



Screeners SY 2017–18	Grades
	K–12

ELPA21 Online Screener Test Administration Manual

IMPORTANT NOTE: This document is for trained Test Administrators who have completed their state’s security and training requirements for administering the ELPA21 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 [Nebraska ELPA21 Portal](#).

Technology

All computers and tablets intended for use in the administration of the ELPA21 Screener test 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://ne.portal.airast.org/secure-browsers/>. If you have any questions, refer to the [User Support](#) (Appendix C) segment of this manual.

About the ELPA21 Screener Test

The ELPA21 Screener is a tool for determining if students entering Kindergarten through 12th grades are English Learners who will require supplementary support services to continue developing language proficiency in English. Screeners for potential English Language Learner status are part of the requirements of ESEA under both the No Child Left Behind Act and the Every Student Succeeds Act. The test questions are based on the English Language Proficiency (ELP) Standards adopted by the ELPA21 member states. These standards, which were completed in September 2013, highlight and amplify the critical language, knowledge about language, and skills using language in the Common Core State Standards and the Next Generation Science Standards.

The ELPA21 Screener is an online assessment of the student’s language proficiency in the required domains of reading, writing, listening, and speaking.

TA Qualifications

The state assessments must be administered by licensed, trained staff members of a school or district under the general supervision of a certificated employee. TAs administering the ELPA21 Screener should have experience with English language learners (ELLs).

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

If a student needs translation or interpretation of the test directions into a language of origin (as outlined in the ELPA21 Accessibility and Accommodations Manual <http://ne.portal.airast.org/wp-content/uploads/2017/01/Accessibility-and-Accommodations-Manual-SY-2016-2017.pdf>), be certain to 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 can be found under Resources/User Guides and Manuals on your state’s 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

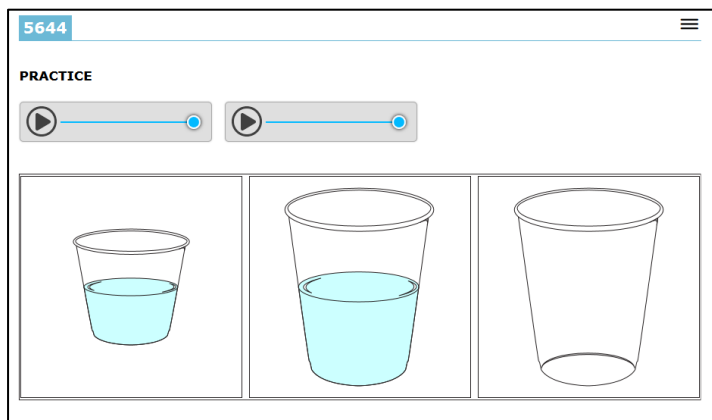
1. Review this manual and supporting administration manuals in their entirety, before administering the ELPA21 Screener.
2. Verify that computers are set up and configured for the ELPA21 Assessments.
3. Refer to the *ELPA21 Accessibility and Accommodations Manual* ([Nebraska ELPA21 Portal](#)) for additional restrictions related to providing tools, supports, or accommodations including the use of scratch paper.
4. Verify that the necessary materials for each test administration are available (i.e., headsets, scratch paper).
5. Make sure the physical conditions in the testing room are satisfactory. The student should have a well-lighted, and well-ventilated workspace.
6. Post a “Testing— Secure Environment, Do Not Disturb” sign on the door to avoid interruptions.
7. Student testing areas (desks or tables) will need to be cleared of books and other materials.
8. Have a location secured, 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.
9. Plan ahead for a time and location to charge iPads, Chromebooks, and laptops prior to testing. Devices should be 100% charged or plugged into a wall socket during the test.
10. Ensure students are assigned to the correct online tests and that their designated supports are selected correctly.
11. Review the critical information for administering the screener in this manual.

GENERAL DIRECTIONS FOR ADMINISTRATION

Overview

The ELPA21 computerized screener is divided into three segments. Each segment is labeled “Step.” **Step One must be individually administered.** Depending on the technological skills of the students, it may be necessary to individually administer Steps Two and Three as well.

1. Step One is made up of practice items only and these items will not be scored. This step has been created in order to 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 moving or clicking with the mouse. All Step One items are non-secure and are from the practice test bank. They are marked “PRACTICE” as shown here:



Students are not required to respond to all practice items in Step One. Once the student is sufficiently familiar with the testing environment, and the Test Administrator has made a determination about any technological assistance that might be needed, the practice items can be skipped by clicking the right arrow “Next” navigation button at the top left of the screen, as shown here:



Step One must always be administered one-to-one with a single student.

2-3. Steps Two and Three are made up of the secure test items on which determination of the student’s English proficiency will be based. All completed items in Steps Two and Three will be scored per the ELPA21 scoring rubrics. Items that are skipped or omitted will be scored as zero (0) in the calculation of the overall domain and proficiency determination for the student.

The online screener has test items from the four domains in mixed order. Unlike the summative ELPA21, students who are administered the screener could receive any combination of task and item types in any of the four domains in both Step Two and Step Three.

CAPTURING STUDENT RESPONSES

The ELPA21 Screener test is designed as an online assessment. This test uses the state testing portal for Test Administrators to create test sessions, and the Secure Browser for students to complete the test. The Test Delivery System is the online system that administers the test. All student responses are captured in that system; for a standard test administration, no responses are written on paper and submitted, 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 test. The ELPA21 states in this 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.

New for school year 2017-18, the ELPA21 Screener has a “temporary student ID” system, so that students who are new to a district can be screened. Please refer to the TIDE User Guide to assign a temporary ID in TIDE, and 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.

Domain Exemptions for the Screener

For those students on qualifying IEPs or 504 Plans, all 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. In addition to the above information, please also note that only state level users 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, please 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.

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.

Headset (headphones and a microphone)

Students 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 students put the headset over their ears. A suggested best practice is to start the students with the headphones around the neck for the audio check. That way, the sound doesn't play too loudly into the students' ears.

For additional practice prior to beginning the ELPA21 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.

At the bottom, 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.

Please Sign In

Guest User

First Name:

SSID:

Guest Session

Session ID: - -

To log in with your student account (using Name / SSID):

- Uncheck the "Guest User" checkbox (both fields will become blank)
- Enter your First Name and SSID in the fields above.

To log in as a Guest (anonymous user):

- Mark the "Guest User" checkbox (both fields will automatically display Guest)
- Click [Sign In] to login to the Training Test as a guest user.

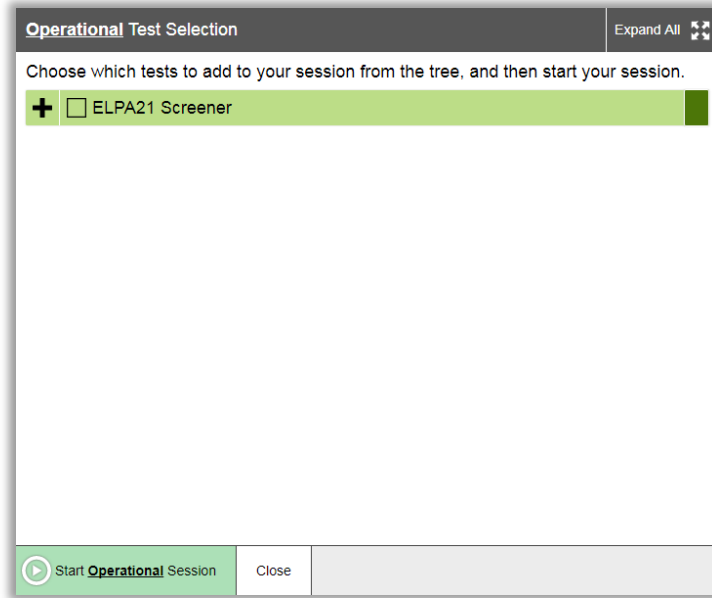
Guest Session?
In a Guest Session, you do not need Test Administrator approval and can take a Training Test using your own settings. To take a Training Test in a session with a Test Administrator, uncheck the "Guest Session" checkbox and enter the Session ID in the field before clicking [Sign In].

[Run Diagnostics](#) Browser: Chrome v55

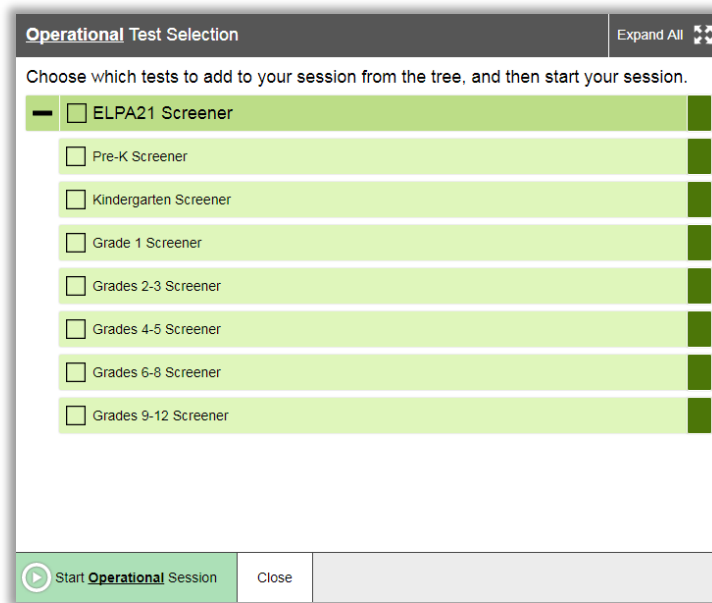
ADMINISTERING THE SCREENER

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. That browser must be installed prior to any attempt to log into the secure test. In addition, the participating student 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)
- Test session ID (as created by the Test Administrator)

OVERVIEW: HOW TO ADMINISTER STEP ONE

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. Remember, Step One must always be administered one-to-one with a single student.

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, the Test Administrator should determine whether the student has enough command of the 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 in order to complete the test without significant assistance.

Keyboarding Skills for Writing Domain Responses

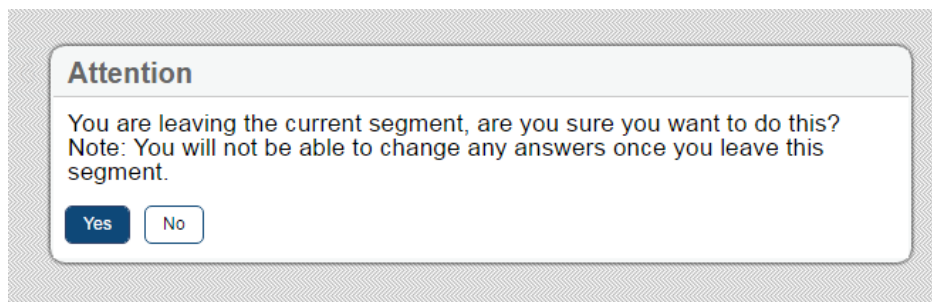
In Grade Bands 2-3 through 9-12, students will be presented with constructed-response Writing items that will require minimal typing skills. While some students may not yet have proficient keyboarding skills, the ability to “hunt and peck” to complete those responses should be sufficient for the completion of the test questions. The ELPA21 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 is 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. A review screen will appear. The Test Administrator should guide the student through reviewing the items, particularly those that were Marked for Review or left unanswered (skipped). This review is 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 on his/her own.

Once the student is satisfied with the Step One responses, the student can click the next button to end the segment.

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 the non-secure portion of the screener and will move the student to the **secure** test items in Steps Two and Three.

After the student clicks YES, confirming that he/she wants to move to Step Two, the student will see “waiting for segment approval” screen until the Test Administrator approves the student to begin the operational portion of the assessment. The Test Administrator, using the Test Administration session computer, will click the green check mark on the Test Session screen so that the student can move to Step Two.

Technical Assistance to the Test Taker

At the end of Step One, the Test Administrator should make a 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.

OVERVIEW: ADMINISTERING STEPS TWO AND THREE

Steps Two and Three of the screener consist of secure 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 Steps Two and Three, the Test Administrator is not allowed to provide any item content assistance, reading of test items, or other help to the student. The Test Administrator is allowed to assist the student with the technological demands of the test if it was determined during Step One that the student needs one-to-one assistance.

Steps Two and Three can be administered in two ways:

1. Student works alone

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, once Step Two begins, 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. **No assistance can be provided on actual test questions.**

2. Test Administrator assists student with the technology

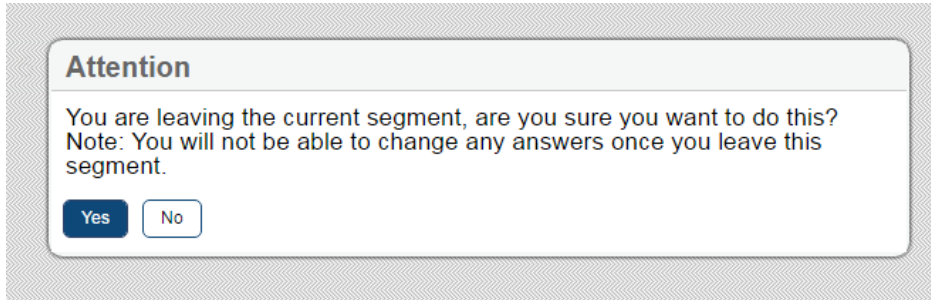
The student must answer the questions on his or her own, but the test administrator can click and move the mouse for the student, as specifically directed by the student. The student is allowed to point at the screen to indicate where the Test Administrator should move and/or click. The Test Administrator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

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

End of Step Two

At the end of Step Two, the student will reach the end of the segment, or Step. A review screen will appear, only for the items in Step Two. 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.

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 and will move the student to Step Three. **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.



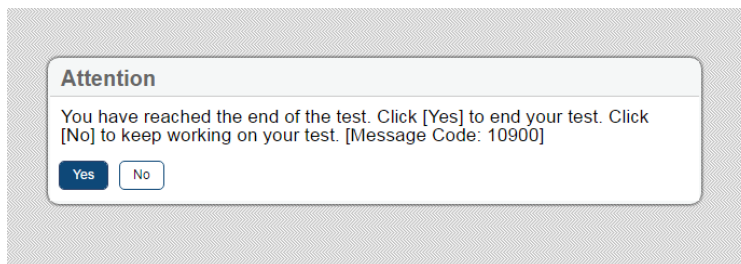
After the student clicks YES to move to Step Three, the student will see “waiting for segment approval” screen until the Test Administrator clicks the approval button in the Test Session window for the student to continue testing.

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, you reached the end of the test” message appears. The student can review the Segment 3 items or submit the test.

Congratulations, you reached the end of the test!
 If you need to review your answers, select the question number you wish to review. A flag icon appears for any questions that you marked for review.

You have marked questions. Review these questions before submitting your test.

Please review your unanswered questions before submitting the test.

Questions:

16 17 18

Next Step:
 When you are done reviewing your answers, select **Submit Test**. You cannot change your answers after you submit the test.

The final review screen includes the items to review from Step Three. 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.

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, your state 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 Assessment Coordinator (DAC), can approve appeals. During the summative testing window, appeals can only be approved by the state.

SCRIPTS AND SPECIFIC TEST ADMINISTRATION INSTRUCTIONS

STEP ONE

The Test Administrator should use his/her computer or tablet to create a testing session, as outlined in that training guide. Be certain to move the mouse intermittently so that the testing session doesn't time out due to inactivity while you follow the steps below. 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 to _____ school district. 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, assist as needed. The student will go through the verification screens to reach the audio and microphone test page. Test Administrator can assist as needed. Have the student put on the provided headset. Assist as needed so that the microphone portion is in the correct place for optimal recording. As noted previously, having the student place the headphones around the neck is a best practice while the volume level is verified during the audio check.

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. I can help you with anything you need 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.

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 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.

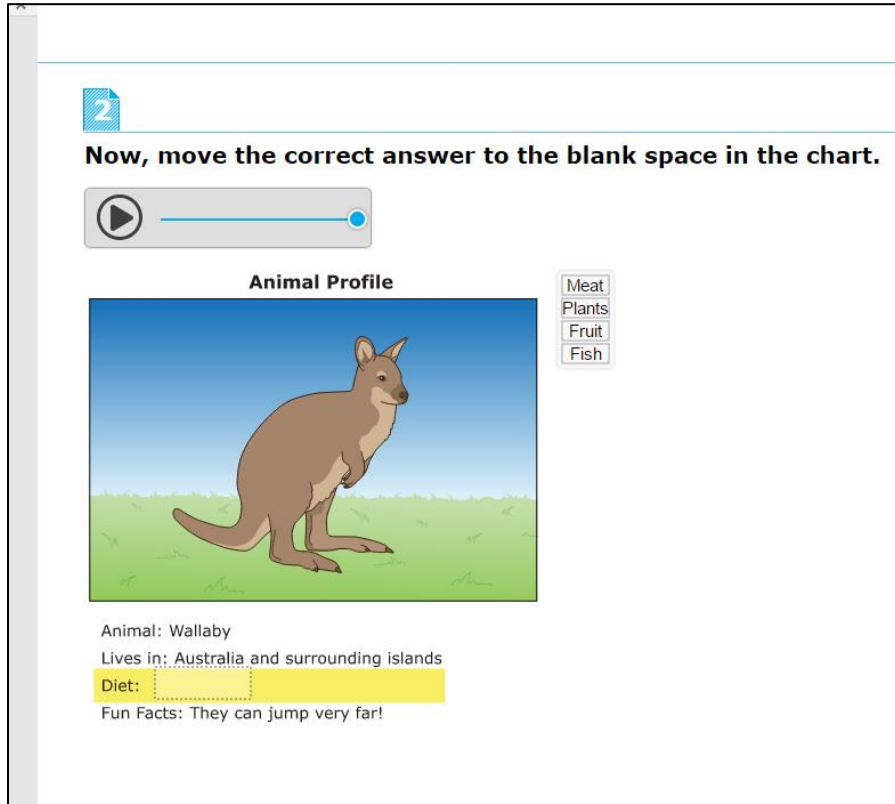
The first practice test question will appear. The Test Administrator should show the student the on-board tutorial in the drop down menu. Play the tutorial for the first practice test item.

SAY: These short videos can help you know what to do to answer a question. Click here if you want to see a video. Click the "X" in the upper right of the video window to close it.

Next, show the student the "Mark for Review" feature, also in the dropdown 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 has a folded down corner now. Also, in the questions list (upper left of screen drop down menu), you see the flag is on question number 1 because we just flagged it. Use this flag on any question you don't know and might want to come back to.

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



SAY: Do you have any questions about how to use these features? Please let me know if you need help during this practice test part of the test.

The Test Administrator should then give the student an opportunity to work independently. If the student appears unable to use the technology, the Test Administrator can assist (see description on pages 7-8 of this booklet). 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 flag them if you want me to.

Continue testing in Step One. The Test Administrator can continue to assist, but again, only in this segment (practice items) or with the technology.

Monitor the student to reach the first speaking practice item. If needed, assist the student with the use of the start, stop, and replay buttons for the speaking recording.

During this assessment, the Test Administrator cannot choose an answer for a non-responsive student. Instead they can offer to mark the item for review for the student as follows:

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 non-participation or non-compliance, all items can be skipped in the segment.

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

SAY: You have finished all the practice items on this test. Now we are moving to the items where you must answer on your own, and I can't help you with the test items – only the technology. Do you have any questions before we move on?

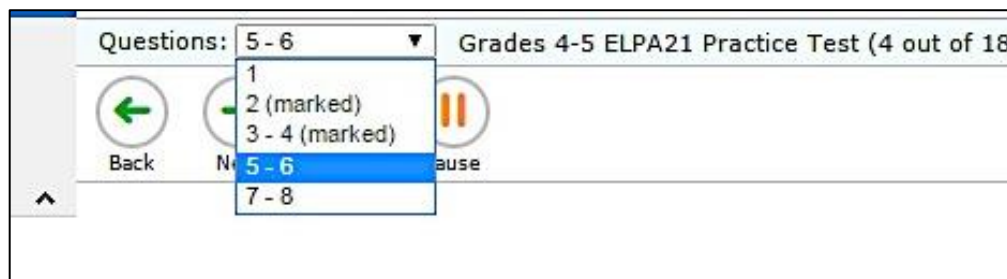
SAY: Let me show you the easy way to review your answers in this segment. Click here on any test question you want to review. I'm going to pretend that we want to review question 3.

The Test Administrator should click on test question 3 from the review screen. That will take the student back to question 3 on the test.

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 6 now.

Screenshot: the list shows the test items in the segment and notes which ones were marked for review.

The Test Administrator can demonstrate by clicking question 6 in the drop down list at top left, which shows all test questions in Step One. The computer will move forward to question 6.



SAY: Let's say 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, now you can review and then we'll move to Step Two when you are ready. Please let me know when you are ready.

Student continues the review of Step One.

When the student has indicated he/she is ready to move to the next part of the test and he/she has clicked “Next” to respond to the “Are you sure?” question, the “Waiting for Segment Approval” screen will appear. Until this happens, it is still possible to go back to review any of the practice test items or features. If the “Waiting for Segment Approval” screen appears, it is too late to go back to Step One for more review.

The Test Administrator should approve the student’s next segment in the Test Session menu.

STEP TWO

If the Test Administrator is assisting the student with technology, move back to the location near the student. Continue with Step Two 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.

At the end of Step Two, the review screen will appear in the same manner it did during Step One. The TA cannot force the student to review, but can encourage.

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. This will bring up the “Waiting for Segment Approval” message on the student computer.

SAY: You are moving to the final part of the test. Remember that if you don't know an answer, you can flag the test item for review or go to the next item.

The Test Administrator will approve the segment on the Test Session, and the student continues with Step Three.

Note: As Steps Two and Three progress, the test questions become more difficult. The student could become frustrated. The Test Administrator can remind the student to use the mark for review feature or skip the questions that are too difficult.

STEP THREE

The student will be administered the first Step Three item. If the Test Administrator is assisting the student with technology, move back to the location near 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.

At the end of Step Three, the review screen will appear in the same manner it did during Steps One and Two. The TA cannot force the student to review, but can encourage.

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 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. 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. Testing is complete.

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 followed by the school district or state.

Note: Students must respond to a minimum of 1 test question in Segment 2 or Segment 3 in order to generate an individual score report. Items left unanswered will be scored as zero (0) points for the domain and for the overall proficiency determination.

USER SUPPORT

Questions regarding information in this *ELPA21 Test Administration Manual*

- **TAs** and **School Test Coordinators**, contact your District Test Coordinator.
- **District Test Coordinators** contact the NDE Assessment office at Terri.Schuster@nebraska.gov or Brooke.David@nebraska.gov.

Policy or Test Administration Questions

- **TAs** and **School Test Coordinators**, refer to the *Test Administration Manual*. If additional support is needed, contact your District Test Coordinator.
- **District Test Coordinators** contact the NDE Assessment office at Terri.Schuster@nebraska.gov or Brooke.David@nebraska.gov.

Technology, System, or Program Issues

- **TAs**, **School Test Coordinators**, and **District Test Coordinators** contact the Nebraska ELPA21 Help Desk (*TAs and School Test Coordinators must also alert the District Test and Technology Coordinators of issues*).

The Nebraska ELPA21 Help Desk is open Monday–Friday from 7:00 a.m. to 7:00 p.m. CT (except holidays or as otherwise indicated on the Nebraska ELPA21 Portal).

Nebraska ELPA21 Help Desk

Toll-Free Phone Support: 1-866-287-5617

Email Support: neelpa21helpdesk@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
	Initially posted to state portal	8/1/17
13	Update to page reference	8/8/17
8, 9, 12	Clarification of keyboarding for the writing domain and potential use of scratch paper for Grade Bands 2-3 through 9-12	8-28-17