



## Memorandum

<b>Date:</b>	June 27, 2018
<b>To:</b>	Traci Albee, Michelle Center California Department of Education (CDE)
<b>From:</b>	Educational Testing Service (ETS)
<b>Subject:</b>	Potential Transition of the English Language Proficiency Assessments for California (ELPAC) to Computer-Based Assessment (CBA)

The purpose of this memorandum is to present additional ideas regarding the transition of the ELPAC program to a CBA format, beyond those recommendations made in the report “Considerations in the Transition of the ELPAC Paper-Pencil Tests to Computer-Based Assessments” (hereafter, “CBA Report”), delivered to the CDE in April 2017. Specifically, this memorandum will explore opportunities related to moving more directly to a model in which all (or nearly all) ELPAC administrations are delivered via CBA, reducing or eliminating the use of ELPAC paper-pencil tests (PPTs).

### Recommendations in the CBA Report

The CBA Report included recommendations that, during the initial transition to a CBA model, use of PPT administrations remain in place as follows:

- For the Initial ELPAC at all grades, with the transition of the Initial ELPAC to be delayed until after the Summative ELPAC CBA had been launched operationally
- For the Writing domain at kindergarten, grade one, and grade two (grades in which writing with a pencil on paper—rather than keyboarding—is a key part of the construct being measured)

While the CBA Report provides reasoning for each of these recommendations, neither of these recommendations are absolutes. In each case, there are alternative paths that may support the design and implementation of a solution that eliminates (or greatly minimizes) the use of PPT assessment and still enables the ELPAC assessments to remain valid, fair, and technically sound as CBAs. Examples of such alternative paths include a “teacher interface” approach in which the test examiner, rather than the test taker, interacts with the computer for identified grades.

Because the skill of writing is generally taught to students in kindergarten, grade one, and grade two as writing with a pencil on paper, it seems essential to the validity of the ELPAC that the Writing assessment at these grades uses handwriting as a response format. However, there are a range of approaches that can be taken to remove the



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need to use printed Answer Books, even while allowing those students who need to use paper to generate their responses to do so. For example, the stimulus provided to the student could be printed locally, allowing the student to respond on paper (in a format very similar to the PPT ELPAC).

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