English Language Proficiency Assessment for the 21st Century (ELPA21)
National Center for Research on Evaluation, Standards, and Student Testing
University of California, Los Angeles

ELPA21 Braille Version Testing Information for School District Staff
Summative and Screener Assessments
School Year 2023-24

The Annual Summative Assessment

The ELPA21 Braille Version (BV) summative assessment (formerly called the Blind/Low Vision summative assessment) was designed to measure the same English language proficiency standards as the online ELPA21 summative assessment for the four domains of Listening, Reading, Writing, and Speaking. Some task types were developed specifically for the Braille Version. The assessment was also designed to follow, as closely as possible, the general testing conditions of the online assessment. It is advisable, but not required, that the Test Administrator (TA) is able to read braille.

What does a TA need to administer the test?

Each Braille Version tests are shipped in its own box, which is considered the "kit" for testing. The box should be kept to return the materials later. The kit contains everything a TA needs, other than a braille writer or slate and stylus for some writing domain responses. See the list of kit contents located under the "test and item security" section of this document. The TA will need to become familiar with the Data Entry Interface (DEI), which is used to complete the Speaking domain and enter student responses as outlined in the instructions. To become familiar, the TA should access the DEI User Guide and the DEI training module which are found on the state's testing portal for ELPA21. Further directions are also available in the "prior to test administration" section of this document.

What group of students should be administered this version of the ELPA21 assessment?

The ELPA21 BV summative assessment is a secure print version developed to meet the accessibility needs of English learners who are blind or who have low vision. This version of the ELPA21 summative assessment is accessible for students who read either contracted or uncontracted braille. Some of the BV test domains are accessible for English learners with low vision who do not yet read braille but for whom the magnification features on the online version or the Large Print versions are insufficient for them to be able to complete at least one domain test. See the table on the following page noting the accessible domains for students who do not yet read braille.

Test and item security

All items in the BV testing kits are secure materials and must be kept in a secure location when not in use. A secure location might include a locked cabinet or a locked secure room. No information about the content of the specific test items is allowed to be shared with other

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teachers or the public. All testing kits must be returned after administration of the assessment has been completed.

The summative BV testing kits contain:

- Directions for Administration (DFA) document
- Student test booklet (in either contracted or uncontracted braille)
- CD for the audio prompts for relevant test items
- Manipulative items kit for relevant Listening and Reading items (varies by grade band)

Prior to test administration

Prior to administering the assessment, the TA must review and verify that all kit items, including all manipulatives, arrived in the box. The TA should load paper in the braille writer or have a slate and stylus ready prior to administering the Writing test. Responses to some Writing items are printed out and then saved inside the student's test booklet for scoring. As mentioned above, the TA should review the DEI User Guide and the DEI training module prior to administering the test.

Test design

As with the online, paper, and large print test versions, the BV summative assessment is divided into four domain tests: Listening, Reading, Writing, and Speaking. These can be administered in a single day or on different days, and students should be given an appropriate break between each domain test.

Summative accessibility for students who do not yet read braille

Grade Band	Accessible domains **without** braille knowledge*
Kindergarten	Listening, Reading, and Speaking domains
Grade 1	Listening and Speaking domains
Grade Band 2-3	Listening domain
Grade Band 4-5	Listening domain
Grade Band 6-8	Listening domain
Grade Band 9-12	Listening domain

*For non-accessible domains, the student's IEP should be updated prior to administration of the test so that the student may be exempted from any non-accessible domains. Domain exemptions must be programmed into TIDE prior to the data entry of the student responses. Follow your state's procedure to apply this accessibility option.

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Summative data entry of student responses

For Listening, Reading, and some Writing responses, the TA will enter the student answers into the DEI. The DFA outlines specific test questions that must be entered into the DEI prior to submitting the test for scoring. For the Speaking domain, the TA will record students' vocal responses to all Speaking items on the test using the DEI's recording feature.

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The ELPA21 Dynamic Screener

The ELPA21 Braille Version (BV) Dynamic Screener was designed to measure the same English language proficiency standards as the online screener assessment for the four domains of Listening, Reading, Writing, and Speaking. Some task types were developed specifically for the Braille Version. The assessment was also designed to follow, as closely as possible, the general testing conditions of the online assessment. It is advisable, but not required, that the Test Administrator (TA) is able to read braille.

What does a TA need to administer the screener?

Each Braille Version tests are shipped in its own box, which is considered the "kit" for testing. The box should be kept to return the materials later. The kit contains everything a TA needs, other than a braille writer or slate and stylus for some writing domain responses. See the list of kit contents located under the "test and item security" section of this document. The TA will need to become familiar with the Data Entry Interface (DEI), which is used to complete the Speaking domain and enter student responses as outlined in the instructions. To become familiar, the TA should access the DEI User Guide and the DEI training module which are found on the state's testing portal for ELPA21. Further directions are also available in the "prior to test administration" section of this document.

What students should be administered this version of the ELPA21 screener?

The ELPA21 BV screener is a secure print version developed to meet the accessibility needs of English learners who are blind or who have low vision. This version of the ELPA21 screener is accessible for students who read either contracted or uncontracted braille. Some of the BV test domains are accessible for English learners with low vision who do not yet read braille but for whom the magnification features on the online version or the Large Print versions are insufficient for them to be able to complete the test. See the table on the following page noting the accessible domains for students who do not yet read braille.

Test and item security

All items in the BV testing kits are secure materials and must be kept in a secure location when not in use. A secure location might include a locked cabinet or a locked secure room. No information about the content of the specific test items is allowed to be shared with other teachers or the public. All testing kits must be returned after administration of the assessment has been completed.

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The screener BV testing kits contain:

- Directions for Administration (DFA) document
- Student test booklet (in either contracted or uncontracted braille)
- CD for the audio prompts for relevant test items

Prior to screener administration

Prior to administering the assessment, the TA must review and verify that all kit items arrived in the box. Additionally, the TA should learn whether or not the student is familiar with and can use a braille writer or slate and stylus for the Writing domain items, prior to starting the screener. If the student is familiar with and can use these tools, the TA should load paper in the braille writer or have a slate and stylus ready prior to administering the screener. In this testing scenario, the TA should follow the Writing domain questions marked "DEVICE." If the student is not familiar, the TA should follow the Writing domain questions marked "ACCESSIBLE" instead. Instructions about the Writing domain are included in the secure Directions for Administration (DFA) document in the BV screening kit.

If the student is able to use the braille writer or slate and stylus, the student's responses to particular Writing items are printed out and then saved inside the student's test booklet for scoring. If a student is not familiar with these braille writing methods, particular screener writing test questions have been adapted to provide accessibility for all students to complete the writing domain. As mentioned above, the TA should review the DEI User Guide and the DEI training module prior to administering the test.

Test design

As with the online, paper, and large print screener test versions, the BV screener assessment is a mixed-domain test with a practice step and the secure test questions. The BV screener does have one design difference – the steps for the secure test questions are not divided into two different steps. Instead, students being screened using the BV screener will be administered all Step Two screener questions and all Step Three screener questions. There is not a stopping point in the BV version that might end the screener test early for some students.

Since the screener is a mixed-domain test, each item is marked with a parenthetical denoting the domain being assessed. This allows the test administrator to know which items to skip in case a student does not yet read braille or has a known domain exemption. Instructions regarding this aspect of the braille version screener are included in the secure DFA document in the BV screening kit. The domains are indicated as follows: L (Listening), R (Reading), W (Writing) and Sp (Speaking) next to each test question number.

Test administrators should review the following chart regarding accessibility for students being screened who do not yet read braille.

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Screener accessibility for students who do not yet read braille

Grade Band	Accessible domains **without** braille knowledge*
Kindergarten	Listening, Reading, and Speaking domains
Grade 1	Listening and Speaking domains
Grade Band 2-3	Listening domain
Grade Band 4-5	Listening domain
Grade Band 6-8	Listening domain
Grade Band 9-12	Listening domain

*For non-accessible domains, the student's IEP should be updated prior to administration of the test so that the student may be exempted from any non-accessible domains. Domain exemptions must be programmed into TIDE prior to the data entry of the student responses. Follow your state's procedure to apply this accessibility option.

Screener data entry of student responses

For Listening, Reading, and some Writing responses, the TA will enter the student answers into the DEI. The DFA outlines specific test questions that must be entered into the DEI prior to submitting the test for scoring. For the Speaking domain, the TA will record students' vocal responses to all Speaking items on the test using the DEI's recording feature.

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Test Timing Chart – ELPA21 Online Screener by Grade Band

Grade Band	Highest Step Completed	# Items	Testing Time (Minutes)								
		Mean	Mean	Min	25%	50%	75%	80%	90%	Max
Future KG	2	33	12.24	1.24	9.28	11.13	13.96	14.82	17.68	64.28
	3	51	22.69	10.62	18.38	20.92	25.24	26.59	30.74	60.63
KG	2	33	13.88	0.52	10.19	12.51	16.00	17.17	20.63	86.22
	3	51	24.21	11.24	19.44	22.64	27.18	28.44	32.65	83.70
1	2	34	16.33	2.86	12.47	15.04	18.77	19.82	23.41	73.04
	3	53	31.46	14.50	24.62	29.33	35.92	37.86	43.57	94.57
2–3	2	36	17.41	2.12	13.18	16.24	20.16	21.45	25.03	87.99
	3	56	46.91	12.17	36.30	43.67	53.76	57.02	67.09	172.38
4–5	2	38	24.17	2.51	17.81	22.72	28.61	30.34	36.03	104.06
	3	60	51.41	13.63	39.87	47.83	59.53	63.18	72.56	170.95
6–8	2	37	29.59	0.71	19.87	27.00	36.09	38.86	47.47	168.05
	3	60	56.33	20.24	43.27	52.27	64.83	68.67	80.81	218.12
9–12	2	38	36.46	1.92	25.05	33.49	44.79	48.28	58.07	192.12
	3	60	61.79	15.02	46.38	57.85	72.43	76.68	89.56	266.33