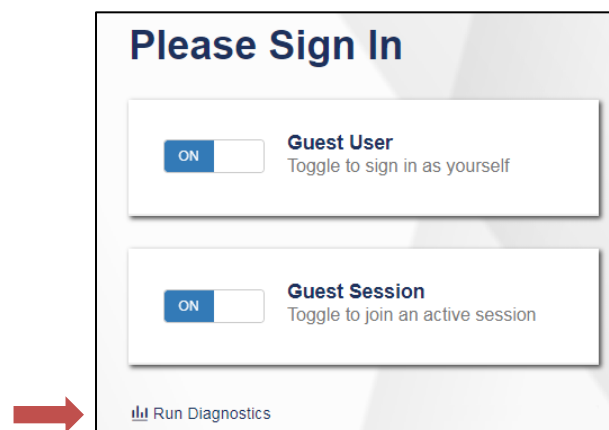
Headset (headphones and a microphone)

Students who work independently after the first task in Step Two will need a headset (headphones and a microphone) for this test. Test Administrators should verify that the headphone volume is set at an appropriate decibel level before the student puts the headset over their ears.

During Step One Practice and for the first task of the operational test in Step Two, the internal or external speakers on the testing computer can be used, as the testing environment is one-to-one at that time. No other students should be testing in the same secure environment at that point, as disturbances to other students' testing environments is not allowed.

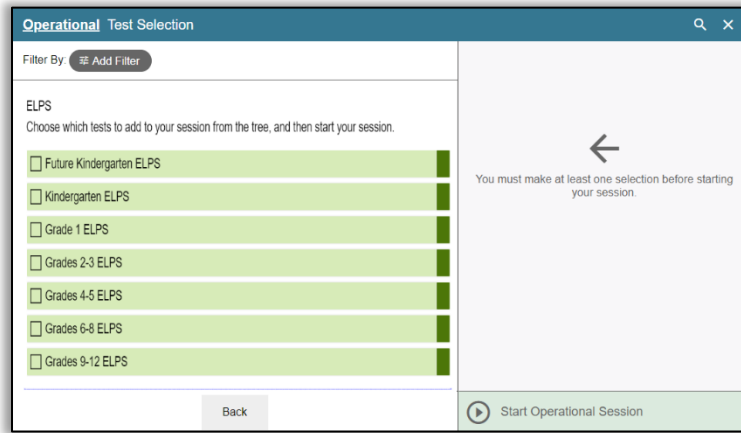
Audio Check. A suggested best practice is to start the student with the headphones around the neck for the audio check when the student is logging in to test. That way, the sound doesn't play too loudly into the student's ears.

For additional practice prior to beginning the ELPS with a student, Test Administrators can use the ELPT Online Tools Training (OTT) guest session or visit the state's testing [portal](#) to verify that the volume on the student testing computer isn't too loud, and to ensure that the microphone is working properly. Please visit the [ELPT OTT](#) page on the Louisiana ELPT Portal. At the bottom of the "Please Sign In" page, click "Run Diagnostics," then click "Recording and Audio Playback Check." If the volume is too loud, adjust the computer's internal volume settings before opening the Secure Browser to administer an ELPS test.



ADMINISTERING THE ELPS

The Test Administrator will need to create an ELPS Testing Session in order to administer the test to any students. Please refer to the TA User Guide for assistance in setting up that session. Choose the “ELPS” option for the grade band(s) you are testing from the list of available tests.



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 SSID number (permanent or temporary), and
- Test session ID (as created by the Test Administrator).

FUTURE KINDERGARTEN PROFICIENCY SCORING MODEL

The Future Kindergarten screener designates that entering kindergarten students who earn all level 3 or higher in all domains be labeled proficient (rather than a mix of 3s and 4s or better). Consistent with current practice, state representatives decide when to open and close the Future Kindergarten screening window for using the new proficiency designation for entering kindergarten students. The regular, on-grade Kindergarten Screener requires all 4s or better in each domain.

OVERVIEW: HOW TO ADMINISTER PRACTICE STEP ONE

Practice Step One of the ELPS is a practice segment, designed to help the student become familiar with the design of the test and the technology that is used for the test questions. It is also the time when the Test Administrator is allowed to freely speak to the student and assist as needed so the student learns about the help buttons, the on-board tutorials, and the “Mark for Review” feature that might be used during the test. Practice Step One must always be administered one-to-one.

The Test Administrator will start the ELPS test session. Using the secure browser, the student will log into the test session. The student will choose the ELPS test opportunity from the Available Tests menu on the screen. The Test Administrator can assist the student as needed during Practice Step One, taking note of the amount of assistance the student needs for the log in and the type of help the student needs as they go through the sound check and microphone check. In particular, younger students may not be able to type their names or complete other keyboarding independently. Test Administrators should provide one-to-one assistance to these students. See below for specific information about keyboarding skills for the writing domain.

Observations during Step One

As the student proceeds through [Practice Step One](#), the Test Administrator should follow the script provided and determine whether or not the student has sufficient technology skills to complete the test without significant assistance. These technology skills include but are not limited to the following:

- using the mouse;
- dragging and dropping items; and
- recording speaking responses correctly into the microphone using the start/stop/replay.

The practice questions in Step One can be completed more than once if the TA would like to give further opportunities to show technological skills. The TA will answer a required question about this at the end of Practice Step One.

Keyboarding Skills for Writing Domain Responses

For those in Grade Bands 2-3 through 9-12 whose ELPS continue to Step Three, students will be presented with constructed-response writing items that will require minimal typing skills. While some students may not yet have proficient keyboarding skills, the ability to “hunt and peck” to complete those responses should be sufficient for the completion of the test questions. The ELPS is not a timed test, so the students should be allowed to work at their own pace to complete the test items in all domains, including typing the writing responses. Scratch paper and a writing utensil are allowed, if a student prefers to prepare the response on paper and then type it into the response area for the test question. During Practice Step One, Test Administrators are allowed to observe keyboarding ability and offer scratch paper for use during Steps Two and Three of the test. During those steps, Test Administrators are never allowed to require the use of any universal tool, including scratch paper. It must be the student’s choice to use those tools during the test.

End of Practice Step One

At the end of Practice Step One, the student will reach the end of the segment and questions for the Test Administrator will appear. Prior to responding to these questions, the Test Administrator should guide the student through reviewing the items, particularly those that were Marked for Review or left unanswered (skipped). Although there is no specific review screen at the end of Practice Step One, this review needs to be done at the end of Practice Step One so that the Test Administrator can guide the student as practice to prepare for scored segments of the test. During Steps Two and Three, the student will need to do this review independently.

Once the student is satisfied with the Practice Step One responses, the TA should return the test to the question at the end of the segment as shown below.

Technical Assistance to the Test Taker

At the end of Practice Step One, the Test Administrator will make the final determination of whether the student will be able to interact with the rest of the online ELPS test without technical assistance. If assistance is needed, the student will proceed to Steps Two and Three in a one-on-one testing session so that the Test Administrator can move the mouse and assist the student with the technology, as needed, in the testing interface. These options are described in more detail in the next segment. This is also the final opportunity to remind students in Grade Bands 2-3 through 9-12 that scratch paper is available for use during the test.

Required Responses from the Test Administrator

ELPS Participation - Practice Step One

The TA screens at the end of Practice Step One clarify when it is appropriate to stop the ELPS and when students should advance to Step Two. Please see the questions and the guidance below to help ensure that the ELPS opportunity is continued appropriately for students.

Questions at the end of Practice Step One

The Test Administrator will respond to two questions on this screen regarding the participation of the student and (if continuing to Step Two) will indicate whether the student will work independently or not once the first operational task set is administered to the student and scored by the Test Administrator. A response to both questions is **required**.

This screen also has a reminder at the bottom, because the TA will be immediately scoring the first operational task in Step Two. At this point, the TA should prepare the materials for the Step Two speaking task.

You've reached the end of Practice Step One.

Please answer **both** questions on this screen before moving on.

Question 1: Which of the following best describes the student's participation during Practice Step One?

Participation criteria is defined as having responded to or engaged with Step One on at least one practice test question during the step.

- Ⓐ Student engaged with at least one practice question in Step One.
- Ⓑ Student engaged with at least one practice question, but in a language other than English.
- Ⓒ Student engaged with at least one practice question, but only nonverbally.
- Ⓓ Student did not engage with any practice questions in Step One. (Newcomers who meet the participation criteria must continue to Step 2 regardless of language proficiency.)

Question 2: Following the first speaking task, how will the student continue on the test?

- Ⓐ Student will continue to Step Two and work independently.
- Ⓑ Student will continue to Step Two and work 1:1 with the test administrator for technology help.
- Ⓒ N/A; Option D was chosen above and the test will not continue for the student.

Test Administrator: If the student is continuing to Step Two, the next items that will appear are on-the-fly Speaking items that you will handscore. Please have the rubric and the notes sheet (available on your portal, "Speaking on-the-fly Scoring – Screener Notes Sheet") ready for when the student begins to respond to the first item.

Please see [Step One – Reasons to continue the ELPS to Step Two](#) for detailed guidance outlining the reasons to continue the ELPS to Step Two as well as the reasons to stop the ELPS and not continue to Step Two.

If the TA chooses Option D in Question 1, “Student did not engage with any practice questions in Step One”, a second screen will appear that will ask the TA to indicate the circumstances that ended the test for the student. The test will then end and the student will receive a non-participant Individual Student Report. If Option D was chosen in error, a test reset in TIDE will be needed for the student to continue the screening session. The TA should choose option C on this screen to indicate that an error was made.

Thank you for your input. You have ended the screener for this student.

Now, please choose the most correct option regarding why you ended the screener.

These options are the only three possible scenarios for stopping the screener. The Test Administration Manual lists examples of situations in which the screener should not be stopped.

- Ⓐ Disability issues completely prevented the student from participating (even with a 1:1 assistant’s help), such as: severe autism, severe disabilities, non-verbal autism, profound deafness without sign language; other disability that prevented interaction with the test, even with allowed domain exemptions. (Note: If domain exemptions might assist the student to be able to participate in at least one domain, see Option C below and follow your state procedure.)
- Ⓑ Complete lack of engagement/participation, but not categorized within option A above. Student didn’t participate or engage with any practice question despite multiple attempts. (Note: If domain exemptions might assist the student to be able to participate in at least one domain, see Option C below and follow your state procedure.)
- Ⓒ Error was made. (Test Administrator: Exit out of the screener, and follow your state procedure for submitting an appeal/test reset request in TIDE.)

Student Non-Participants during Practice Step One

In those relatively rare cases when the student does not or cannot participate in the assessment, the screener test is ended and the non-participating student will receive an Individual Student Report indicating “Proficiency Not Demonstrated” for each domain level and an overall proficiency level of “Proficiency Not Determined”.

For the purposes of the ELPS, “participation” is indicated by the student responding to or engaging with at least one practice question during Practice Step One. State policy may also impact test administration in this case. If you are unsure about this aspect of the ELPS, please contact your District Test Coordinator before administering the test.

Additional Practice Prior to Step Two

If a TA determines that the student could benefit from additional practice prior to beginning the operational section of the ELPS, the TA may pause the test during Practice Step One. This will allow the TA and the student to end the secure test session and take the time to practice using the ELPT OTT, 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 ELPS. Once the TA determines that the student is ready to resume the ELPS, the TA should return the student to the secure testing environment, log the student back into the paused test, and resume the student’s paused test.

Note: The student’s paused Practice Step One ELPS cannot be paused longer than the 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 ELPS.

OVERVIEW: ADMINISTERING ELPS STEPS TWO AND THREE

Steps Two and Three of the ELPS consist of secure operational test items. The responses to these items are used to calculate the proficiency determination results.

The change from Practice Step One to Step Two is the indicator that the test is now secure. As mentioned above, once the student reaches Step Two, the Test Administrator is not allowed to provide any item content assistance, reading of test items, or other help to the student. The Test Administrator is allowed to assist the student with the technological demands of the test if it was determined during Practice Step One that the student needs one-to-one assistance.

Steps Two and Three are administered in either of the following two ways:

1. Student works alone after the first operational task in Step Two

In this administration, the student works independently, asking only for technical assistance if needed. This occurs if the student was able to work through Step One with little or no technological assistance from the Test Administrator.

In this scenario, after the first Speaking task in Step Two (which is administered one-to-one for all students), the Test Administrator would move away and the student would work independently. The student will be instructed to raise a hand or otherwise alert the Test Administrator if assistance is needed. As always, no assistance can be provided on actual test questions.

2. Test Administrator assists student with the technology throughout the test

The student must answer the questions on his or her own, but the test administrator can click and move the mouse for the student, as specifically directed by the student. The student is allowed to point at the screen to indicate where the Test Administrator should move and/or click. The Test Administrator is not allowed to read any answer options aloud or otherwise assist with actual test answer choices.

In this type of administration, Test Administrators are removing the technological burden from the student, but the content of the test and answering the test items are still the responsibility of the student alone. Refer to the Technology Skills Checklist for information about what help can be provided.

End of Step Two

At the end of Step Two, the student will reach the end of the segment, or Step. A review screen will appear, only for the items in Step Two that followed the first Speaking task. The student should review the items, particularly those that were Marked for Review or left unanswered (skipped). Once the student is satisfied with the Step Two responses, the student clicks the next button to end the segment. If the student skipped any items and does not want to answer those questions before moving to Step Three, that is the student's choice. Domain scores and overall results will be affected, as all skipped items count as zero points.

A popup message will appear, asking the student if they are sure that they are ready to leave the segment. By clicking YES, this ends Step Two of the ELPS. **After that point, the responses in Step Two cannot be edited; they are locked in.** The student will not be able to move back in the test to change anything from Step Two. For many students, the end of Step Two will be the end of the screening.

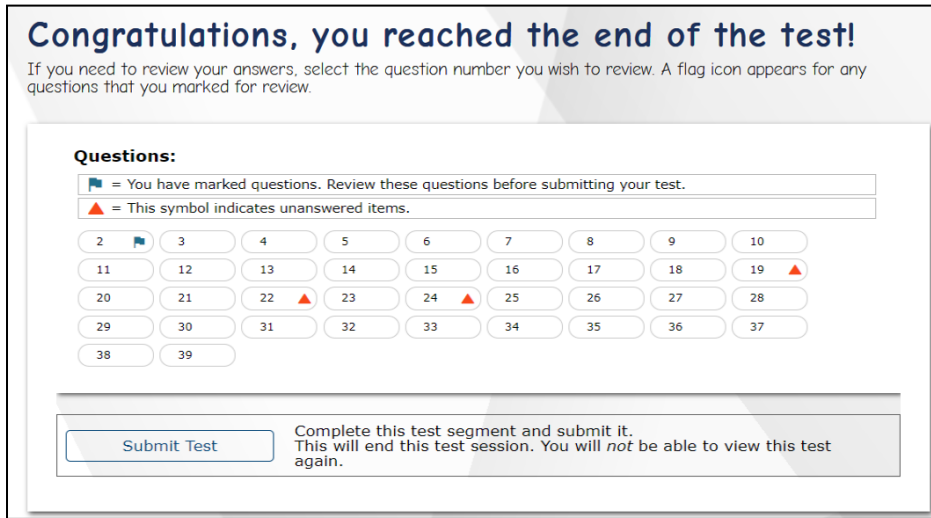
Attention	
This part of the test is ending. Do you want to continue to the next part of the test?	
If you click yes, you cannot come back and change the answers in this part.	
<input type="button" value="Yes"/>	<input type="button" value="No"/>

For some students, the screening will continue to a new segment, called Step Three. After the student finalizes the Step Two responses, the test will automatically move to the first item in Step Three. There is no TA approval screen between these steps. The student will continue through Step Three, responding to questions in Listening, Reading, Writing, and Speaking, in mixed-domain order.

End of Step Three

The end of Step Three is the end of the ELPS test. Once the student has reached the final Step Three item, the student will see the “Congratulations, you reached the end of the test” screen appear after clicking the “Next” button.

The student can review the Step 3 items or submit the test.



The final review screen includes the items to review from Step Three only. As before, the student should review the items, particularly those that were Marked for Review or left unanswered (skipped). If the student skipped any items and does not want to answer those questions before submitting the test, that is the student’s choice. Domain results and overall proficiency results will be affected, as all skipped items will count as zero points.

After review, the student should click the **Submit Test** button on this screen to finalize the test in the system. This sends the test for scoring.

If the student has utilized scratch paper to prepare responses, that scratch paper should be securely destroyed at the end of the student’s test session. If the Test Administrator utilized the Notes Sheet when scoring the Step Two Speaking task, that sheet must also be securely destroyed at the end of the student’s test session.

Only tests that have been submitted will be sent for scoring.

Important Note: Submitting Partial ELPS Tests

Unsubmitted ELPS tests cannot be sent for scoring. Therefore, Louisiana has implemented an “auto-submit” rule for incomplete tests. The partial ELPS will auto-submit at 11:59 p.m. on the 4th night after the ELPS was started. So, if an ELPS is started on Monday and left unfinished, it will auto-submit on Thursday night at 11:59 p.m., which will start the scoring process.

If a partial ELPS that is auto-submitted needs to be re-opened so that the student can finish, refer to the Appeals Process in the TIDE Manual.

SCRIPTS AND SPECIFIC TEST ADMINISTRATION INSTRUCTIONS

DURING TEST ADMINISTRATION

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

- Text that is in **bold** font is what the TA says aloud.
- Regular (non-bold) text provides additional directions to the TA that should not be read aloud.

The ELPS is initially 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. From there, the TA works with the student on the Practice Step One items and will administer the first four Speaking items of Step Two while seated next to the student. Once the student has finished responding to the secure speaking task, the TA will use the student's testing computer to score the items while the student is turned to the side reviewing enrichment materials. Once the Speaking scoring is completed, the TA will re-engage the student in the ELPS, with the student either working independently or continuing with one-to-one assistance from the TA.

STEP ONE

The Test Administrator should create a testing session, as noted above and outlined in the training guide. On the student testing computer, open the secure browser to the student log-in page.

Welcome the student and put him/her at ease. Introduce yourself.

SAY (something like): Thank you for coming here today. Welcome! My name is _____ and I'll be working with you today.

(Translated Screener Test Directions: Step One audio track 1)

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 and then we will practice. You need headphones and a microphone for this test. I have those for you here.

(Translated Screener Test Directions: Step One audio track 2)

Have the student log into the testing computer, assisting as needed. The student will go through the verification screens to reach the audio and microphone test page. The Test Administrator can assist as needed. Have the student put on the provided headset, preferably around the neck rather than on the ears in case the volume is too high. Assist as needed so that the microphone portion is in the correct place for optimal recording.

Have the student verify the microphone works by following the directions on that page. Then, finish the log in process to reach the "Waiting for segment approval" screen.

SAY: We are going to start the Practice part of this test. We will work together during this segment 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 and show you how to access the help screens.

(Translated Screener Test Directions: Step One audio track 3)

SAY: In a moment, once I start your test, I am going to show you some features of the test that you can use when you want.

(Translated Screener Test Directions: Step One audio track 4)

SAY: Are you ready to start this part of the test?

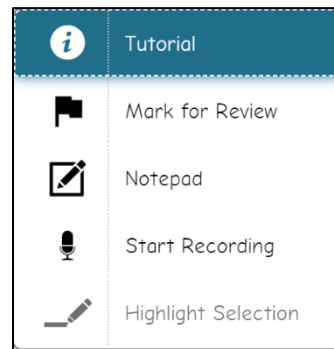
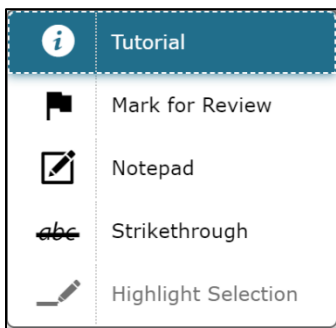
(Translated Screener Test Directions: Step One audio track 5)

Once the student is ready, the Test Administrator should use the TA session device to review the student settings in the test session screen and click the green arrow to start the student’s testing session for Practice Step One when ready. The first practice item will appear on the screen. The audio will play automatically, which is fine. Follow the script in bold below.

Practice Items

Drop-Down Menu

Clicking the three horizontal bars to the right of the test question number will reveal the dropdown menu. It includes two key features – Tutorial and Mark for Review. For some test items, highlighting and strikethrough are available. The drop-down menu will vary depending on the domain and task type. Here are examples of how the menu will appear:



When the first practice test question is on the screen (audio will auto-play), engage with the student.

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. (Replay audio).

(Translated Screener Test Directions: Step One audio track 6)

The Test Administrator should show the student the on-board tutorial in the drop-down menu.

SAY: These short videos can help you know what to do to answer a question. Click here if you want to see a video. (Play the tutorial for the first practice test item.) **Click the “X” in the upper right of the video window to close it** (TA demonstrates when the tutorial is finished).

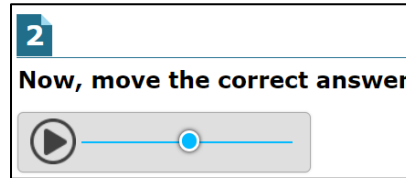
(Translated Screener Test Directions: Step One audio track 7)

Next, still using practice question 1, show the student the “Mark for Review” feature, also in the drop-down menu.

SAY: This is one way to mark a question that you aren’t sure of. If you mark for review, like this (demonstrate), **the test question number will have a folded down corner** (indicate the folded corner to the student). **Also, in the questions number list** (upper left of screen drop-down menu), **you see the flag is on question number 1 because we just flagged it** (TA indicates the flag). **Use this flag on any question you don’t know and might want to come back to during this test.**

(Translated Screener Test Directions: Step One audio track 8)

Marking for review: notice the question number is blue with the corner folded down.



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).

(Translated Screener Test Directions: Step One audio track 9)

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).

(Translated Screener Test Directions: Step One audio track 10)

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.**

(Translated Screener Test Directions: Step One audio track 11)

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 practice test questions and responses.

SAY: Now let's change the answer, just to practice again. Choose a different answer. (TA assists as needed.)

(Translated Screener Test Directions: Step One audio track 12)

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

(Translated Screener Test Directions: Step One audio track 13)

For the next 3 practice questions, the TA should interact with the student and proceed through the questions in an "I do it, you do it" manner so that the TA can become familiar with the student's technological abilities, any need for one-to-one assistance, and the TA will continue to assist the student with the tools on the test. The Test Administrator may also give the student an opportunity to work independently after practice question 1.

If the student appears unable to use the technology, the Test Administrator can assist as allowed. If that occurs:

SAY: I can help you with the mouse and the computer if you want. Is that okay? (It's possible the student could refuse.)

(Translated Screener Test Directions: Step One audio track 14)

If the student agrees:

SAY: Ok, I will sit next to you here, and you will tell me what to click. You have to decide what the answer is – then either tell me or point to the screen like this (demonstrate pointing to the screen to the options available and then click that option). **I can't choose any answers for you, but I can mark them for review if you want me to.**

(Translated Screener Test Directions: Step One audio track 15)

During this assessment, the Test Administrator is not allowed to choose any answers for a non-responsive student.

The practice segment of the ELPS is made up of sample items in task types that the student will encounter on the ELPS. For some practice tasks, a partial task set is administered. There are two Speaking items at the end of Step One that help the student practice just before they are administered the first Step Two task, which is a four-item Speaking task.

Here is the breakdown of Step One Practice, by grade band.

	KG	1	2-3	4-5	6-8	9-12
Question 1	Listening	Listening	Listening	Listening	Listening	Listening
Question 2	Reading	Reading	Listening	Reading	Reading	Reading
Question 3	Writing	Writing	Writing	Writing	Reading	Reading
Question 4	Speaking	Speaking	Reading	Listening	Writing	Writing
Question 5	Speaking	Speaking	Speaking	Reading	Writing	Writing
Question 6			Speaking	Speaking	Writing	Writing
Question 7				Speaking	Writing	Writing
Question 8					Speaking	Speaking
Question 9					Speaking	Speaking

Monitor the student to reach the Speaking practice item. If needed, assist the student with the use of the recording buttons for start, stop, and replay for the speaking response. Illustrate that if the “record” button is clicked again after the student has made an initial recording, the first recording is erased and replaced with the new recording.

SAY: Ok, we need to move to the next question. What answer do you choose for this question?
 (Translated Screener Test Directions: Step One audio track 16)

If student doesn't respond ask,

SAY: Would you like me to mark this for review? I can do that, or I can skip this question.
 (Translated Screener Test Directions: Step One audio track 17)

Do the action that the student indicates. If the student is silent, skip the question.

During Step One, continue to try to practice, as these responses aren't tracked in any manner for language proficiency.

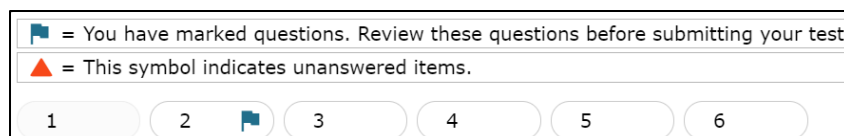
Move to the next question; continue as needed for responses. If the student reaches a point of frustration, non-participation or non-compliance, the student can skip items in the segment.

End of Step One Practice

When the student reaches the end of Step One, the question for the Test Administrator will appear. The Test Administrator should give specific instructions about how to review any flagged or skipped items.

SAY: We have finished all the practice items on this test. Let me show you the easy way to review your answers in this segment. (TA clicks on the dropdown item list). **Click here on any test question you want to review. I'm going to pretend that we want to review question 2.**
 (Translated Screener Test Directions: Step One audio track 18)

The TA can click or the student can click on question 2 in the dropdown list.

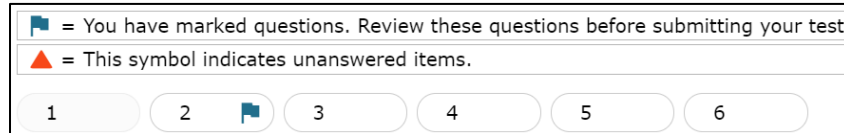


During this time, the ELPS can be paused if the TA determines that the student will benefit from additional practice. If yes, the TA would pause the ELPS test on or before the Speaking practice question, and have the student use the non-secure practice test as needed. If the student doesn't need additional practice, continue the script to finalize Practice Step One.

SAY: When you finish reviewing, you don't have to click forward one by one – instead just use the drop-down menu in the top left for easy movement. Let's click on question 4 now.

(Translated Screener Test Directions: Step One audio track 19)

The Test Administrator can demonstrate by clicking question 4 in the drop-down list at top left, which shows all test questions in Step One. The computer will move forward to question 4.



SAY: If you are finished reviewing, click on the very last item in the list. That will take you to the final test item. Click NEXT to get the review screen again.

(Translated Screener Test Directions: Step One audio track 20)

The Test Administrator can demonstrate these actions, or the student can practice on their own.

SAY: Ok, please do your review. Let me know when you are finished.

(Translated Screener Test Directions: Step One audio track 21)

When the student has indicated they are ready to move to the next part of the test and has clicked “Next” to respond to the “Are you sure?” question, the required questions for the Test Administrator will appear on the student’s computer.

SAY: In a few minutes, we will 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).

(Translated Screener Test Directions: Step One audio track 22)

Until the TA questions are answered, it is still possible to go back to review any of the practice test items or features.

SAY: Thank you. Give me a moment to answer some questions.

(Translated Screener Test Directions: Step One audio track 23)

Mandatory TA Responses

The TA’s responses to the following questions trigger whether or not the test continues, in the case that the student was not participating with the Practice Step One items. If the student responded to at least one practice question, the test can be continued. If the student would not or could not participate in Practice Step One, the test can be ended using Option D in Question 1, non-participant. The TA will use the student’s testing computer to respond to these questions. A response to both questions is **required**.

Please refer to the guidance on the following pages to help ensure that the ELPS opportunity is continued appropriately for students.

You've reached the end of Practice Step One.

Please answer **both** questions on this screen before moving on.

Question 1: Which of the following best describes the student's participation during Practice Step One?

Participation criteria is defined as having responded to or engaged with Step One on at least one practice test question during the step.

- Ⓐ Student engaged with at least one practice question in Step One.
- Ⓑ Student engaged with at least one practice question, but in a language other than English.
- Ⓒ Student engaged with at least one practice question, but only nonverbally.
- Ⓓ Student did not engage with any practice questions in Step One. (Newcomers who meet the participation criteria must continue to Step 2 regardless of language proficiency.)

Question 2: Following the first speaking task, how will the student continue on the test?

- Ⓐ Student will continue to Step Two and work independently.
- Ⓑ Student will continue to Step Two and work 1:1 with the test administrator for technology help.
- Ⓒ N/A; Option D was chosen above and the test will not continue for the student.

Test Administrator: If the student is continuing to Step Two, the next items that will appear are on-the-fly Speaking items that you will handscore. Please have the rubric and the notes sheet (available on your portal, "Speaking on-the-fly Scoring – Screener Notes Sheet") ready for when the student begins to respond to the first item.

Step One - Reasons to continue the ELPS to Step Two

Example scenario	Why to continue to Step Two
Student participated in the full practice step one	Student is fully participating
Student engaged with one practice item	Student has met the minimum criteria for continuing the test
Student engaged with at least one practice question, but in a language other than English	Student is participating, despite not responding in English
Student engaged with at least one practice question, but only non-verbally	Student is participating, despite using non-verbal communication
Student engaged by clicking "next" on each item without answering a question	Student is participating by clicking responses, which meets the definition of participation
Student answered "I don't know" in English or home language and guessed on the other questions	Student is participating by responding to the questions
Student would only answer in home language and was clearly just guessing answers	Student is participating by responding to the questions
Student pointed and chose random answers	Student is participating by responding to the questions
Student is a newcomer and got frustrated during the practice section	Student is participating despite frustration; the test should be continued. It may be appropriate to pause the test if the student is experiencing strong emotions.
The student felt unsuccessful	Student is participating despite frustration; the test should be continued. It may be appropriate to pause the test if the student is experiencing strong emotions.
Student struggled with the navigation of the test	Student is participating and the TA is allowed to assist student with technology as needed
Student had issues with the use of headphones, so the test was stopped	The ELPS is administered in a secure testing environment and is administered one-to-one at the beginning of the test. If a student has difficulty with headphones, the onboard or external speakers can be used in place of headphones

Step One - Reasons to stop the ELPS and not continue to Step Two. Test administrators should consider if pausing and returning to the test on a future day might alleviate reasons behind non-participation.

Example scenario	Why to stop the screening
Student had disability issues ¹ such that the student was completely prevented from participating (even with a 1:1 assistant's help)	Student was unable to participate to meet the minimum requirement of interacting with at least one practice item
Student did not participate in any manner during Practice Step One despite multiple opportunities	Student did not meet the minimum requirement of interacting with at least one practice item
Student did not appear to understand that a response was being asked of them, and did not interact with the test in any manner, despite multiple opportunities	Student did not meet the minimum requirement of interacting with at least one practice item

If the TA chooses Option A, Option B, or Option C in Question 1, the test will continue to Step Two and the first Speaking task will be immediately administered. Before Step Two, the TA must also respond to Question 2 to indicate if the student will require TA assistance with the technology. If the student is able to work with the technology independently, select Option A. If the student will need 1:1 assistance with the technology for the remainder of the test, select Option B. If Option D was chosen in Question 1 because the student did not engage with any practice questions in Practice Step One, select Option C. For tests continuing to Step Two, do not click “Next” until the TA has read the [Step Two](#) script because when “Next” is clicked, the audio for the first operational Speaking question will begin playing.

If the TA chooses Option D in Question 1, “Student did not engage with any practice questions in Step One” a second screen will appear that will ask the TA to indicate the circumstances that ended the test for the student. The test will then end and the student will receive a non-participant Individual Student Report. If Option D was chosen in error, a test reset in TIDE will be needed for the student to continue the screening session. The TA should choose option C on this screen to indicate that an error was made.

Thank you for your input. You have ended the screener for this student.

Now, please choose the most correct option regarding why you ended the screener.

These options are the only three possible scenarios for stopping the screener. The Test Administration Manual lists examples of situations in which the screener should not be stopped.

- Ⓐ Disability issues completely prevented the student from participating (even with a 1:1 assistant’s help), such as: severe autism, severe disabilities, non-verbal autism, profound deafness without sign language; other disability that prevented interaction with the test, even with allowed domain exemptions. (Note: If domain exemptions might assist the student to be able to participate in at least one domain, see Option C below and follow your state procedure.)
- Ⓑ Complete lack of engagement/participation, but not categorized within option A above. Student didn’t participate or engage with any practice question despite multiple attempts. (Note: If domain exemptions might assist the student to be able to participate in at least one domain, see Option C below and follow your state procedure.)
- Ⓒ Error was made. (Test Administrator: Exit out of the screener, and follow your state procedure for submitting an appeal/test reset request in TIDE.)

¹ such as: severe autism, severe disabilities, non-verbal autism, profound deafness without sign language; other disability that prevented interaction with the test, even with allowed domain exemptions.

STEP TWO

Step Two is administered under secure testing conditions, with only the student choosing responses to test questions. Use the test interface features, such as the on-board tutorials and mark for review, as the student indicates. During this section of the test, the headphones should be around the student’s neck (not over the ears) so that the TA can hear the prompt as the student hears it. The microphone should be positioned near the student’s mouth for an audible recording.

In all grade bands, the first part of Step Two is the four-item Speaking task. This task is administered one-to-one, and the TA must score the four items after the student has reviewed the recordings. Prior to administering the ELPS, the TA should have downloaded the ELPS Step Two Speaking Scoring Document and printed the K-12 rubric and the Notes Sheet. The TA should still be seated adjacent to the student.

SAY: Now we are going to start the test. First, you will answer four Speaking questions, and you will create recordings just like we did a few minutes ago on the Speaking practice items.

(Translated Screener Test Directions: Step Two audio track 1)

SAY: In this set, you will make a total of four recordings.

(Translated Screener Test Directions: Step Two audio track 2)

SAY: When you are ready to record, you can click on the microphone button or let me know to help you with the buttons. (Pause while the student prepares).

(Translated Screener Test Directions: Step Two audio track 3)

As the student records the responses, the TA can take notes on the Notes Sheet and score “on the fly” while the student is recording. Wait while the student makes recordings for the four items (with or without TA assistance with the technology, as indicated in the mandatory TA assistance question).

Student Review of Recordings

Once the student has finished the four recordings, the student will be given the chance to review the responses and re-record if they wish.

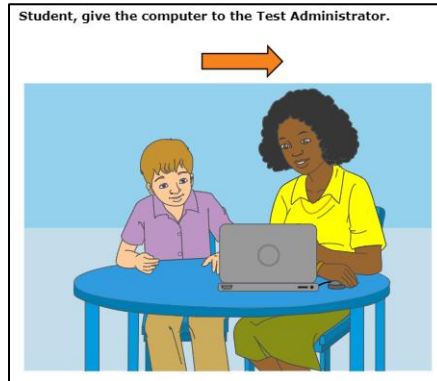
SAY: Now you can review your recordings. Click the “Back” arrow button to go back and review the four recordings you made if you want to review them (If the TA is helping the student with the technology, the TA may click the back arrow as indicated by the student).

(Translated Screener Test Directions: Step Two audio track 4)

SAY: Click the “Next” arrow to review each one. Once you are finished, your recordings are final. Ready? (Pause while student reviews, if the student wants to review [a review is not required]).

(Translated Screener Test Directions: Step Two audio track 5)

When the review is complete or the student indicates that they don’t wish to review, the student should click the Next arrow for the note on the ELPS to pass the computer to the TA, as shown here. This finalizes and locks down in the student recordings.



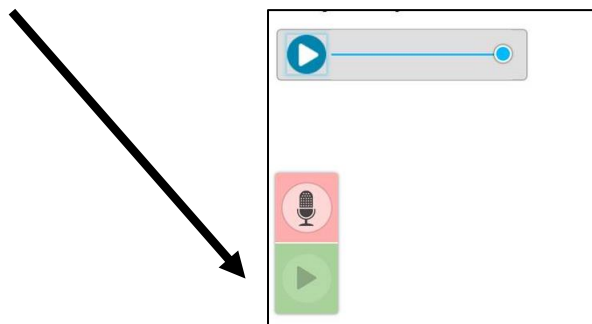
At this point, the TA should have the student turn away from the testing computer. The student should be provided with enrichment materials while the TA is scoring the four Speaking responses. The student should not be able to see the test computer’s screen during this time.

Immediate Scoring of Step Two Speaking Task

The TA may have been taking notes and possibly scoring the student responses to each Speaking item as the student was recording. If the TA is confident in those scores, the screens following the action screen above are used to enter the scores on each Speaking item. **Only the TA is allowed to score the student’s responses.**

If the TA is not confident of the notes or a preliminary score on the responses, the TA can use the “Back” arrow button to move back 5 screens to find the first Speaking item and listen to the student’s response.

Important: Click only the “Play” button when reviewing the student recordings. If the “Microphone” button is clicked, it will erase the student’s recording.



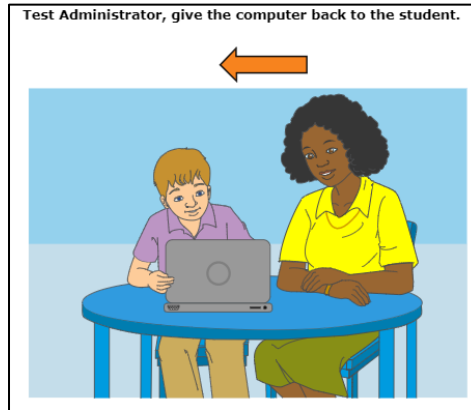
If a student recording is inadvertently erased, the TA should immediately re-engage with the student and ask that they re-record a response to the item. Once that is completed, the TA can score the recording. It is not allowable to score based off “memory” if a recording is inadvertently erased. The response must be re-recorded and then scored.

Once the TA is ready to enter the scores for the four Speaking items, the TA should click the “Next” arrow on the student’s testing computer until a copy of the Speaking item appears with the scoring rubric of 2-1-0 showing on the right side of the screen. Using the notes and the rubric, the TA should enter the score for the first of the four items, then proceed “Next” to the other three items in the task.

Note: The TA must score based on the recording made by the student. The scoring can be done on-the-fly while the student is speaking into the microphone. A percentage of the Step Two Speaking responses will be scored behind-the-scenes by the handscoring vendor. While the TA’s scores will not be changed as a result, the second scoring process is a quality control verification. Therefore, the student recording must dictate the score points awarded by the TA.

Locked Scores

Once the four tasks have been scored, the TA will click “Next” to lock down the scoring. The scores for the four items cannot be changed once the “Next” arrow is clicked and the TA sees the screen to pass the computer back to the student. Alert the student that it’s time to re-engage in the test, putting aside the enrichment materials.



Step Two, Continued

After the Step Two Speaking task is scored, the student may work independently on the rest of the test if the TA determined at the end of Step One the student was able to work alone. Otherwise, the TA will stay seated adjacent to the student to assist with the technology aspect of the test during Step Two.

SAY: Now we will start the test again. You will answer questions for Listening, Reading, and Writing during this part of the test. We will continue through the test until we see the review screen for this section of the test. Do you have any questions before you get started? (Pause for student questions.)
(Translated Screener Test Directions: Step Two audio track 6)

At this point, if the student is working independently, the TA may move off to a nearby location in the secure testing room and allow the student to work at their own pace until the end of Step Two.

If the student will work independently,

SAY: I will be here if you need assistance with the technology during this part of the test. Please raise your hand if you need help.
(Translated Screener Test Directions: Step Two audio track 7)

If the student and TA will continue to work one-to-one,

SAY: Ok, let’s get started on this part of the test. Let’s click the “Next” arrow to see the first question in this section.
(Translated Screener Test Directions: Step Two audio track 8)

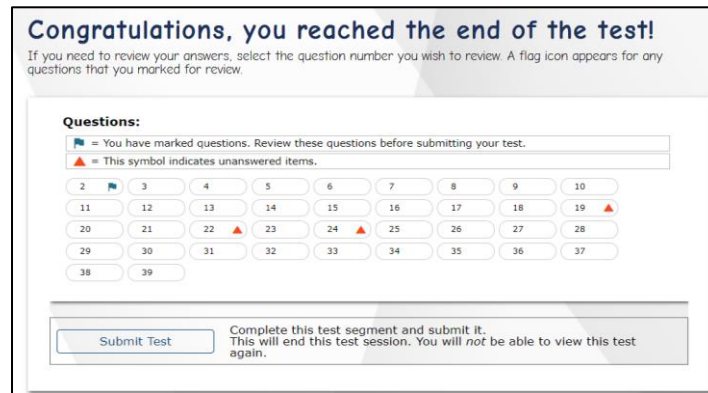
Note: As Step Two progresses, the test questions become more difficult. The student could become frustrated. The Test Administrator may remind the student to use the mark for review feature or skip the questions that are too difficult by clicking “Next” on the questions that the student wants to skip.

Test questions that are left unanswered will be scored as zero (0) points for the domain and for the overall proficiency determination.

The TA should monitor the TA session device as the student proceeds through Step Two. When the student reaches the review screen, the TA should remind the student that the answers can’t be changed once the Step is submitted as final.

SAY: You are at the end of this Step. Once we move forward, you can't come back. Would you like to review your answers?

(Translated Screener Test Directions: Step Two audio track 9)



If yes, the student takes as much time as needed to review previous responses and answer any skipped items. If the Test Administrator is handling the mouse, the student must indicate which questions to go back to.

When the student is finished with the review, the student will click the **Submit Test** button, and answer yes to the last “Are you sure?” question.

End of Step Two

For the majority of students being screened, the test will stop automatically at the end of Step Two. For students whose test automatically ends at Step Two:

- A “Your Results” screen will appear;
- The student will log out of the test; and
- ELPS results will be available in the Reporting System within 3 hours of test submission.

For the rest of the students, the continuation of the test is seamless:

- The next test question will appear on the screen and the audio will automatically play; and
- The student will continue working independently or one-to-one with the TA, depending on how Step Two was administered.

Individual Student Reports – Step Two

In Step Two, students must provide a response to a minimum of 1 test question in each domain in order to generate an Individual Score Report that will include a domain level report. If zero items are responded to in a domain (or multiple domains), the student would receive an “N” for “Not Attempted” for that domain.

Items left unanswered will be scored as zero (0) points for the domain and for the overall proficiency determination.

STEP THREE

As noted above, the continuation of the ELPS to Step Three is seamless. Once the student submits the final responses to Step Two and verifies that they are sure their answers are final, the student will be administered the first Step Three item.

Once the new test question appears on the screen,

SAY: In this section of the test, you will see test questions in Speaking, Writing, Listening and Reading. If you need help during this part of the test, please let me know.

(Translated Screener Test Directions: Step Three audio track 1)

If the Test Administrator is assisting the student with technology, remain seated adjacent to the student. Continue with Step Three under secure testing conditions, with only the student choosing responses to test questions. Use the test interface features, such as the on-board tutorials, as the student indicates.

Note: As Step Three progresses, the test questions become more difficult. The student could become frustrated. The Test Administrator should remind the student to use the Mark for Review feature or skip the questions that are too difficult by clicking “Next” on the questions that the student wants to skip.

At the end of Step Three, a step review screen will appear in the same manner it did at the end of Step Two. The TA can encourage, but not force, the student to review.

SAY: You are at the end of this Step, which is also the end of the test. Once we submit the test, you can't change any answers. Would you like to review your answers?

(Translated Screener Test Directions: Step Three audio track 2)

If yes, the student takes as much time as needed to review previous responses and answer any skipped items. If the Test Administrator is handling the mouse, the student must indicate which questions to go back to.

When the student is finished with the review, click “Next”.

The “Congratulations, you reached the end of the test” screen appears. The student should click the **Submit Test** button at this point and verify the “Are you sure?” question by answering “Yes.” Testing is complete and a “Your Results” screen will appear. The student will log out of the system.

The Test Administrator should thank the student for participating in the test, then continue with usual screening procedures or dismiss the student in the usual manner.

Individual Student Reports – Step Three

For the student whose ELPS test continued to Step Three, the submitted tests go to the scoring center so that the Speaking and Writing constructed response questions can be scored. Results for ELPS tests that include Step Three responses will be available in the Reporting system within seven (7) calendar days after the test is submitted.

As usual, items left unanswered will be scored as zero (0) points for the domain and for the overall proficiency determination.

USER SUPPORT

For questions regarding information in this *ELPS Test Administration Manual*:

- **TAs and School Test Coordinators**, contact your District Test Coordinator.
- **District Test Coordinators** contact the Louisiana ELPS/ELPT Help Desk for technical clarifications (see contact information below). For policy questions, contact assessment@la.gov.

For Policy or Test Administration Questions:

- **TAs and School Test Coordinators**, refer to the *Test Administration Manual*. If additional support is needed, contact your District Test Coordinator.
- **District Test Coordinators** contact the Louisiana ELPS/ELPT Help Desk for technical clarifications (see contact information below). For policy questions, contact the Title III office at the Louisiana Department of Education.

For Technology, System, or Program Issues:

- **TAs, School Test Coordinators, and District Test Coordinators** contact the [Louisiana ELPT Help Desk](#) (*TAs and School Test Coordinators must also alert the District Test and Technology Coordinators of issues*).

The Louisiana ELPS/ELPT Help Desk is open Monday–Friday from 7:00 a.m. to 7:00 p.m. CT (except holidays or as otherwise indicated on the [Louisiana ELPS/ELPT Portal](#)).

Louisiana ELPS/ELPT Help Desk

Toll-Free Phone Support: 1-866-758-0231

Email Support: laelphelpdesk@cambiumassessment.com

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

- Name
- If the issue pertains to a student, provide student's SSID and associated school district. Do not provide any additional student information as doing so may violate FERPA policies.
- If the issue pertains to a TIDE user, provide the user's full name and email address.
- Any error messages and codes that appeared, if applicable.
- Affected test Session ID and question number, if applicable.
- Operating system and browser version information, including version numbers (for example, Windows 10 and Firefox 60 or Mac OS 10.9 and Safari 9)
- Information about your network configuration, if known:
 - Secure browser installation (to individual devices or network)
 - Wired or wireless internet network setup

REVISION LOG

Page(s)	Description of Update	Date of Update
16	Added language to clarify that some tasks in the practice step are partial tasks.	8/15/2018
3, 5, 22	Added clarifying language that only the TA is allowed to score the Step Two Speaking responses.	9/17/2018
5	Updated log-in screen screenshot.	10/12/2018
11	Updated “Congratulations, you reached the end of the test!” screenshot.	10/22/2018
All	Updated footer.	10/22/2018
18-20	Updated Mandatory TA Response options.	5/10/2019
9, 20	Added screenshot of new Option D follow-up screen.	5/10/2019
8, 19-20, 22-23	Updated screenshots of TA screens.	5/10/2019
Throughout	Added “Practice” before most instances of “Step One”.	5/15/2019
15	Updated mark for review screenshot and removed reference to the flag icon with a check mark.	6/19/2019
6	Added information regarding the updated Future Kindergarten Screener "Proficient" designation.	6/23/2021
Throughout	Per the ELPA21 Assessment Design committee’s feedback, we have included the audio track numbers for translated test directions as applicable.	4/11/2022
Throughout	The copyright footer was updated from the original range format to a single year (© 2022) to note the year when the document was updated.	6/7/2022
6	Updated the information regarding the Future Kindergarten Screener "Proficient" designation.	6/22/2022
Throughout	Updated school year throughout to reference 2023-2024.	4/13/2023
6	Updated screenshot of the "Test Selection" window to reflect the new proctor UI.	7/12/2023
11	Updated screenshots and verbiage to describe the revised workflow to end a test.	7/12/2023
16-17	Updated the screenshots reflecting the Item drop-down menu.	7/12/2023
23	Updated screenshot to reflect the revised workflow to end a test.	7/12/2023
Throughout	Updated “he/she” and “his/her” pronouns to “they” and “their”.	7/14/2023
10-11, 22-23	Further updated screenshots and verbiage to describe the revised workflow to end a test.	7/31/2023
13	Updated screenshots reflecting the context menu.	7/31/2023