West Virginia DEPARTMENT OF
EDUCATION

Screener SY 2018-20	Grades
	K–12

ELPA21 Online Dynamic Screener 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 ELPA21 Dynamic Screener.

OVERVIEW

This manual contains the directions to guide screener 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 West Virginia ELPA21 Portal.

Technology

All computers and tablets intended for use in the administration of the ELPA21 Dynamic Screener must be set up and configured to test using the student Test Delivery System (TDS) prior to the first administration. The Secure Browser Installation Manual can be found on the http://wv.portal.airast.org/browsers/. If you have any questions, refer to the User Support section on page 24 of this manual.

About the 2018-20 ELPA21 Dynamic Screener

The ELPA21 Dynamic Screener is a tool for determining English Learner eligibility for students entering grades Kindergarten through 12. The screener meets the Local Education Agency's (LEA) obligations under Title VI of the Civil Rights Act of 1964, the Equal Education Opportunities Act (EEOA), and identification of ELP status in the Elementary and Secondary Education Act (ESEA) and the Act's reauthorization in 2015, the Every Student Succeeds Act (ESSA).

The ELPA21 Dynamic Screener 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 English Language Proficiency (ELP) Standards adopted by the ELPA21 member states.

TA Qualifications

TAs administering the ELPA21 Screener should have experience with English learners (ELs). In West Virginia, there is a specific screener TA role. When administering the screener, please log into the system using that role. There is a separate TA role for the summative ELPA21 in West Virginia.

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 District Title III Director 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 ELPA21 Accessibility and Accommodations Manual), adhere to the guidelines for that process during the administration of the screener.

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 participating ELPA21 state.

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 screener 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 ELPA21 Dynamic Screener.
2. Review the ELPA21 Step Two Speaking Scoring document, posted on the portal prior to engaging in the screener. For students who are administered Step Two of the screener, all TAs are required to score the first operational task on the screener, using the rubric provided in that document.
3. Verify that computers are set up and configured for the ELPA21 Assessments.
4. Refer to the *ELPA21 Accessibility and Accommodations Manual* ([West Virginia ELPA21 Portal](#)) 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).
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 screener test version and that the student's designated supports and accommodations are selected correctly.
13. Review the critical information for administering the screener in this manual.

GENERAL DIRECTIONS FOR ADMINISTRATION

Overview

The ELPA21 Dynamic Screener is divided into three segments. Each segment is labeled "Step." **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. 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 Step One questions are non-secure and are from the practice test bank. They are marked "PRACTICE", as shown here:
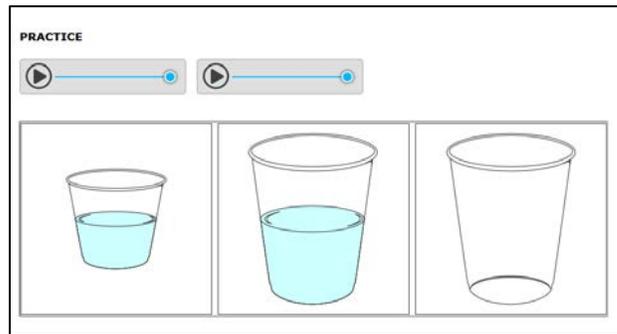
    The Student and the Test Administrator should respond to all practice items in Step One. TAs should follow the script for Step One. Do not skip any practice items in this step. It is allowable to revisit the practice items as needed during this step.

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

    2. 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 hand score. 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:

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.

3. 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 ELPA21 Dynamic Screener 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 SCREENER

Secure Student Identification number (SSID)

Students will need a Secure Student Identification number (SSID) to be able to participate in the screener. The ELPA21 states using the screener may have differing procedures for acquiring SSIDs for participating students. Follow your district and state procedures regarding SSIDs for students who don't yet have one in your state.

If your state is participating in the Temporary Student ID system, the ELPA21 Dynamic Screener can generate a temporary ID number so that students who are new to a district can be immediately screened. Please refer to the TIDE User Guide to assign a temporary ID in TIDE and adhere to your state's established procedures regarding assignment of SSIDs. If you are unsure, do not schedule any screener testing until you have contacted your District Test Coordinator for more information about the SSID process in your state.

Domain Exemptions for the Screener

For those students on qualifying IEPs or 504 Plans, domain exemptions must be pre-programmed in TIDE **prior** to the start of the online screener test in order to prevent students from seeing any items in an exempted domain.

> Note: Students with one or more domain exemptions will be automatically administered **both Steps Two and Three** of the screener but will not be presented with any items from the exempted domain in either Step Two or Three. In addition to the above information, please also note that in some states, only certain user roles can set domain exemptions in TIDE and your state may have specific rules regarding domain exemptions for students. Please adhere to your state's procedures as required.

If the screener 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 state's schooling system, it's possible that the student has not yet had an initial IEP meeting. In this case, please refer to your state's procedures for screening potential English Learners whose exemptions may not yet be officially noted or documented.

ELPA21 Speaking Scoring – Step Two

All screener Test Administrators are required to immediately score the first Speaking task that is administered in Step Two. Training materials are found in the ELPA21 Step Two Speaking Scoring document located on the testing portal. This document should be reviewed prior to the administration of any screener in grades Kindergarten through 12.

Enrichment Materials

Students will need materials such as picture books, word puzzles, or coloring sheets during Step Two of the Screener. 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, 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 ELPA21 Dynamic Screener with a student, Test Administrators can use the ELPA21 demo/practice 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 ELPA21 Practice or Training Test page on your state's portal. Go to the Guest User log in page for the practice test. At the bottom of the window, 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 a screener test.

ADMINISTERING THE SCREENER

The Test Administrator will need to create an ELPA21 Screener 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 "ELPA21 Screener" from the list of available tests.
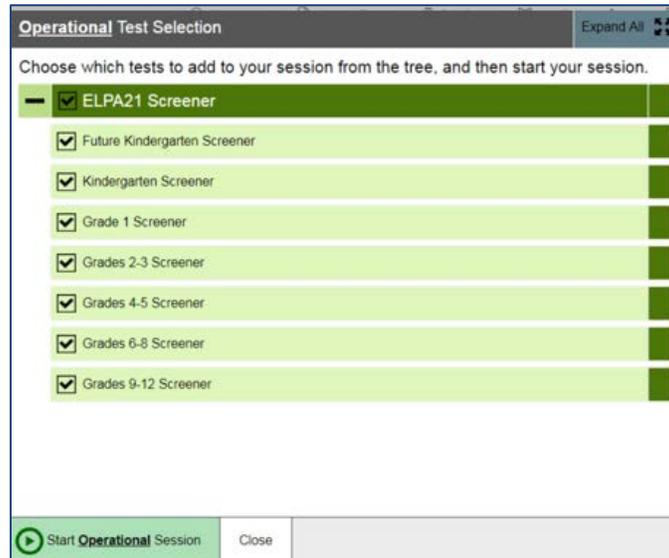
There are two options. First, as shown below, choose "ELPA21 Screener" without expanding the list of tests. This allows the Test Administrator to administer an online screener to a student in any grade.

The second option, as shown below, is to expand the list of tests and only choose certain grades for the test session.

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).

OVERVIEW: HOW TO ADMINISTER STEP ONE PRACTICE

Step One of the screener 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. Step One must always be administered one-to-one.

The Test Administrator will start the screener test session. Using the secure browser, the student will log into the test session. The student will choose the screener test opportunity from the available tests menu on the screen. The Test Administrator can assist the student as needed during 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 Step One following the script provided in this document beginning on page 13, the Test Administrator should determine whether or not the student has sufficient technology skills--such as dragging and dropping and moving the mouse or recording speaking responses correctly into the microphone using the start/stop/replay buttons as appropriate--to complete the test without significant assistance. The practice questions in Step One can be completed more than once if the TA would like to give further opportunity to show technological skills. The TA will answer a required question about this at the end of Step One.

Keyboarding Skills for Writing Domain Responses

For those in Grade Bands 2-3 through 9-12 whose screener tests 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 ELPA21 Dynamic Screener 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 Step One, Test Administrators are allowed to observe the keyboarding abilities and offer the 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 Step One

At the end of Step One, the student will reach the end of the segment and the question for the Test Administrator will appear. Prior to responding to that question, 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 Step One, this review needs to be done at the end of 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 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 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 screener 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 Response from the Test Administrator

The Test Administrator will respond to a question 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 is required.

This test question 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.

Student Non-Participants during Step One Practice

During Step One, it is possible that a student may refuse or be otherwise unable to participate. This could be exhibited in a number of ways, such as shaking the head, sitting without responding, or openly refusing to respond. There are also situations when a student may be unable to indicate a response. For these situations, Step One is your opportunity to identify how the student communicates, or if the student is not participating or cannot participate. The ELPA21 Dynamic Screener has a stopping point at the end of Step One, in cases when the student does not or cannot participate in the assessment. If the screener test is ended, the non-participating student will receive an Individual Student Report indicating "Proficiency Not Demonstrated" with domain level indicators of "0" for all domains.

For the purposes of the ELPA21 Dynamic Screener, "participation" is indicated by the student responding to at least one practice question during Step One. The "no response" option to end the testing session should only be selected if no response was chosen for any question during the Step One Practice. State policy may also impact test administration in this case. If you are unsure about this aspect of the screener, 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 screener, the TA may pause the test during Step One Practice. This will allow the TA and the student to end the secure test session and take the time to practice using the ELPA21 Practice test, which is found on the state's testing portal. The TA may log the student in as a "guest" and administer the grade-level practice test to allow the student more time to become familiar with the question style, the technological requirements, and to better prepare for the screener. Once the TA determines that the student is ready to resume the screener, 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 Step One screener 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 screener.

OVERVIEW: ADMINISTERING STEPS TWO AND THREE

Steps Two and Three of the screener consist of <u>secure</u> operational test items. The responses to these items are used to calculate the proficiency determination results.

The change from 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 <u>item content</u> 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 Step One that the student needs one-to-one assistance.

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

1. <u>Student works alone **after** the first operational task in Step Two</u>

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 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. <u>Test Administrator assists student with the technology throughout the test</u>

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 <u>technological</u> 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.

<u>End of Step Two</u>

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.

As occurred during the end of Step One, a popup message will appear, asking the student if he/she is sure that they are ready to leave the segment. By clicking YES, this ends Step Two of the screener. **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.
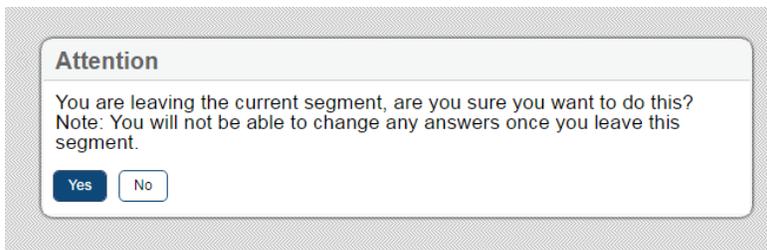
For some students, the screening will continue to a new segment, called Step Three. After the student finalizes the Step Two responses, the test will automatically move to the first item in Step Three. There is no TA approval screen between these steps. The student will continue through Step Three, responding 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 screener test. Once the student has reached the final Step Three item, the student should click the red END TEST button to end the test.

Once the "End Test" button is clicked, there is a confirmatory screen.
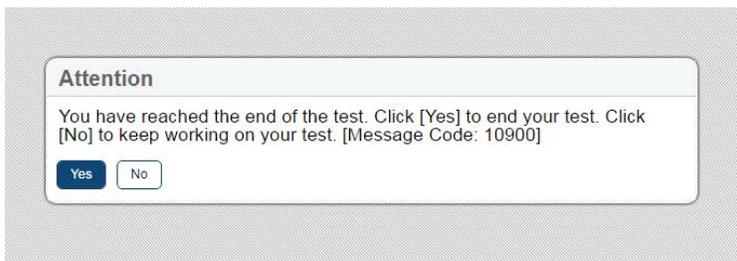
If the student clicks "Yes", the "Congratulations" message appears. The student can review the Segment 3 items or submit the test.

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 Screener Tests

Unsubmitted screeners cannot be sent for scoring. Therefore, West Virginia has implemented an "auto-submit" rule for incomplete tests. The partial screener will auto-submit at 11:59 p.m. on the 3rd night after the screener was started. So, if a screener is started on Monday and left unfinished, it will auto-submit on Wednesday night at 11:59 p.m., which will start the scoring process.

If a partial screener that is auto-submitted needs to be re-opened so that the student can finish, refer to the Appeals Process in the TIDE Manual. In the case of the screener, the District Administrator (DA), can approve appeals. During the summative testing window, appeals can only be approved by the state.

<div align="center">SCRIPTS AND SPECIFIC TEST ADMINISTRATION INSTRUCTIONS</div>

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 ELPA21 Dynamic Screener 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 Step One Practice 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 screener, 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.**

> 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.**

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.**

> 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.**

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

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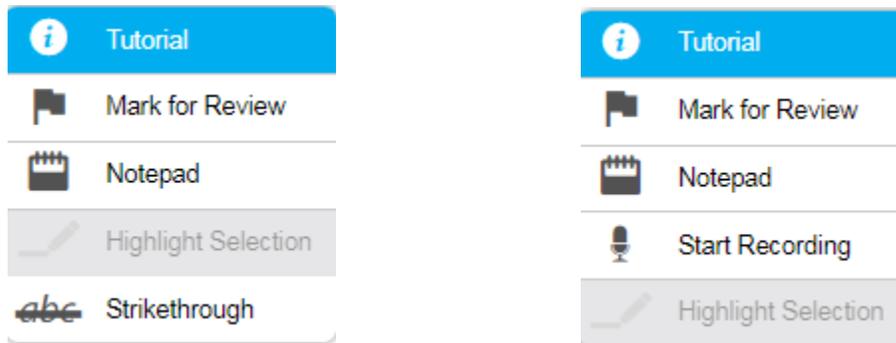
When the first practice test question is on the screen (audio will auto-play), engage with the student.

 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).

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).

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.**

Marking for review: notice the question number is blue with the corner folded down. Next to the question number is a small flag icon with a check mark.
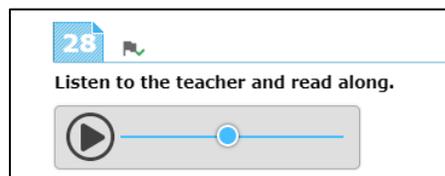
 SAY: **Now let's answer the question.** (TA plays/replays the audio of the item). **Let me demonstrate how to answer the question** (TA will show and talk about the various clicking options but doesn't reveal the correct answer).

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).

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

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

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

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).

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.)

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.**

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

The practice segment of the screener is made up of sample items in task types that the student will encounter on the screener. For some practice tasks, a partial task set is administered. For example, in grade bands 6-8 and 9-12, the practice Writing Questions task has only two of the three items 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	Speaking	Speaking
Question 8					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?**

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.**

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.**

The TA can click or the student can click on question 2 in the dropdown list.
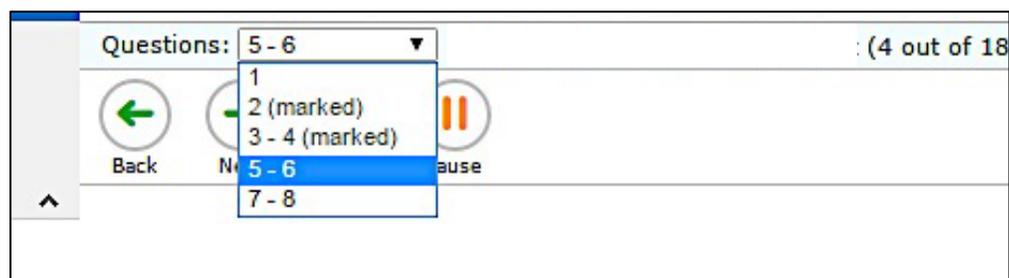
During this time, the screener can be paused if the TA determines that the student will benefit from additional practice. If yes, the TA would pause the screener test on or before the Speaking practice question, and have the student use the non-secure practice test as needed. If the student doesn't need additional practice, continue the script to finalize 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.**

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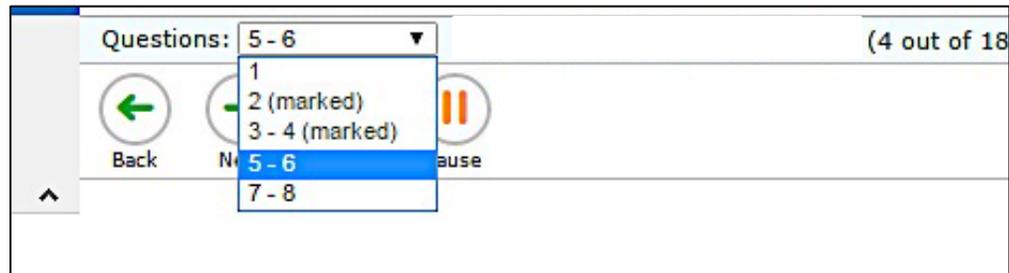
> SAY: **If you are finished reviewing, click on the very last item in the list. That will take you to the final test item. Click NEXT to get the review screen again.**

The Test Administrator can demonstrate these actions, or the student can practice on his/her own.

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

When the student has indicated he/she is ready to move to the next part of the test and has clicked "Next" to respond to the "Are you sure?" question, the required question for the Test Administrator will appear.

> 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).

Until the TA question is 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 this question.**

Mandatory TA Response

The TA's response to this question triggers whether or not the test continues, in the case that the student was not participating in the Step One Practice 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 Step One, the test can be ended using Option A, non-participant.

If the TA chooses Option A, "Student is a non-participant. The test will not continue to Step Two," the test will end and the student will receive a non-participant Individual Student Report.

If the TA chooses either Option B or Option C, the test will continue to Step Two and the first Speaking task will be immediately administered. Do not click "Next" until the TA has read the Step Two script at the top of the next page because when "Next" is clicked, the audio for the first Speaking question will begin playing.

Ⓐ   Student is a non-participant. The test will not continue to Step Two.

Ⓑ   Student will continue to Step Two; student will complete the test independently.

Ⓒ   Student will continue to Step Two; student will work 1:1 with the test administrator to complete the test.

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 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 screener, the TA should have downloaded the 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.**

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

> 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).

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 question options B or C).

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 he/she wishes.

> 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).

> 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]).

When the review is complete or the student indicates that he/she doesn't wish to review, the student should click the Next arrow for the note on the screener to pass the computer to the TA, as shown here. This finalizes and locks down in the student recordings.
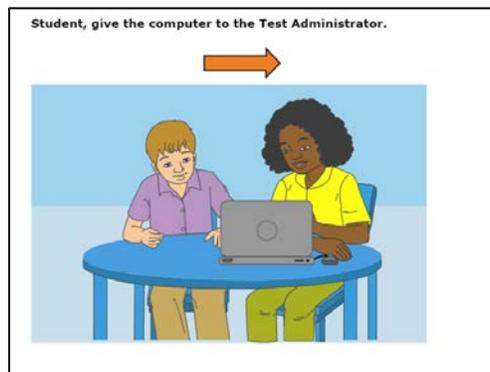

At this point, the TA should have the student turn away from the testing computer. The student should be provided with enrichment materials while the TA is scoring the four Speaking responses. The student should not be able to see the test computer's screen during this time.

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.

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.
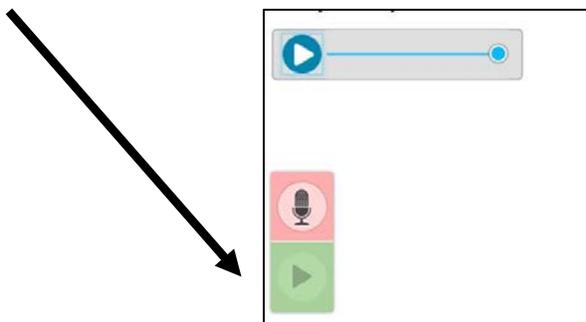
If a student recording is inadvertently erased, the TA should immediately re-engage with the student and ask that he/she re-record a response to the item. Once that is completed, the TA can score the recording. It is not allowable to score based off "memory" if a recording is inadvertently erased. The 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 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).

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 his/her 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.**

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.**

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?**

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" and "Yes" to the "Are you sure?" question. Finally, the student will click the Submit Test button, and answer yes to the last "Are you sure?" question.

<u>End of Step Two</u>

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
- Screener results will be available in the Online Reporting System (ORS) 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.

<u>Individual Student Reports – Step Two</u>

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 screener 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.**

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 during Steps One and 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?**

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" and "Yes" to the "Are you sure?" question. If the student is ready, he/she should click the Yes button.

The "Congratulations, you've 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 screener 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 screener tests that include Step Three responses will be available in Online Reporting (ORS) 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 *Test Administration Manual*

- **TAs** and **Screener Administrators**, contact your District Administrator.
- **District Administrators (DA) – Title III Directors,** contact the WVDE Office of Federal Programs at (304) 558 - 7805.

For Policy or Test Administration Questions

- **TAs** and **Screener Administrators**, refer to the *Test Administration Manual*. If additional support is needed, contact your District Administrator.
- **District Administrators** contact the WVDE Office of Federal Programs at (304) 558 -7805.

For Technology, System, or Program Issues

- **TAs**, **Screener Administrators**, and **District Administrators** contact the West Virginia ELPA21 Help Desk (*TAs and Screener Administrators must also alert the District Administrators and Technology Coordinators of issues*).

The West Virginia ELPA21 Help Desk is open Monday–Friday from 6:00 a.m. to 6:00 p.m. ET (except holidays or as otherwise indicated on the West Virginia ELPA21 Portal).

West Virginia ELPA21 Help Desk

Toll-Free Phone Support: 844.560.7367

Email Support: WVHelpDesk@air.org
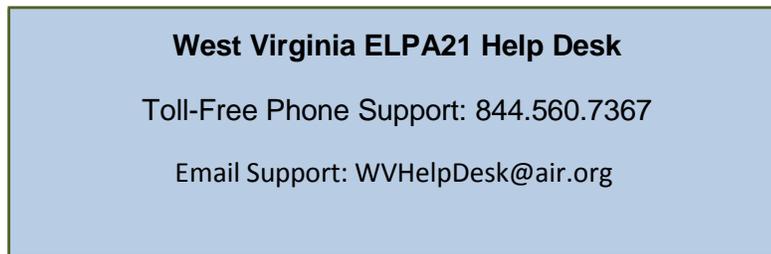
Please provide the Help Desk with a detailed description of your problem, as well as the following:
- Name
- If the issue pertains to a student, provide student's SSID and associated school district. Do not provide any additional student information as doing so may violate FERPA policies.
- If the issue 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 7 and Firefox 13 or Mac OS 10.7 and Safari 5)
- 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