

CDE Assessment Spotlight

July 24, 2020

Distance Learning and Test Administration Options

The California Department of Education (CDE) and assessment contractor Educational Testing Service (ETS) are committed to supporting local educational agency (LEA) staff in ways that allow them to best serve their students and support their teachers, and are taking extra measures during this unprecedented time. To that end, the CDE and ETS are developing test administration options for 2020–2021, beginning with the Initial ELPAC and the optional fall Summative ELPAC administrations. Three options are summarized as follows:

- **In-person/co-located.** This option can be used for both the online and paper–pencil assessments. The student and test examiner are co-located, whether at a school or at other LEA-approved locations. The location must meet the testing environment guidelines outlined in the test administration instructions as well as the COVID-19 safety and social distancing procedures required by local officials.

- **Remote testing for online assessments.** This option can be used for the tests or subtests that are available as online assessments. The student and test examiner are in separate physical locations. The most common circumstance in this option would be the student located at home and the test examiner located at the school site or at home. For the grade levels and domains that require one-on-one administration, the test examiner may share a screen with the student using a distance learning tool. For the grade levels and domains that do not require one-on-one administration, the student takes the computer-based assessment on the student’s device via the designated browser while the test examiner starts, monitors, and ends the test session remotely via the test delivery system. In all cases, the student and test examiner are connected by video and audio, using the same distance learning tools used for instruction.

- **Remote testing for paper–pencil assessments.** This option can be used for:
 - Any grade level and domain of the Initial ELPAC
 - Students in kindergarten through grade two who are taking the Summative ELPAC Writing test, which is available only on paper at those grade levels

- Students at any grade level who are approved to take the paper–pencil Summative ELPAC

The student and test examiner are in separate physical locations; the most common circumstance in this option would be the student located at home and the test examiner located at the school site or at home. The student can be provided with access to the test questions in the most reasonable method possible. For example, the student may be provided a hard copy of the paper assessment prior to testing and could take the paper–pencil test while the test examiner starts, monitors, and ends the test session remotely. Another example would be the test examiner sharing the test questions with the student through the student’s distance learning tool. Regardless of how the student receives the test questions, the student and test examiner are connected by video and audio, using the same distance learning tools used for instruction.

Watch for upcoming additional information on these options, which will be provided as we refine the details.

Reporting Fall Administration of ELPAC for Initial Identification and Reclassification of English Learners

The following provides guidance on how and when LEAs should report the fall administration of the ELPAC given the flexibility of Senate Bill 98.

1. The English Language Acquisition Status (ELAS) will be entered automatically into the California Longitudinal Pupil Achievement Data System (CALPADS) from the Test Operations Management System for students who were enrolled on or before October 7, 2020 (Census Day); assessed by November 13, 2020, with the Initial ELPAC; and identified as English learner (EL) or initial fluent English proficient (IFEP).
2. Students who were administered the 2019–2020 Summative ELPAC by October 30, 2020, and who met Overall Level 4, and have met the remaining three locally determined criteria are eligible to be reclassified. LEA staff must update the ELAS in CALPADS for these students as redesignated fluent English proficient (RFEP) before February 1, 2021, which is the start of the 2020–2021 Summative ELPAC to ensure that these students will not be required to take the Summative ELPAC in spring 2021. If the RFEP status date is on or before Census Day, the student will be included in the 2019–2020 RFEP count. If RFEP date is after Census Day, the student will be included in the 2020–2021 RFEP count.
3. Students who were enrolled on Census Day, achieved Overall Level 4 on the 2018–2019 Summative ELPAC, and met the remaining three locally determined criteria are eligible to be reclassified on or before December 15, 2020. The RFEP date

must be entered into CALPADS as being on or before Census Day in order to be included in the 2019–2020 RFEP count.

For more information about the fall administration, please refer to the [email communication](#) “Optional Fall Administration of the Summative ELPAC Approved,” which was sent from the California Technical Assistance Center on July 6, 2020, to LEA ELPAC coordinators and is posted on the [ELPAC website](#).

2019–2020 ELPAC Results Now Available

The kindergarten through grade two (K–2) 2019–2020 Summative ELPAC LEA Student Data Files and SSRs have been released to the LEAs for students who completed all four domains and submitted Answer Books by June 12, 2020. SSRs are available for download from the Test Operations Management System under the LEA Reports tab and the LEA’s student information system parent portal. Student scores will be available next week in the California Educator Reporting System on the [ELPAC website](#). As completed K–2 Answer Books are received by Educational Testing Service, student scores will be produced and results will flow weekly to LEAs.