LEA ELPAC Coordinator Checklist

For the Successful Administration of the 2025–26 Initial English Language Proficiency Assessments for California (ELPAC), Summative ELPAC, Initial Alternate ELPAC, and Summative Alternate ELPAC

California Department of Education | April 2025

This checklist for local educational agency (LEA) coordinators is meant to organize the activities necessary to ensure the successful administration of the ELPAC and Alternate ELPAC.

Although comprehensive, this checklist is not exhaustive and may not include every task or activity required of an LEA ELPAC coordinator to support a successful administration. Ongoing tasks are listed at the beginning of the checklist.

This checklist is in an editable format so LEA coordinators can add or reorganize tasks to create a unique checklist of local activities and timelines.

Additional details are available for many of the tasks listed in the checklist. Select the links within each task to access the additional information specific to that task.

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LEA ELPAC Coordinator Checklist

Ongoing or Continuous

Designation

- Ensure your superintendent or charter school administrator has designated the primary LEA ELPAC coordinator, as well as any other LEA coordinators. The designated primary LEA ELPAC coordinator may now add additional LEA ELPAC coordinators.
- New to your role? Please review the welcome letter included in your designation email.
- If your LEA California Assessment of Student Performance and Progress (CAASPP) coordinator is someone other than yourself, reach out to them. Communication between ELPAC and CAASPP coordinators throughout the year is crucial to successful test administration. Examples of important topics include the following:
    - Generation or regeneration of credentials (Note that these credentials are generated once for a student information system [SIS] vendor and can be used for both the ELPAC and CAASPP.)
    - Alternate assessments (If alternate assessments are required by an individualized education program [IEP] or Section 504 plan for one subject, students will take them for all subjects for the ELPAC and CAASPP.)
    - Student remote test settings, if needed
- Monitor new enrollments and administer the Initial ELPAC or Initial Alternate ELPAC to eligible students within 30 days of enrollment.

Review Information

- Review the following:
    - Online test administration manuals in the Manuals Library
    - Information in the ELPAC Web Pages and ELPAC Communications section of this checklist
    - Scheduled system downtimes to communicate to site ELPAC coordinators

Share Test Resources

- Explore interim assessment resources available on the CAASPP and ELPAC Interim Assessments web page, including the Interim Assessment Lookup Tool to identify available interim assessments.

- Encourage use of the practice and training tests available on the Practice and Training Tests web page.
    - Note that practice and training tests do not produce scores for review.
- Check out additional resources with educators, such as the Tools for Teachers website.

Communication

- Coordinate with California Longitudinal Pupil Achievement Data System (CALPADS) staff on timing around the creation of Statewide Student Identifiers (SSIDs) for students new to California who are eligible to be administered the Initial ELPAC or Initial Alternate ELPAC (if determined by an IEP team) based on the results of the home language survey, available on the California Department of Education (CDE) English Learner Forms web page.
- Coordinate with CALPADS staff to ensure that English language acquisition statuses (ELAS) are accurate for students prior to the administration of the Initial ELPAC, Initial Alternate ELPAC, Summative ELPAC, and Summative Alternate ELPAC.
- Regularly communicate and troubleshoot with site ELPAC coordinators, and respond to their questions to ensure that issues are resolved.
- Forward the CDE Weekly Assessment Spotlight Email to ELPAC support staff as appropriate. Site coordinators are also encouraged to sign up for this weekly newsletter.
- Follow the CDE Assessments X account (formerly known as Twitter) @CDEassessments.
- At the beginning of the school year, meet with your special education department to make sure the ELPAC and Alternate ELPAC are discussed during the special education referral meetings and IEP meetings.
    - LEA coordinators need to be notified when an alternate assessment is determined to be the most appropriate English language proficiency assessment during the initial or annual IEP meeting.

Accessibility

- Review the California Assessment Accessibility Resources Matrix.
- Coordinate with special education staff and English language development administrators to establish a consistent process to document the selection of accessibility resources for individual students, including instructions about how these resources are entered or submitted in the Test Operations Management System (TOMS).
- Remind test site coordinators that designated supports are available to all students when determined for use by an educator or team of educators (with parent/guardian and student input) or specified in the student's IEP or Section 504 plan.

- Share the following resources associated with student accessibility:
  - Accessibility Resource Graphics web page
  - Accessibility Resource Demonstration Videos web page
  - ELPAC Student Needs Matching Tool web document
  - Individual Student Assessment Accessibility Profile (ISAAP) Tool
  - Accessibility Resources web page
  - *Accessibility Guide*
- Update student test settings as needed. Resources assigned to students for state assessments should mirror resources used by students in daily classroom instruction.
- Identify student accessibility resources based on each student's IEP or Section 504 plan, and update where necessary in TOMS.
  - Verify the need for specialized equipment for students who require accessibility resources.
  - Request any necessary unlisted resources for students, as documented in their IEPs or Section 504 plans, at least two weeks prior to administration.

Trainings

- Throughout the year, LEA ELPAC coordinators and test examiners (TEs) must complete Administration and Scoring Training (AST) requirements. Information about these requirements can be found on the Test Administration Trainings and Tutorials web page.
  - LEAs with low numbers of eligible students or no eligible students will also have the option to enter a Memorandum of Understanding with their county office of education or neighboring LEA to fulfill these training requirements.
  - Being out of compliance may result in an audit.
- Calendar LEA coordinator training opportunities, including registering for the monthly ETS Coffee Sessions, New Coordinator Training Webinars, or other trainings that can be found on the Upcoming and On-Demand Trainings web page.
- Provide information to instructional staff about the state-sponsored California Assessment Conference offered in the fall. Registration information is available on the California Assessment Conference website.
- To revisit recordings or materials for previously-held trainings, select the *All Trainings and Recordings (A-Z)* option on the Upcoming and On-Demand Trainings web page.
- For additional training resources and how-to information, please refer to the Coordinator How-To Hub web page.

Student Score Reports

- Download individual student results from TOMS for local uses.
- If disseminating Student Score Reports (SSRs) through the local SIS vendor, generate credentials for a secure connection between TOMS and the SIS as needed.
    - Refer to the How to Generate Credentials for SIS Vendors quick reference guide and the How to Regenerate Credentials for SIS Vendors quick reference guide.

During Testing

- Ensure site coordinators are trained in running necessary TOMS reports to ensure that all eligible students are tested. Helpful reports include the student eligibility report, test completion status, student test assignments, and student test settings.
- Monitor completion rates for each site, which can be done in TOMS using the completion status reports as well as the Completion Status System. Communicate testing progress to site ELPAC coordinators and other staff as appropriate.
    - Use the *Guide to Completion Status* for further information on monitoring test completion.
- Check for any new students who should be tested.
- Submit incident reports as needed using the Security and Test Administration Incident Reporting System (STAIRS). Report test security incidents within 24 hours using the ELPAC STAIRS/Appeals process. Local processes should include who submits the STAIRS report in TOMS. Additional information can be found in the *Security Incidents and Appeals Procedure Guide*.
- Document trends and obtain feedback for next year's planning.

Materials Ordering, Shipping, and Pickup

- Collect test materials from site ELPAC coordinators.
- Schedule test materials pickup dates from sites for processing before the LEA pickup dates.
- Pack and ship test materials for scoring.
- Order supplemental materials as needed in TOMS. Be sure to check that there are no overages at other sites before ordering additional materials.
- For the Initial Alternate ELPAC and Summative Alternate ELPAC, order printed picture cards, if identified in a student's IEP, through the CAASPP-ELPAC Moodle Training Site (Moodle).

July 2025

Note that while the checklist begins in July, there are many tasks that need to be completed to prepare for Initial ELPAC and Initial Alternate ELPAC testing. These tasks are listed in April 2026 through June 2026 and should not be overlooked by coordinators preparing for the start of Initial ELPAC and Initial Alternate ELPAC testing on July 1 of the following fiscal year.

- Note that the 2025–26 Initial ELPAC and Initial Alternate ELPAC testing window opens on July 7, 2025, and ends on June 30, 2026.
    - **All LEAs must order new Initial ELPAC test materials for the 2025–26 administration. No Initial ELPAC test materials from previous administration years can be used and must be returned to ETS or securely destroyed.**
- Check the Rotating Score Validation Process (RSVP) and Second Scoring for the Initial ELPAC web page to verify whether your LEA is assigned to take part in the RSVP.
- Confirm your LEA Initial ELPAC Form Assignment.
    - Note that select LEAs that are participating in the Initial ELPAC RSVP will be asked to return kindergarten Writing Answer Books for analysis. Check whether your LEA is selected for this task.
    - Ten percent of LEAs assigned Form 1 will be assigned to participate in the RSVP.
- Confirm that site ELPAC coordinators have created user accounts in TOMS for their TEs.
- Confirm that staff with roles that do not require access to TOMS, who will have access to testing material, have completed the *Test Security Affidavit for Non-TOMS Users* form provided on the Test Security web page.
- Coordinate with the LEA technology coordinator to access the Technology Resources and Secure Browsers web page, which contains resources for technology coordinators and other LEA staff responsible for managing the technology for online testing.
- Review student demographic data from TOMS to ensure that all English learner (EL) students and those with an ELAS of To Be Determined (TBD), are listed in TOMS at the correct grade level.
- Notify parents/guardians of students whose language is other than English (based on the home language survey) in writing that their child will be assessed with the upcoming Initial ELPAC or Initial Alternate ELPAC. The Notification Letter Templates web page has templates available in multiple languages.
- Request any necessary unlisted resources for students as documented in their IEPs or Section 504 plans at least two weeks prior to testing. (Note that this is an ongoing or continuous task.)

- Confirm site-level ELPAC trainings. Confirm that the site ELPAC coordinators have conducted the required site trainings for TEs and proctors for the Initial ELPAC and Initial Alternate ELPAC.
- Distribute Summative ELPAC and Summative Alternate ELPAC SSRs when available, **within 15 working days of the beginning of the school year**, if received after your instructional year ended.
- Check scheduled system downtimes. Add these to local calendars as needed.

Training

- If you have not completed the Initial ELPAC and Initial Alternate ELPAC LEA AST certifications, do so prior to August 4, 2025, for the Initial ELPAC and August 18, 2025, for the Initial Alternate ELPAC for LEAs with eligible students.
- Monitor the calibration or certification status of your TEs in Moodle for the Initial ELPAC and Initial Alternate ELPAC.
- Check for current training options on the Upcoming and On-Demand Trainings web page. Possible upcoming trainings include the following:
  - Monthly Coffee Sessions
  - New Coordinator Training Webinars
  - Interim and Formative Assessment Training Series
  - CDE Assessment and Accountability Information Meetings

August 2025

- Create CERS student groups to allow educators access to student interim assessment results and, optionally, student results from the previous test administration. Information about student groups in CERS can be found on the CERS Resources web page.
- Review students test settings and supports are current from local or application programming interface upload.
- Ensure RSVP-selected LEAs return the Initial ELPAC Answer Books completed in July.

Communication

- Communicate to site coordinators about their roles and responsibilities for ELPAC administration, including local deadlines for communications and deliverables.
- Remind site coordinators, TEs, and educators about the availability and use of the interim assessments, practice tests, and training tests.

Training

- Confirm site-level ELPAC trainings. Confirm that the site ELPAC coordinators have conducted the required site trainings for TEs and proctors for the Initial ELPAC and Initial Alternate ELPAC.

- Check for current training options on the Upcoming and On-Demand Trainings web page. Possible upcoming trainings include the following:
  - New Coordinator Training Webinars
  - Interim and Formative Assessment Training Series
  - CDE Assessment and Accountability Information Meetings
- Review the available on-demand trainings on the On-Demand Trainings and Modules section of the Upcoming and On-Demand Trainings web page. Optionally, provide educator-focused on-demand trainings—on topics such as interim assessment hand scoring, accessibility, CERS, and more—to educators in your LEA.
  - View The Results Are In, Now What? on-demand modules in Moodle with a team of educators from your LEA.

September 2025

- Confirm test security agreements and affidavits. Ensure site ELPAC coordinators have accessed TOMS and signed necessary security forms.
- Ensure RSVP-selected LEAs return the Initial ELPAC Answer Books completed in August.
- Note that, to be included in the unduplicated pupil count for the Local Control Funding Formula, enrolled students with an ELAS record of TBD must be administered the entire Initial ELPAC (all four domains) or Initial Alternate ELPAC before **Census Day (first Wednesday in October)** and have their ELAS updated to EL in CALPADS, through the nightly feed from TOMS. No Initial ELPAC or Initial Alternate ELPAC administrations may be conducted until the TEs recertify in Moodle.
- Coordinate with the LEA technology coordinator to access the Technology Resources and Secure Browsers web page, which contains resources for technology coordinators and other LEA staff responsible for managing the technology for online testing. **Legacy or prior-year secure browser support will be dropped on October 31.** The current versions of the secure browsers will be required for summative assessments after that date. Any unsupported browsers will produce an unsupported browser or operating system error message when opened.
- Review IEPs and Section 504 plans to ensure eligible students are assigned the appropriate alternate assessments. Summative alternate assessment assignment will be applied to all eligible assessments. Coordinate with LEA CAASPP coordinators before updating test assignments.
- During the LEA preview of statewide ELPAC results, verify preview data against local data, including demographic information, to ensure student group assignments are accurate.

Training

- Check for current training options on the Upcoming and On-Demand Trainings web page. Possible upcoming trainings include the following:
  - New Coordinator Training Webinars
  - Interim and Formative Assessment Training Series
  - The California Assessment Conference

October 2025

- Ensure RSVP-selected LEAs return the Initial ELPAC Answer Books completed in September.
- Coordinate with LEA communications staff on briefing the interest holders, including the LEA leadership team and the school board, and preparing a news release about the release of statewide ELPAC results. (Tentative date)
- Prepare principals or site ELPAC coordinators to communicate ELPAC results to school staff, parents/guardians, and the media. (Tentative date)

Communication

- Communicate with special education staff and other staff as needed to review IEPs and Section 504 plans before the Summative ELPAC opens in February.
- Locally assign the alternate assessment as outlined in the students' IEP and Section 504 plans.

Training

- Complete the AST LEA certification for the Summative ELPAC in Moodle.
- Check for current training options on the Upcoming and On-Demand Trainings web page. Possible upcoming trainings include the following:
  - Summative ELPAC AST Overview and Q&A
  - New Coordinator Training Webinars
  - Interim and Formative Assessment Training Series
  - The California Assessment Conference

November 2025

- Order Summative ELPAC test materials for K–2 Writing only. Primary window closes in December.
- Review Summative Alternate ELPAC second-scoring assignments on the Summative Alternate ELPAC Second Scoring web page to know whether your LEA is required to second-score in 2025–26.
- Ensure RSVP-selected LEAs return the Initial ELPAC Answer Books completed in October. The last date to return materials is by December 9.

- Review the Initial ELPAC comparison report for sites participating in the RSVP.
- Confirm that staff with roles that do not require access to TOMS, who will have access to testing material, have completed the *2025–26 ELPAC Test Security Affidavit for Non-TOMS Users* provided on the Test Security web page.

Training

- Complete the AST LEA certification for the Summative Alternate ELPAC in Moodle.
- Create a plan to ensure all TEs who will test students for the Summative Alternate ELPAC complete the annual AST TE certification. No Summative Alternate ELPAC administrations may be conducted until the TEs recertify in Moodle.
- Schedule local training dates for the Summative ELPAC and Summative Alternate ELPAC.
- Prepare ELPAC training materials for local Summative ELPAC and Summative Alternate ELPAC trainings.
- Check for current training options on the Upcoming and On-Demand Trainings web page. Possible upcoming trainings include the following:
  - Summative Alternate ELPAC AST Overview and Q&A
  - New Coordinator Training Webinars
  - Pretest Virtual Training Series

December 2025

- Ensure RSVP-selected LEAs return the Initial ELPAC Answer Books completed in October. The last date to return materials is by December 9.
- Review the Initial ELPAC comparison report posted in December for sites participating in the RSVP.
- Verify the need for special test versions, such as braille, large-print, or regular paper test materials as stated in each student's active IEP or Section 504 plan.
  - If special test versions, including braille, large-print, or regular paper test materials, are required, complete the CAASPP and ELPAC Special Request for Paper Exams form, which is located on the Accessibility Resources web page.

- Confirm test security agreements and affidavits are signed.
- EL students may be reclassified at any point in the year; however, ETS recommends identifying students who are eligible for reclassification based on meeting criteria one during the prior year and who still need to meet the three additional criteria prior to the start of testing. Note the following about testing eligible students:
    - Early identification of students eligible for reclassification ensures that they are not tested at the beginning of the current year's Summative ELPAC or Summative Alternate ELPAC testing window.
    - If eligible students have not met all four criteria by May 15, the LEA should test students before the close of the summative testing window in accordance with federal law, which requires annual measurement of progress toward English language proficiency and to be counted toward participation for accountability.

Training

- Begin conducting training(s) on the Summative ELPAC and Summative Alternate ELPAC for site staff, including site ELPAC coordinators and TEs.
- Remind site ELPAC coordinators and TEs to complete calibration quizzes for the Summative ELPAC and Summative Alternate ELPAC in Moodle prior to administering assessments.
- Check for current training options on the Upcoming and On-Demand Trainings web page. Possible upcoming trainings include the following:
    - New Coordinator Training Webinars
    - Pretest Virtual Training Series

January 2026

- Communicate to site ELPAC coordinators about their roles and responsibilities for the Summative ELPAC and Summative Alternate ELPAC.
- Notify parents/guardians about upcoming Summative ELPAC and Summative Alternate ELPAC testing.
- Register additional site ELPAC coordinators as users in TOMS.
- Collaborate with technology personnel to make sure technology requirements are tested on all devices.
- Receive and inventory Summative ELPAC materials for K–2 Writing only.
- Distribute K–2 Writing materials to sites for the Summative ELPAC administration.
- Evaluate student demographic data in TOMS to ensure that all EL students are listed in TOMS at the correct grade level.

- Ensure that all “no shows” are removed from the LEA SIS and CALPADS prior to February 1.
- Communicate with special education staff to review IEPs and Section 504 plans before the Summative ELPAC and Summative Alternate ELPAC administration.
- Set local testing schedules for the Summative ELPAC and Summative Alternate ELPAC.
- Share testing schedules with LEA administrators, school administrators, and support staff.
- Review the final Initial ELPAC comparison report at the end of January for sites participating in RSVP.
- Ensure all instructional materials are removed from walls or covered prior to testing.
    - Note that there are optional testing notices for printing.
        - Testing—Do not disturb
        - Unauthorized electronic devices **may not** be used at any time during the testing session.

Training

- Confirm site-level ELPAC trainings. Verify that the site ELPAC coordinators have conducted the required site trainings for TEs and proctors for the Summative ELPAC and Summative Alternate ELPAC.
- Check for current training options on the Upcoming and On-Demand Trainings web page. Possible upcoming trainings include the following:
    - New Coordinator Training Webinars

February 2026

- Note that the 2025–26 Summative ELPAC and Summative Alternate ELPAC testing window opens on February 2 and ends on May 29, 2026.
    - Ensure that any newly enrolled student administered the Initial ELPAC or Initial Alternate ELPAC during the summative window who is identified as an EL must also be administered the Summative ELPAC or Summative Alternate ELPAC.
    - Confirm your LEA Form Assignment for the 2025–26 Summative ELPAC administration using the Summative ELPAC Form Assignments lookup tool.
    - Review Summative Alternate ELPAC second-scoring assignments on the Summative Alternate ELPAC Second Scoring web page to know whether your LEA is required to second-score in 2025–26.

- Request any necessary unlisted resources for students, as documented in their IEPs or Section 504 plans, at least two weeks prior to testing. (Note that this is an ongoing or continuous task.)
- Review and verify apportionment (from the previous test administration year).

Preparing for Next Year's Initial ELPAC and Initial Alternate ELPAC Administration

- Begin the process for the Superintendent Designation of the primary LEA ELPAC coordinator for the 2026–27 test administration year. This designation is due by April 1, 2026.
- Be prepared to administer the Initial ELPAC or Initial Alternate ELPAC to all students within 30 calendar days of enrollment.

Training

- Check for current training options on the Upcoming and On-Demand Trainings web page. Possible upcoming trainings include the following:
  - New Coordinator Training Webinars

March 2026

- Return completed Summative K–2 Writing Answer Books for scoring.

Training

- Check for current training options on the Upcoming and On-Demand Trainings web page. Possible upcoming trainings include the following:
  - New Coordinator Training Webinars

April 2026

- Prepare principals or site ELPAC coordinators to communicate Summative ELPAC and Summative Alternate ELPAC results to school staff and notify ELPAC support staff about results.
- Check whether your LEA is part of the Initial ELPAC RSVP for the next year.
- Collaborate with technology personnel to make sure technology requirements are met and tested for dissemination of SSRs via the local SIS parent portal or secure local method.

Preparing for Next Year's Initial ELPAC and Initial Alternate ELPAC Administration

- Complete the online Initial ELPAC AST.
- Identify site ELPAC coordinators and monitor TOMS account setup, including completion of security agreements.
- Order Initial ELPAC and Initial Alternate ELPAC test materials.

Training

- Check for current training options on the Upcoming and On-Demand Trainings web page. Possible upcoming trainings include the following:
  - New Coordinator Training Webinars
  - Initial ELPAC AST Overview and Q&A

May 2026

- Complete Summative ELPAC and Summative Alternate ELPAC testing. (The 2025–26 testing window closes May 29, 2026.)
- Submit all STAIRS cases before the end of the Summative ELPAC testing window.
  - It is recommended to complete any cases requiring an Appeal **at least one week prior to the end of the administration window** to ensure ample time for testing.
- Return Summative ELPAC K–2 Writing materials continuously.
- Notify site ELPAC coordinators about the local results communication plan and the plan for sharing with LEA interest holders.
- Complete or verify the online LEA Initial Alternate ELPAC AST.
- Communicate the availability of the Summative ELPAC results and Summative Alternate ELPAC results to parents/guardians, educators, and administrators, including the timeline for delivery of the individual SSRs.
- Download the student score data file from the [**Reports**] tab in TOMS.
- Make Summative and Summative Alternate ELPAC SSRs available to parents/guardians within 30 calendar days of receipt from ETS if received during the instructional year.
- Complete the certification of destruction of secure Summative ELPAC materials process for the Initial ELPAC, Summative ELPAC, Initial Alternate ELPAC, and Summative Alternate ELPAC.

Preparing for Next Year's Initial ELPAC and Initial Alternate ELPAC Administration

- Receive and inventory Initial ELPAC materials.
- Communicate to site ELPAC coordinators about their roles and responsibilities.

Training

- Prepare ELPAC training materials for local Initial ELPAC and Initial Alternate ELPAC trainings.
- Schedule local training dates for the Initial ELPAC and Initial Alternate ELPAC and send training dates to your site ELPAC coordinators.

- Remind site ELPAC coordinators and TEs of Moodle for the Initial ELPAC and Initial Alternate ELPAC.
- Begin conducting training(s) on the Initial ELPAC and Initial Alternate ELPAC, when available, for site staff, including site ELPAC coordinators and TEs.
- Review the Initial Alternate ELPAC training modules in Moodle.
- Check for current training options on the Upcoming and On-Demand Trainings web page. Possible upcoming trainings include the following:
  - New Coordinator Training Webinars
  - Initial Alternate ELPAC AST Overview and Q&A
  - Scoring and Reporting Webinar

June 2026

- Complete Initial ELPAC and Initial Alternate ELPAC testing. (The 2025–26 window closes June 30, 2026.)
  - Any completed Initial ELPAC or Initial Alternate ELPAC resulting in the student's ELAS updating to EL will make the student eligible to be assessed with the Summative ELPAC or Summative ELPAC assessment during the same administration year.
  - Eligible TBD students untested with the Initial ELPAC or Initial Alternate ELPAC by the close of the administration window, eligibility will roll over to the next administration year.
- Collect and return all remaining completed Summative K–2 Writing materials for scoring by the deadline date.
- Collect all nonscorables from sites for destruction at the end of the school year. LEAs have the option to either securely destroy test materials locally or return materials for destruction. (The window for returning secure, nonscorable test materials closes in June.)
  - LEAs can continue to use existing, unused 2025–26 Initial ELPAC paper–pencil test materials to administer all domains of the Initial ELPAC for the remainder of the 2026–27 test administration year.
  - Provide confirmation of local destruction of all the ELPAC and Alternate ELPAC test materials by completing the 2025–26 ELPAC and Alternate ELPAC Materials Return or Destruction Certification form no later than Monday, July 13, 2026.
- Download the *Summative ELPAC and Summative Alternate ELPAC Student Score Data File* (Student Results Report) from the [**Reports**] tab in TOMS for local use.

Preparing for Next Year's Initial ELPAC and Initial Alternate ELPAC Administration

- Communicate with special education staff to review IEPs and Section 504 plans before the administration of the Initial ELPAC and Initial Alternate ELPAC. This is critical during the transition IEP for those who may be eligible for the Initial Alternate ELPAC.
- Verify that technology requirements are tested and met on all devices, including the updated secure browser.
    - Begin installing secure browsers from the Secure Browsers web page.
- Collaborate with technology personnel to make sure technology requirements are met and tested on all devices, including the updated secure browser as listed on the Secure Browsers web page.
- Distribute materials securely to sites for the Initial ELPAC and Initial Alternate ELPAC administrations.
- Set local testing schedules for the Initial ELPAC and Initial Alternate ELPAC to ensure that students are identified, tested, their assessments scored, and that parents/guardians are provided with results within 30 calendar days of enrollment.
- Remind site ELPAC coordinators of the testing windows, and share testing schedules with school administrators and support staff.
- Confirm participation in RSVP by visiting the RSVP and Second Scoring the Initial ELPAC web page.
- Review Initial ELPAC, Summative ELPAC, Initial Alternate ELPAC, and Summative Alternate ELPAC resources and videos for parents/guardians on the Administer a Test Session web page.

Training

- Confirm that site ELPAC coordinators have conducted the required site trainings for TEs, and proctors for the Initial ELPAC and Initial Alternate ELPAC.
- Check for current training options on the Upcoming and On-Demand Trainings web page. Possible upcoming trainings include the following:
    - New Coordinator Training Webinars
    - Scoring and Reporting Webinar

Additional Information

The sections that follow provide an expanded view of the ELPAC coordinator tasks. They are grouped by the following categories:

- Accessibility Resources
- Communication
- LEA Training Coordination
- Materials Delivery and Shipment
- Results and Reporting
- Test Planning and Scheduling
- Test Security, Procedures, and Forms
- TOMS and Technology Support

In the following sections, the arrow symbol (→) indicates an *action item* that may include a hyperlink that leads to additional online information available for ELPAC administration.

Accessibility Resources

ISAAP Tool

The web-based ISAAP Tool is one piece of the process in ensuring that each student receives the accessibility resources necessary to ensure fair and valid testing. The ISAAP Tool can also generate a file to be uploaded to TOMS for assigning test settings for groups of students prior to testing. The ISAAP Tool should be used in conjunction with the California Assessment Accessibility Resources Matrix.

→ Learn more about the ISAAP process on the ETS About the ISAAP Process web page.

Request Unlisted Resources

Unlisted resources are accessibility resources not currently available in the California Assessment Accessibility Resources Matrix. For these resources to be assigned to a student for either ELPAC or Alternate ELPAC testing, the resources must be documented in the student's IEP or Section 504 plan and approved by the CDE prior to testing.

Unlisted resources must be requested from the [**Unlisted Resources**] tab within the Student Profile in TOMS. Additionally, in the [**Demographics**] tab on the Student Profile, the *Special Education for Testing* field must indicate "Yes," and the *Primary Disability Code for Testing* field must not be blank.

Request any necessary unlisted resources through TOMS for a student as documented in the student's IEP or Section 504 plan at least two weeks before testing.

→ Review the California Assessment Accessibility Resources Matrix web page.

→ Review the Unlisted Resources web page.

Review IEPs and Section 504 Plans

Communicate with the special education teachers in your LEA to review students' IEPs and Section 504 plans to identify any student eligible for the Alternate ELPAC and identify any students with an IEP and testing resources that are to be used. These must be entered for each student in TOMS.

- → Note that students taking the alternate assessment for the ELPAC will also take the alternate assessment for CAASPP.

Review the California Assessment Accessibility Resources Matrix

Review the California Assessment Accessibility Resources Matrix before the test administration for information about the resources available for students taking the ELPAC. The Matrix describes the available universal tools, designated supports, and accommodations by domain, as well as other important resources. LEA ELPAC coordinators should be familiar with the Matrix to assist site-level staff who may have questions.

- → Review the California Assessment Accessibility Resources Matrix, applicable Accessibility Resource Graphics, the ELPAC Student Needs Matching Tool web document, and the Accessibility Resources web page.
- → Note that embedded accessibility resources videos are available on the Accessibility Resource Demonstration Videos web page.
- → Access the *Accessibility Guide*, if needed.

Verify Accessibility Resources, Including Specialized Equipment

Verify student accessibility resources, including the need for any specialized equipment, separate setting, or print-on-demand. Accommodations may be provided only to students with an IEP or Section 504 plan, while designated supports can be provided through an LEA-determined teacher recommendation or student request process.

Communication

CDE Weekly Assessment Spotlight Email

Forward information from the Assessment Spotlight email to the site ELPAC coordinators and TEs, as appropriate. Site ELPAC coordinators are also encouraged to sign up for this weekly newsletter.

- → To receive the CDE Assessment Spotlight emails, join the listserv by sending a blank email to subscribe-caaspp@mlist.cde.ca.gov.

Communicate with ELPAC Support Staff

Communicate with the special education teachers in your LEA to review students' IEPs and Section 504 plans to identify any students eligible for alternate assessments, as well as identify accessibility resources that are to be used for any students with an IEP or Section 504 plan.

LEA coordinators should communicate with special education staff and site ELPAC coordinators to ensure that students do not start testing until all student test settings are finalized.

Communicate with site ELPAC coordinators, EL educators, and all EL support staff about the accessibility resources that support the administration of the ELPAC and Alternate ELPAC.

ELPAC Web Pages and ELPAC Communications

Review the ELPAC web pages and the ELPAC communications from ETS for information about new training materials, manuals, ordering deadlines, and other test administration documents for the ELPAC and Alternate ELPAC.

→ Refer to the CDE ELPAC web page for information on all assessments in the ELPAC System.

→ Check out the Coordinator Emails web page.

Notification of Results to Parents/Guardians

Communicate with parents/guardians about the availability of the Initial ELPAC, Initial Alternate ELPAC, Summative ELPAC, and Summative Alternate ELPAC results to parents/guardians and teachers, including the timeline and method of delivery of the individual SSRs.

→ When completed, the Initial ELPAC and Initial Alternate ELPAC will produce SSRs and will be available for download in TOMS and made available to parents/guardians through parent or student portals. LEAs will be able to access the official Initial ELPAC SSRs and results in TOMS within less than 24 hours of the last domain test being scored and submitted for a student.

→ The CDE provides optional Initial ELPAC, Initial Alternate ELPAC, Summative ELPAC, and Summative Alternate ELPAC SSR letter templates to notify parents/guardians about the results. The templates are located on the Identification & Parent Notification Requirements web page and are available in multiple languages.

→ Additional resources for communication with parents/guardians are available on the CDE Resources for Communication with Parents web page.

→ The Starting Smarter website is a great resource to share with parents/guardians.

LEAs are required to notify parents/guardians of their EL student's annual progress within the first 30 days of the new academic year using the Annual Parent Notification letters posted on the CDE Identification & Parent Notification Requirements web page.

Notification of Results to Site Administrators

- → Notify site ELPAC coordinators about your Summative ELPAC and Summative Alternate ELPAC results communication plan and the timeline to send SSRs to parents/guardians.
- → Prepare, or collaborate with others to prepare, the letter that will accompany the SSRs. Communicate the availability of the results and reports to site administrators, including the timeline for the delivery of the individual SSRs.
- → Coordinate with local communications staff on briefing the LEA leadership team, the school board, and others on any possible news releases about the ELPAC results.
- → Prepare principals or site ELPAC coordinators to communicate Summative ELPAC and Summative Alternate ELPAC results to school staff and parents/guardians.

Notification of Testing to Parents/Guardians

Communicate with parents/guardians about upcoming testing. The LEA must also meet state and federal obligations to inform parents/guardians of the year's statewide assessments. The CDE provides parents guides and letter templates to notify parents/guardians about the statewide assessments.

- → Letter templates are provided on the Notification Letter Templates web page and are available in multiple languages.
- → Parent guides are provided on the CDE Parent Guides to Understanding web page and are also available in multiple languages.

Site ELPAC Coordinator Roles and Responsibilities

Communicate roles and responsibilities to the site ELPAC coordinators. These can vary, depending on your LEA.

- → The online *Test Security Agreement* can be accessed only in TOMS. Once users are given access to TOMS, at first logon they will be prompted to fill out the online *Test Security Agreement.*
- → The online *Test Security Affidavit* can be accessed only in TOMS at first logon *for users with roles within the online system*. Other staff who do not require access to TOMS (for example, custodians, aides, nurses, etc.) can access an online *ELPAC Test Security Affidavit for Non-TOMS Users* on the Test Security web page.

System Downtimes

All ELPAC system downtimes should be verified using the System Downtime Schedule web page. LEA ELPAC coordinators should communicate downtimes to their site ELPAC coordinators and TEs.

Troubleshoot with ELPAC Support Staff

Regularly communicate with and respond to questions from the site ELPAC coordinators to ensure that any issues are resolved promptly.

- → Get Answers allows users to narrow or expand a search with key words and quickly scan information by highlighted key words.

LEA Training Coordination

Conduct Trainings and Confirm Support Staff Trainings

Conduct training for site ELPAC coordinators and ELPAC TEs.

- → Use existing training materials whenever possible, adding information specific to your LEA as needed.
- → Confirm that the site ELPAC coordinators have conducted the required site trainings for TEs. Confirm TEs have completed calibration in Moodle. Local training can be conducted for the Listening, Reading, and Writing domains.

Develop Training Materials

Develop training materials for site ELPAC coordinators and ELPAC TEs.

- → Use existing training materials whenever possible, adding information specific to your LEA, as needed. Members of your local assessment network may have training materials available. A list of the Regional Assessment Network (RAN) members, by region, is located on the CDE RAN web page.

Register for State-Sponsored Training

Registration information for all state-sponsored trainings mentioned throughout this checklist is located on the Upcoming and On-Demand Trainings web page.

Schedule Local Training Dates

Schedule local training dates and send them to your site ELPAC coordinators. Use LEA calendars and schedules to coordinate training dates. Consider whether trainings will be spread throughout the year or consolidated, and whether new and experienced coordinators will receive the same training.

Materials Delivery and Shipment

Collect Test Materials

Collect test materials from site ELPAC coordinators.

- → Ensure RSVP-selected LEAs review and return the Initial ELPAC K–2 Writing Answer Books.
- → Ensure selected Form 2 **second scoring** LEAs review and return the Initial ELPAC kindergarten Writing Answer Books.
- → Review Summative ELPAC K–2 Writing Answer Books. Make sure that all demographic information is correctly marked, if necessary, and returned with proper Group Identification Sheets and that Pre-ID labels are placed correctly. Follow instructions located in the test administration manual. A copy of the test administration manual is located in the Manuals Library.

Distribute Initial ELPAC and Summative ELPAC K–2 Writing materials to schools.

- → Have site ELPAC coordinators inventory the materials received and send back the inventory sheet signed and dated.

Nonscorables

Collect all nonscorables and unused materials from sites for destruction at the end of school year.

- → All used 2025–26 Initial ELPAC, Summative ELPAC, Initial Alternate ELPAC, and Summative Alternate ELPAC materials must be locally destroyed in a secure manner or returned to the testing contractor, as directed by ETS. LEAs are required to certify destruction by completing a survey beginning in May.
- → **Note:** 2025–26 materials will be reusable for the 2026–27 Initial ELPAC test administration year.

Order Materials

The Initial ELPAC ordering window opens in April, and the Summative ELPAC ordering window opens in November at the school site level. Check inventory before ordering Initial ELPAC materials.

- → In TOMS, under [**Orders**], go to [**Place Primary Order**]. Follow the steps to place an order. Enter the primary shipping address and confirm whether freight shipments can be received at the address listed.
- → Download the materials count report template in TOMS; make any revisions; and upload, validate, and approve order counts.

Order Supplemental Materials

- → Order supplemental materials as needed in TOMS. Use the *Place Supplemental Orders: Overview* section of the *TOMS User Guide* for additional information.

Pack and Ship Materials

Package and ship test materials for scoring, following the packaging and shipping instructions located in the online test administration manual and included with your test materials shipment.

- For the Summative ELPAC, ship materials on a monthly basis, following the schedule located in table 1 of the *Test Scheduling* subsection of the *ELPAC Online Test Administration Manual*.
- Note that there is no shipping for scoring on the Summative Alternate ELPAC.

Receive and Inventory Materials

Receive and inventory the ELPAC testing materials received from ETS. Initial ELPAC materials usually arrive between May and June. Summative ELPAC materials will arrive between December and January, depending on when the order was placed.

- Direct questions about missing materials to your assigned LEA Success Agent. You can find your Success Agent on the Success Agent Lookup web page.

RSVP Requirement

Approximately 10 percent of LEAs in California are identified by the CDE to take part in RSVP for the Initial ELPAC. Those LEAs will return their scannable K–2 Answer Books after the local scoring and parent/guardian notification of the results have been completed. This process will help to produce item statistics for the Initial ELPAC, validate scores, and provide technical assistance for scoring and data entry. Check whether your LEA is designated as one of the LEAs to complete RSVP.

- The alphabetical list of RSVP-selected LEAs for 2025–26 is posted on the RSVP and Second Scoring for the Initial ELPAC web page.
- Scannable 2025–26 Form 1 Writing Answer Books will be ordered in TOMS.
- RSVP-selected LEAs must ship Answer Books monthly until the last pickup date in December.

Second Scoring Requirement

Annually, LEAs randomly selected to second score will need a secondary TE to be present to score student responses. To find out whether your LEA has been selected for second scoring, visit the Summative Alternate ELPAC Second Scoring web page.

Results and Reporting

Download Student Results

Download the student results data file from TOMS for local uses, including uploading into the SIS or other system for customized data analyses. This task may be done monthly, depending on local needs and requirements.

→ Access the student data file layout on the SSR and Reporting Resources web page.

Preview Local ELPAC Data

The CDE notifies LEA ELPAC coordinators and LEA superintendents via email of the opportunity to review both ELPAC and Alternate ELPAC data before the public release.

→ During the LEA preview of both ELPAC and Alternate ELPAC results, verify the preview data against local data, including student demographic information, to ensure that student group assignments are accurate.

Provide Initial ELPAC and Initial Alternate ELPAC SSRs

Identify, assess, and notify parents/guardians of results for Initial ELPAC and Initial Alternate ELPAC SSRs within 30 calendar days.

Provide Summative ELPAC and Summative Alternate ELPAC SSRs

Provide Summative ELPAC results and Summative Alternate ELPAC results to parents/guardians within 30 calendar days of receiving the results from ETS if received during the instructional year, or 15 working days from the start of the next school year if results are received after the last day of instruction. For Initial ELPAC and Initial Alternate ELPAC SSRs, be sure to identify and assess students and notify parents/guardians of results within 30 calendar days of student enrollment.

→ Visit the *Distributing SSRs* chapter in the *Scoring and Reporting Guide* for information on how to access and distribute SSRs.

The CDE makes these optional letter templates available for LEAs to use to communicate with parents/guardians. Visit the *Scoring and Reporting Guide* for more information.

Review and Verify Apportionment

Review and verify the LEA ELPAC student data in the State Assessment Apportionment System (SAAS) for the previous test administration year by the CDE deadline.

→ In the fall, the CDE will email a link to the SAAS website directly to the LEA ELPAC coordinator.

Test Planning and Scheduling

Check for New Students

Verify any students new to your LEA who require testing.

→ This task should be done weekly, or more often for the Initial ELPAC and Initial Alternate ELPAC at the site level.

→ LEA coordinators can run the *Initial ELPAC and Initial Alternate ELPAC Student Eligibility Report* or the *Summative ELPAC and Summative Alternate ELPAC*

Student Eligibility Report in TOMS as needed. There is a field within this eligibility report that contains a flag that identifies the students as being assigned an alternate assessment.

Document Trends and Obtain Feedback

Document any trends, issues, and ideas for suggested changes to your Initial ELPAC, Summative ELPAC, Initial Alternate ELPAC, and Summative Alternate ELPAC administrations for next year.

- → Obtain feedback about the ELPAC and Alternate ELPAC administration from site ELPAC coordinators and TEs to identify improvements for the next test administration.
- → Obtain feedback about technology protocols, issues, and other technology-related instances to identify best practices for the following year.
- → Note that it is recommended that the LEA ELPAC coordinator share these with appropriate staff at the county office of education, your Success Agent, or via the annual post-test survey.

Ensure That All Eligible Students Are Tested

Ensure that all eligible students have been tested.

- → To check for students who are eligible for the Initial ELPAC, Initial Alternate ELPAC, Summative ELPAC, and Summative Alternate ELPAC, use MyTOMS at a Glance and the TOMS *Initial ELPAC and Initial Alternate ELPAC Student Eligibility Report* or *Summative ELPAC and Summative Alternate ELPAC Student Eligibility Report* on a weekly basis at minimum.
- → Coordinators can select the [**Reports**] tab in TOMS to obtain the eligibility reports. Please refer to the *LEA ELPAC Reports: Overview* section in the *TOMS User Guide* for a list of available reports.

Monitor Test Completion and Scoring

Use MyTOMS at a Glance to track progress on student test completion and the release of SSRs.

- → Review the Initial ELPAC, Initial Alternate ELPAC, Summative ELPAC, and Summative Alternate ELPAC completion reports available in TOMS to ensure that testing has been completed for all eligible students. Coordinators can select the [**Reports**] tab to obtain the eligibility and completion status reports. Please refer to the *Site ELPAC Reports: Overview* section in the *TOMS User Guide* for the list of available reports.
- → Completion status reports are located not only in TOMS, but also in the Completion Status System.

- → Use the completion status reports in TOMS or the Completion Status Reporting System in the Test Information Distribution Engine to track individual student test status and completion.
- → View the How to Monitor Test Completion video on the TOMS Resources web page.

Set Local Testing Schedules

Work with site ELPAC coordinators to set local testing schedules within the following listed windows.

- → For the Initial ELPAC, any student whose primary language is a language other than English and who has never been tested with the ELPAC must be assessed with the Initial ELPAC **during the first 30 days of enrollment**.
- → For the Initial Alternate ELPAC, any student whose primary language is a language other than English, whose IEP team has determined the student eligible for alternate assessments, and who has never been tested with the ELPAC must be assessed with the Initial Alternate ELPAC **during the first 30 days of enrollment**.
- → For the Summative ELPAC and Summative Alternate ELPAC, any student who is classified as an EL must be assessed with the Summative ELPAC or Summative Alternate ELPAC (if determined eligible for alternate assessments by the student's IEP team) during the testing window—**February 2 through May 29**.
- → Note that for the ELPAC, every EL or TBD student must be tested if enrolled in the LEA.

Share Testing Schedules

Share the LEA and site ELPAC schedules, including the timing of parent/guardian notification and when SSRs are expected, with school administrators and the LEA leadership team.

- → For the Summative ELPAC and Summative Alternate ELPAC, locally monitor submissions each month, and more regularly before the closing of the testing window, to ensure that all students are tested.

Test Security, Procedures, and Forms

Complete the Superintendent Designation

Ensure completion of the required Superintendent Designation Process for identifying the primary LEA ELPAC coordinator. This requires the superintendent to establish a TOMS account. A reminder email is sent to the current LEA ELPAC coordinator and the

LEA superintendent or charter school administrator when the function is available in TOMS.

The form must be submitted annually by April 1.

- → Notification for annual Superintendent Designation will be emailed to the superintendent. The designation process is completed in TOMS by the superintendent and includes an option of designating the current coordinator for the following year or adding a new coordinator.
- → Carefully read and complete the *Test Security Agreement* and *Test Security Affidavit* upon establishment of the LEA coordinator account. Be sure to save the email confirmations for your records.
- → An email confirmation is sent to the current LEA ELPAC coordinator and the LEA superintendent.

Confirm Test Security Agreements and Affidavits

Confirm that all site ELPAC coordinators are registered in TOMS and have completed their electronic *Test Security Agreement* and *Test Security Affidavit* as part of the registration process.

- → The *Test Security Agreement* and *Test Security Affidavit* must be completed by the LEA ELPAC coordinator and all site ELPAC coordinators.
- → Signed copies of the test security agreements and affidavits are located under "Download Signed Security Forms" in TOMS in the [**Reports**] tab.
- → The LEA ELPAC coordinator will automatically receive an email notification when the site ELPAC coordinators complete the *Test Security Agreement.*
- → The *Test Security Affidavit* must be completed by all TEs.
  - Note that proctors and staff handling secure materials who do not have roles in TOMS will be required to complete *ELPAC Test Security Affidavit for Non-TOMS Users* on the Test Security web page.

Identify Site ELPAC Coordinators

Identify the site ELPAC coordinator for each school.

- → Site ELPAC coordinator responsibilities at the site level include
  - ensuring of all appropriate trainings have been completed,
  - administration,
  - entering of scores,
  - item security, and
  - professional conduct for the administration of standardized assessments.

- → “Site ELPAC coordinator” is an employee of an LEA designated by the LEA, or a person designated by a nonpublic school, to oversee the administration of the ELPAC for each test site.
- → Additional information on the responsibilities of the site ELPAC coordinator is located in the *TOMS User Roles for the ELPAC* subsection in the *TOMS User Guide*.

Testing Irregularities and Security Breaches

Establish procedures with all site ELPAC coordinators to maintain the security of all test materials and monitor sites during testing to ensure that both ELPAC and Alternate ELPAC testing and security procedures are being followed.

Review all ELPAC and Alternate ELPAC test administration manuals in the Manuals Library to familiarize yourself with the process of reporting testing regularities and security breaches.

Local procedures should include who will be responsible for reporting incidents in STAIRS. Additional training and information in this area may be provided by the Test Security Guidelines video, located on the Administer a Test Session web page.

Also review the *Security Incidents and Appeals Procedure Guide*.

- → Any testing regularities and security breaches must be recorded in the [**STAIRS**] tab of TOMS.
- → A quick reference guide is available to guide coordinators through the STAIRS/Appeals process on the Test Security web page.

TOMS and Technology Support

Collaborate with LEA Technology Personnel

Collaborate with technology personnel to ensure that technology requirements are tested on each TE device and on each student device that will be used for testing.

- → Both the Initial ELPAC and Summative ELPAC have speaking and listening components that will require devices such as headphones. For additional information, navigate to the Technology Resources and Secure Browsers web page.

Collaborate with technology personnel to ensure that connections between the local SIS and TOMS are active and SSRs will populate for the correct students in a timely manner. If the LEA is making the reports available locally via a secure site, ensure that the reports are properly displayed, that parents/guardians can access the report, and that they can solely access scores for their own child.

Create User Accounts in TOMS

Confirm that site ELPAC coordinators have created user accounts in TOMS for their TEs. This can be done via batch upload or one at a time once the rollover occurs in July.

→ A list of all ELPAC user roles in TOMS and their complete definitions is available in the *TOMS User Roles for the ELPAC* subsection in the *TOMS User Guide*.

Ensure English Learner Listings in TOMS

Evaluate student demographic data from TOMS to ensure that all EL students are listed in TOMS at the correct grade level.

→ If demographic data is incorrect, update information in CALPADS. Changes to CALPADS take 48 hours to update in TOMS.

Student Demographic Data

Student demographic data is critical to each student's test assignment. Key data viewable in TOMS in the [**Demographics**] tab within the Student Profile includes the following. Note that fields marked with an asterisk (*) are locked when a student starts the first test.

- ***SSID:*** This is the unique 10-digit statewide identifier for each student. The SSID is a required input to log on to an interim, initial, or summative assessment.
- ***First Name:*** This is the student's first name reported in TOMS. The first name must be entered by the student exactly as presented in TOMS for the student to log on to an interim, initial, or summative assessment.
- ***Last Name or Surname:*** This is the student's last name as reported in TOMS.
- ****Grade Assessed:*** This field indicates the grade level of the assessment that is assigned to the student when the student begins testing, based on the student's grade level in CALPADS.
- ***Primary Language for Testing:*** SSRs will be generated in English; if the student has a primary language other than English, an additional SSR will also be generated in the student's primary language if the primary language is Arabic, Chinese (Traditional), Filipino, Korean, Spanish, or Vietnamese.
  - Note that student(s) with a primary language of Cantonese or Mandarin will generate a Chinese (Traditional)-translated SSR.
- ***English Learner (EL):*** Students who are ELs and have a US school entry date after April 15 of the prior year are exempt from taking the CAASPP English language arts/literacy (ELA) assessments. Additionally, this field may flag students to be evaluated for language development–related supports and accommodations, such as stacked translation and read aloud in Spanish.
- ***US School Entry Date:*** Students who are ELs and have a US school entry date after April 15 of the prior year are exempt from taking the CAASPP ELA assessment. Students have the option to take the ELA assessment with their peers if they wish to; however, their result will still be excluded from accountability calculations.

- ***Section 504 Plan:*** If this field is marked “Yes”, the assignment of testing accommodations is permitted for the student.
- ****Special Education for Testing:*** If this field is marked “Yes” and a primary disability code is also present, the student is eligible for Alternate ELPAC registration, and the assignment of testing accommodations is permitted for the student.
- ****Primary Disability Code for Testing:*** If a value is present in this field and the *Special Education for Testing* field is marked “Yes”, the assignment of the Alternate ELPAC and testing accommodations and requests for unlisted resources is permitted for the student.

The following reports are available in TOMS to help with understanding student demographic information:

- *LEA-Level Student Demographics Report*
- *School-Level Student Demographics Report*

Commonly Used Acronyms and Initialisms

Term	Meaning
CAA	California Alternate Assessment
CAASPP	California Assessment of Student Performance and Progress
CALPADS	California Longitudinal Pupil Achievement Data System
CalTAC	California Technical Assistance Center
CAST	California Science Test
CAT	computer adaptive test
CBT	computer-based test
CCR	*California Code of Regulations*
CCSS	Common Core State Standards
CDE	California Department of Education
CDS code	county/district/school code
CERS	California Educator Reporting System
CSA	California Spanish Assessment
DEI	Data Entry Interface
DFA	*Directions for Administration*
EAP	Early Assessment Program
EC	*Education Code*
EL	English learner
ELA	English language arts/literacy
ELAS	English language acquisition status
ELPAC	English Language Proficiency Assessments for California
FIAB	Focused Interim Assessment Block
IAB	Interim Assessment Block
IAHSS	Interim Assessment Hand Scoring System
ICA	Interim Comprehensive Assessment
IDEA	Individuals with Disabilities Education Act
IEP	individualized education program
IFEP	initial fluent English proficient
ISAAP	Individual Student Assessment Accessibility Profile
K–2	kindergarten through grade two
LEA	local educational agency
LOSS	lowest obtainable scale score
NCEO	National Center for Educational Outcomes
non-PT	non–performance task
NPS	nonpublic, nonsectarian school

Term	Meaning
NTE	Not tested medical emergency
OTAM	online test administration manual
PFA	*Preparing for Administration*
PGE	Parent/Guardian exemption
PII	personally identifiable information
PPT	paper–pencil test
Pre-ID	pre-identification
PT	performance task
RFEP	reclassified fluent English proficient
SEIS	special education information system
SIS	student information system
SmART	Smarter Annotated Response Tool
SRC	Student Response Check
SSID	Statewide Student Identifier
SSO	Single Sign-On
SSR	Student Score Report
STAIRS	Security and Test Administration Incident Reporting System
TA	test administrator
TBD	To Be Determined
TDS	Test Delivery System
TE	test examiner
THSS	Teacher Hand Scoring System
TIDE	Test Information Distribution Engine
TOMS	Test Operations Management System
UAAG	*Smarter Balanced Usability, Accessibility, and Accommodations Guidelines*
UDAs	universal tools, designated supports, and accommodations