2019–2020 TEST ADMINISTRATION

CAASPP Online Test Administration Manual

California Assessment of Student Performance and Progress

✹ **Smarter Balanced for English Language Arts/Literacy and Mathematics Summative Assessments**

✹ **California Alternate Assessments for English Language Arts/Literacy, Mathematics, and Science**

✹ **California Science Test**

✹ **California Spanish Assessment**

ETS

Measuring the Power of Learning.™

California Assessment of Student Performance and Progress Online Test Administration Manual

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Table of Acronyms and Initialisms in the *Online Test Administration Manual*

Term	Meaning
ASAM	Autonomous Single App Mode
ASL	American Sign Language
CA NGSS	California Next Generation Science Standards
CAAs	California Alternate Assessments
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
CCC	California Community Colleges
CCR	*California Code of Regulations*
CCSS	Common Core State Standards
CDE	California Department of Education
CERS	California Educator Reporting System
CSA	California Spanish Assessment
CSU	California State University
DFA	*Directions for Administration*
EAP	Early Assessment Program
ELA	English language arts/literacy
ELPAC	English Language Proficiency Assessments for California
ELs	English learners
IEP	individualized education program
ISAAP	Individual Student Assessment Accessibility Profile
LEA	local educational agency
NPS	nonpublic, nonsectarian school
ORS	Online Reporting System
PT	performance task
SSID	Statewide Student Identifier
STAIRS	Security and Test Administration Incident Reporting System
TOMS	Test Operations Management System

California Support for the CAASPP Assessments

> **Resources in This Subsection:**
>
> - California Assessment of Student Performance and Progress (CAASPP) website—http://www.caaspp.org/
> - CAASPP Forms web page—http://www.caaspp.org/administration/forms/

The CAASPP website is the home for all CAASPP System assessments.

For questions regarding the online testing system or for additional assistance:

- Local educational agency (LEA) CAASPP coordinators should contact the California Technical Assistance Center (CalTAC) by phone at 800-955-2954, by email at **caltac@ets.org**, or by using the chat function linked on the CAASPP website.
- CAASPP test site coordinators should contact their LEA CAASPP coordinator.
- Test administrators, test examiners, and other school personnel should contact their CAASPP test site coordinator.

CalTAC is open from 7 a.m. to 5 p.m., Monday through Friday. During these hours, staff will respond promptly to calls.

When contacting CalTAC, provide the representative with as much detail as possible about the issue(s) encountered and the system on which it occurred, including the following:

- type of device being used for the test;
- any error messages that appeared (code and description);
- operating system and browser (web browser or secure browser) information;
- network configuration information;
- contact information for follow-up, including an email address and phone number;
- test session ID; and
- any relevant and authorized student and school information, including Statewide Student Identifier (SSID), grade level, content area, and performance task (PT) or computer adaptive test (CAT) (also known as a non-PT test).

Use the CalTAC Contact Log for LEA CAASPP Coordinators, a Microsoft Word form, that has been posted to the Forms web page on the CAASPP website for internal use in tracking the questions and issues associated with calls to CalTAC.

CalTAC may be contacted by LEA CAASPP coordinators for situations and questions that include the following:

1.   The testing environment is down or unavailable.

2.   User accounts are not available, or users are not able to administer tests.

3.   Student information is incorrect or missing.

4.   There is difficulty loading student test settings into the Test Operations Management System (TOMS).

5.   There are questions about or need assistance with Security and Test Administration Incident Reporting System (STAIRS) or Appeals functionality.

6.   Help is needed to prepare for online testing—downloading the secure browser, voice packs, etc.

7.   Tests are incorrectly showing as available to students when they log on to begin testing.

8.   There is a request for password resets for LEA users.

9.   Student test settings are not presenting as intended.

Chapter 1. CAASPP Testing Overview

Additional Resource for This Chapter:

- CAASPP List of Acronyms and Initialisms web page—
  http://www.caaspp.org/about/abbreviations.html

What's New in the CAASPP System in 2019–2020

CAASPP System of Assessments

All or General

- A new alert paper process to notify LEA CAASPP coordinator of sensitive student responses will be implemented.

Alternate Assessment

- The California Alternate Assessment (CAA) for Science testing window opened on September 8, 2019.

- The CAA for Science now contains four embedded PTs. LEAs must administer or attempt to administer all four embedded PTs to a student any time during the normal course of instruction between September 8 and the end of their instructional calendar or July 15, 2020, whichever comes first. Each of the four embedded PTs is available as a separate test in the test delivery system, enabling the test examiner to administer embedded PTs in any order and at any time.

- A test examiner may select the *Mark as No Response* option on the context menu of a CAA for Science embedded PT when a student does not orient to a test question.

Science

- All students must take a science test by the end of grade twelve. Students will have only one opportunity to take a science test in high school (i.e., in grade ten, eleven, or twelve). Students who are repeating grade twelve are not eligible to participate in the high school science assessments, either the California Science Test (CAST) or the CAA for Science.

Spanish Assessment

- California Spanish Assessment (CSA) constructed-response (CR) items are available in TOMS for local use only. The CSA CR materials can be found in TOMS by selecting the [**Resources**] button on the top navigation bar. The CSA CRs are scored locally and not included in a student's overall score.

Practice and Training Tests

- CAAs for English language arts/literacy (ELA) and mathematics practice tests have been updated.

- The CSA accommodated practice and training tests are now available. These accommodated tests allow users to use text-to-speech, braille, closed-captioning, and audio transcripts, as appropriate.

TOMS Processes

- The searchable online help and contextual help links in TOMS continue to be updated, providing users the opportunity to view relevant resources.

- LEA CAASPP coordinators can view announcements, a to-do list, and notification reminders on the LEA's MyTOMS at a Glance web page. The to-do list includes any STAIRS cases that have "Draft" status and need submission.

- CAASPP test site coordinators can now view student demographic and other assessment-related information at the site level on MyTOMS at a Glance.

- Student profiles in TOMS have been updated to include the [**Score Status**] tab. The [**Score Status**] tab in a student's profile will have assessment status information and recent appeals for the student, if available.

- LEAs that administer the Smarter Balanced Interim Assessments for students in grades that are not taking a CAASPP summative assessment—kindergarten and grades two, nine, ten, and twelve—can now assign student test settings in TOMS for these students using a separate test settings upload process.

- The Test Administrator & Test Examiner user role was eliminated. All rights and permissions associated with this role have been assigned to the Test Examiner role.

- The Digital Library Only user role was added.

Reports

- The CAASPP Student Score Data Extract Report in TOMS includes three downloadable files for each of the last three historical administration years of 2018–2019, 2017–2018, and 2016–2017. (Note that once the 2019–2020 data files are posted, the 2016–2017 data files are no longer available.)

Accessibility Resources

General or All

- "Medical Supports" is the new name for the "Medical Device" non-embedded designated support for all assessments.

Smarter Balanced

- Illustration glossaries for mathematics items are available for selected construct-irrelevant terms. This resource, which is a type of translation glossary, is available as an embedded designated support for online assessments and as a non-embedded designated support for paper-pencil tests. Students who are assigned the illustration glossaries resource will be given a fixed-form assessment.

- Somali and Hmong are now offered as a translation glossary for mathematics items.

- Unified English Braille Technical is available for the mathematics assessment.

Technical Specifications

Refer to the *CAASPP and English Language Proficiency Assessments for California (ELPAC) Technical Specifications and Configuration Guide for Online Testing* for information about the updated secure browser and operating system versions required for testing in the 2019–2020 CAASPP administration.

About the Assessments

In 2019–2020, there are four types of online summative assessments administered as a part of the CAASPP:

- Smarter Balanced Online Summative Assessments (grades three through eight and grade eleven). Each assessment consists of a CAT and a PT.
  - ELA
  - Mathematics
- CAAs
  - ELA (grades three through eight and grade eleven)
  - Mathematics (grades three through eight and grade eleven)
  - Science (This online assessment is delivered as four online, embedded PTs to students in grades five, eight, and twelve, and students in grades ten and eleven whose individualized education program (IEP) prescribes an alternate science assessment)
- CAST
  - Science (grades five, eight, and twelve, and students in grades ten and eleven whom the LEA recommends to take a science assessment)
- CSA
  - Spanish-specific reading, writing mechanics, and listening skills (grades three through eight and high school)

Assessment Participation

All students are required to participate in the CAASPP assessments for which they are eligible with the exception of those for whom a parent/guardian exemption has been submitted to the test site or for whom the not tested due to a medical emergency exemption applies. All students who are logged on and presented with the first test question of the Smarter Balanced (for both the CAT and the PT portions), CAA, and CAST are counted for participation.

Smarter Balanced Summative Assessments

> **Resource in This Subsection:**
>
> - *CAASPP and ELPAC Accessibility Guide for Online Testing* web document—http://www.caaspp.org/rsc/pdfs/CAASPP-ELPAC.accessibility-guide.2019-20.pdf
> - CAASPP Student Accessibility Resources and Test Settings web page—http://www.caaspp.org/administration/accessibility/
> - California Department of Education (CDE) Student Accessibility Resources web page—https://www.cde.ca.gov/ta/tg/ca/accesssupport.asp
> - CDE Matrix One: California Assessment of Student Performance and Progress Accessibility Resources web document—https://www.cde.ca.gov/ta/tg/ai/documents/caasppmatrixone.docx
> - Smarter Balanced Assessment Consortium website—http://www.smarterbalanced.org/
> - *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines* web document—linked on the CAASPP Student Accessibility Resources and Test Settings web page at http://www.caaspp.org/administration/accessibility/

Smarter Balanced Summative Assessments for ELA and mathematics are next-generation assessments that were developed by the Smarter Balanced Assessment Consortium, a multistate, state-led consortium. These tests are aligned to the Common Core State Standards (CCSS) in ELA and mathematics that accurately measure student progress toward college- and career-readiness.

Consistent with the Smarter Balanced testing plan and California's educational mission, all students, including students with disabilities, English learners (ELs), and ELs with disabilities, should have equal opportunity to participate in assessments administered in California.

Participation Requirements:

All students enrolled in grades three through eight and grade eleven are required to participate in the Smarter Balanced mathematics assessment except for the following:

- Students with the most significant cognitive disabilities who meet the criteria for the CAA for Mathematics based on alternate achievement standards (approximately one percent or fewer of the student population) will take the CAA for Mathematics. These students must also take the CAA for ELA.

All students enrolled in grades three through eight and eleven are required to participate in the Smarter Balanced ELA assessment except for the following:

- Students with the most significant cognitive disabilities who meet the criteria for the CAA for ELA alternate assessment based on alternate achievement standards

(approximately one percent or fewer of the student population) will take the CAA for ELA. These students must also take the CAA for Mathematics.

- ELs who are within their first 12 months of enrollment in a U.S. school after April 15 of the previous school year have a one-time exemption from the **Smarter Balanced for ELA** assessment (but may opt to take the ELA assessment) and are required to take the Smarter Balanced for Mathematics. These students will also participate in the ELPAC testing.

Accessibility Resources

Smarter Balanced has crafted a comprehensive accessibility and accommodations framework, the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines,* for all students, including those with special assessment needs. The Consortium has also developed a variety of innovative universal tools that are embedded in the test delivery system as well as a variety of designated supports and accommodations. To assist CAASPP users in implementing these accessibility resources, the *CAASPP and ELPAC Accessibility Guide for Online Testing* is available as well.

In addition, the CDE Matrix One: CAASPP web document lists the universal tools, designated supports, and accommodations that are allowed as part of all CAASPP general and alternate assessments.

Finally, the CDE Student Accessibility Resources web page lists all the universal tools, designated supports, and accommodations for the CAASPP assessments.

California Alternate Assessments

Resources in This Subsection:

- CAA for Science Administration Planning Guides web page— http://www.caaspp.org/administration/about/caa/caa-for-science-administration-planning-guide.html
- CAASPP CAAs for ELA and Mathematics Version Assignments web page— http://www.caaspp.org/administration/about/caa/caa-assignments.2019-20.html
- CAASPP CAA for Science Version Assignments web page— http://www.caaspp.org/administration/about/caa/caa-science-assignments.2019-20.html
- CDE Alternate Assessment IEP Team Guidance web page— https://www.cde.ca.gov/ta/tg/ca/caaiepteamrev.asp

- CDE California Alternate Assessments web page—
https://www.cde.ca.gov/ta/tg/ca/altassessment.asp
- CDE Student Accessibility Resources web page—https://www.cde.ca.gov/ta/tg/ca/accesssupport.asp

The summative CAAs are for students with the most significant cognitive disabilities whose IEP team has designated the use of an alternate assessment on statewide summative assessments. These online tests, for ELA and mathematics and the science assessment, are administered to eligible students whose disability prevents them from taking the Smarter Balanced Summative Assessments for ELA and mathematics and the CAST. Students who are identified for an alternate assessment will take all the alternate assessments to which they have been assigned.

- Students in grades three through eight and grade eleven whose IEP designates they take an alternate assessment will take the CAAs for ELA and mathematics.

- Students in grades five, eight, and either ten, eleven, or twelve (whom the LEA recommends to take a science assessment) whose IEP designates they take an alternate assessment will take the CAA for Science as assigned.

- Students in grade twelve who have not yet taken a science test will automatically be registered to test. Students who are repeating grade twelve are not eligible to test.

The CAAs for ELA, mathematics, and science are delivered one on one by a test examiner and use the same test delivery system as the other CAASPP online assessments. Additionally, the CAA for Science is delivered as embedded PTs, four per grade level assessed.

There are five versions of the CAAs for ELA and mathematics and four versions of each CAA for Science embedded PTs that are assigned at the school level. Version assignments are posted on the CAAs for ELA and Mathematics Version Assignments and CAA for Science Version Assignments web pages on the CAASPP website. Secure, version-specific *Directions for Administration* (*DFA*) are available for download from TOMS.

The CAA for Science is administered one on one as embedded PTs by a test examiner during the course of instruction and shortly after instruction of related science content is complete. The separate *DFA* for each embedded PT became available for download in TOMS on September 3, 2019; the online assessment became available on September 8, 2019. Use the *CAA for Science Administration Planning Guides* linked on the CAASPP CAA for Science Administration Planning Guides web page to plan and schedule testing.

Participation and Eligibility Requirements

The CAAs for ELA, mathematics, and science are online, summative, grade-level assessments for students with the most significant cognitive disabilities whose IEP designates the use of an alternate assessment. These students are receiving grade-level instruction using alternate achievement standards in grades three through eight and eleven in ELA and mathematics. In addition, students in grades five, eight, and once in high school will participate in the CAA for Science.

For the CAAs, teachers may provide any resources required by a student's IEP or Section 504 plan or those that are needed and used by the student during regular classroom instruction.

The following are the eligibility guidelines on the CDE Alternate Assessment IEP Team Guidance web page that IEP teams should follow in determining whether a student should take the CAAs:

- **The student has a significant cognitive disability.** Review of the student's school records indicates a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior essential for someone to live independently and to function safely in daily life. Having a significant cognitive disability is not determined by an IQ test score; rather, a holistic understanding of a student is required.

- **The student is learning content derived from the CA CCSS or the California Next Generation Science Standards (CA NGSS).** Goals and instruction listed in the IEP for the student are linked to the enrolled grade-level CCSS or CA NGSS and address knowledge and skills that are appropriate for and set high expectations for this student. The content the student is learning is derived from the CCSS and CA NGSS, and appropriately breaks the standards into smaller achievable steps. The National Center and State Collaborative has derived these smaller steps from the CCSS to guide instruction, and they are called Core Content Connectors. Science Connectors also were derived from the CA NGSS standards. A Connector is a representation of the essential "core" content of a standard in the CCSS and CA NGSS. Each Connector was identified by examining learning progressions aligned with the CA CCSS or CA NGSS to determine the critical content for students with the most significant cognitive disabilities.

- **The student requires extensive, direct individualized instruction and substantial supports to achieve measurable gains in the grade-level and age-appropriate curriculum, including the following:**

  – Instruction and support that are not of a temporary or transient nature

  – Substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings

Accessibility Resources

Students provide responses to the assessments by using the mouse or keyboard if they are able. Students are encouraged to complete items as independently as possible. However, in some cases, the test examiner selects the responses indicated by the student. Modes of communication may include gesture, eye gaze, assistive communication device, or other means.

The test examiner should use the training tests to determine the student's mode of communication. The CDE Student Accessibility Resources web page describes the accessibility resources available for the CAAs.

California Science Test

> **Resources in This Subsection:**
>
> - *CAASPP and ELPAC Accessibility Guide for Online Testing* web document—http://www.caaspp.org/rsc/pdfs/CAASPP-ELPAC.accessibility-guide.2019-20.pdf
> - CAASPP California Science Test web page—http://www.caaspp.org/administration/about/science/
> - CAASPP Student Accessibility Resources and Test Settings web page—http://www.caaspp.org/administration/accessibility/
> - CDE California Science Test (CAST) web page—https://www.cde.ca.gov/ta/tg/ca/caasppscience.asp
> - CDE Matrix One: California Assessment of Student Performance and Progress Accessibility Resources web document—https://www.cde.ca.gov/ta/tg/ai/documents/caasppmatrixone.docx
> - CDE Student Accessibility Resources web page—https://www.cde.ca.gov/ta/tg/ca/accesssupport.asp

The CAST is an online test based on the CA NGSS. All LEAs with eligible students in grades five, eight, and twelve will administer the CAST. Additionally, students in grades ten and eleven whom the LEA recommends to take a science assessment may also take the CAST; they will not be eligible to retake the CAST in grade eleven or twelve.

- All LEAs with eligible students in grades five, eight, twelve, and students in grades ten and eleven whom the LEA recommends to take a science assessment will administer the CAST.

- Scores for students in grades ten and eleven who take the CAST will be saved and reported for accountability purposes when those students are in grade twelve.

- Students who take the CAST while their testing grade is grade ten or eleven will not be eligible to retake the CAST in grade eleven or twelve.
- Students in grade twelve who have not yet taken a science test will automatically be registered to test.
- Students who are repeating grade twelve are not eligible to test.

Accessibility Resources

The CAST uses the Smarter Balanced framework, the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines,* that is used for other CAASPP assessments. The framework includes a variety of innovative universal tools that are embedded in the test delivery system as well as a variety of designated supports and accommodations. To assist CAASPP users in implementing these accessibility resources, the *CAASPP and ELPAC Accessibility Guide for Online Testing* is available as well.

In addition, the CDE Matrix One: CAASPP web document lists the universal tools, designated supports, and accommodations that are allowed as part of all CAASPP general and alternate assessments.

Finally, the CDE Student Accessibility Resources web page lists all the universal tools, designated supports, and accommodations for the CAASPP assessments.

California Spanish Assessment

> **Resources in This Subsection:**
>
> - *CAASPP and ELPAC Accessibility Guide for Online Testing* web document—http://www.caaspp.org/rsc/pdfs/CAASPP-ELPAC.accessibility-guide.2019-20.pdf
> - CAASPP California Spanish Assessment web page—http://www.caaspp.org/administration/about/csa/
> - CAASPP Student Accessibility Resources and Test Settings web page—http://www.caaspp.org/administration/accessibility/
> - CDE California Spanish Assessment web page—https://www.cde.ca.gov/ta/tg/ca/csa.asp
> - CDE Matrix One: California Assessment of Student Performance and Progress Accessibility Resources web document—https://www.cde.ca.gov/ta/tg/ai/documents/caasppmatrixone.docx
> - CDE Student Accessibility Resources web page—https://www.cde.ca.gov/ta/tg/ca/accesssupport.asp

The CSA is an online, linear (nonadaptive), summative, grade-level assessment for students in grades three through eight and high school who are seeking a measure that evaluates their

Spanish reading, writing mechanics, and listening skills. The CSA is a part of the CAASPP system and replaced the Standards-based Tests in Spanish.

The CSA is aligned to the CCSS en Español, which were developed as a joint effort between the San Diego County Office of Education, the Council of Chief State School Officers, and the CDE. The CCSS en Español are a translated and linguistically augmented version of the English-language CCSS for English Language Arts & Literacy.

Accessibility Resources

The CSA uses the Smarter Balanced framework, the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines,* that is used for other CAASPP assessments. The framework includes a variety of innovative universal tools that are embedded in the test delivery system as well as a variety of designated supports and accommodations. To assist CAASPP users in implementing these accessibility resources, the *CAASPP and ELPAC Accessibility Guide for Online Testing* is available as well.

In addition, the CDE Matrix One: CAASPP web document lists the universal tools, designated supports, and accommodations that are allowed as part of all CAASPP general and alternate assessments.

Finally, the CDE Student Accessibility Resources web page lists all the universal tools, designated supports, and accommodations for the CAASPP assessments.

Test Administration Roles and Responsibilities

> **Resources in This Subsection:**
> - CAASPP Manuals and Instructions web page—
>   http://www.caaspp.org/administration/instructions/

This section provides descriptions of sample users' roles and responsibilities for the CAASPP.

LEA CAASPP Coordinator

LEA CAASPP coordinators were designated by the district superintendent at the beginning of the 2019–2020 school year. An electronically signed *Superintendent Designation Form* identifying the LEA CAASPP coordinator and an electronically signed *CAASPP Test Security Agreement* from the LEA CAASPP coordinator must have been submitted through TOMS.

LEA CAASPP coordinators are responsible for

- adding CAASPP test site coordinators, test administrators, test examiners, and other LEA users into TOMS;
- setting up test administration windows in TOMS and assigning schools within the LEA to those windows;
- assigning students to tests either in TOMS or using batch upload;
- verifying and assigning designated supports and accommodations to students either in TOMS, using the Individual Student Assessment Accessibility Profile (ISAAP) Tool, or using batch upload;
- requesting unlisted resources for students in TOMS;
- ensuring that the CAASPP test site coordinators, test administrators, and test examiners in their LEA are appropriately trained regarding CAASPP assessment administration as well as security policies and procedures;
- printing out checklists from this manual and those that are posted independently on the Manuals and Instructions web page on the CAASPP website for CAASPP test site coordinators, test administrators, and test examiners to review in preparation for the summative assessments;
- reporting all test security irregularities and breaches that occur before, during, or after test administration to the CDE within 24 hours of discovery using the online STAIRS/Appeals process (Note that the LEA CAASPP coordinator must **immediately** report the breach by calling either CalTAC at 800-955-2954 if the breach is due to social media exposure on the part of a student or adult; or the CDE at 916-445-8765 for all other breaches.);

- assuming general oversight responsibilities for all administration activities in their LEA schools;

- accessing and reviewing test completion rates for the LEA in the Completion Status system;

- creating student rosters in the Roster Management system;

- creating student groups in the California Educator Reporting System (CERS);

- assigning student condition codes in TOMS, as appropriate;

- accessing and reviewing preliminary student reports (including assessment target reports) and aggregate statistics for the LEA in the Online Reporting System (ORS) and CERS;

- accessing and reviewing preliminary and final student reports and aggregate data for the LEA in TOMS; and

- distributing electronic or printed (if applicable) Student Score Reports to students and test sites.

CAASPP Test Site Coordinator

Notes:

- A CAASPP test site coordinator can be a principal, vice principal, technology coordinator, counselor, or other staff member. If possible, a CAASPP test site coordinator should be a person with noninstructional or limited instructional duties so that the coordinator can organize and monitor testing activity in the school.

- There can be more than one CAASPP test site coordinator as required by school need.

CAASPP test site coordinators are designated by the LEA CAASPP coordinator. CAASPP test site coordinators are added to TOMS by the LEA CAASPP coordinator.

CAASPP test site coordinators are responsible for

- identifying test administrators and other test site staff (such as Test Examiner, IA Administrator Only, Educator – Test Site, Educator – Roster, and Digital Library Only) as appropriate, ensuring that they are properly trained, and ensuring that they have submitted electronically signed *CAASPP Test Security Affidavits* through TOMS as appropriate (5 *CCR* Section 859[c]);

- adding Test Administrators, Test Examiners, IA Administrator Only, Educator – Test Site, Educator – Roster, and Digital Library Only users as appropriate into TOMS;

- maintaining registration accounts for test administrators and test examiners at their sites for use of the CAASPP System, including the summative and interim assessments and formative assessment tools;

- coordinating with Test Administrators and Test Examiners so they administer all assessments;

- verifying and assigning designated supports and accommodations to students either in TOMS, using the ISAAP Tool, or using batch upload;

- requesting unlisted resources for students in TOMS;

- creating or approving testing schedules and procedures for the school (consistent with state and LEA policies);

- working with technology staff to ensure that necessary secure browsers are installed, and any other technical issues are resolved;

- monitoring testing progress during the testing window using the Completion Status system and ensuring that all students participate, as appropriate;

- using the school's procedure for correcting student data errors reported by test administrators and test examiners in the California Longitudinal Pupil Achievement Data System (CALPADS), verifying the corrections in TOMS, and ensuring that the student's test session is rescheduled;

- addressing testing problems, as needed;

- mitigating and reporting all test security incidents in a manner consistent with Smarter Balanced, state, and LEA policies;

- assuming general oversight responsibilities for all administration activities in their school and for all Test Administrators, Test Examiners, and other school staff;

- creating student rosters in the Roster Management system;

- accessing and reviewing completion status reports for the test site in the Completion Status system;

- accessing and reviewing preliminary student reports and aggregate statistics for the test site in the ORS; and

- accessing results in CERS for students at the test site.

Test Administrator

Pursuant to 5 *CCR*, Section 850(ae), a test administrator is an employee or contractor of an LEA or a nonpublic, nonsectarian school (NPS) who has signed a *CAASPP Test Security Affidavit* and has received training to administer the CAASPP achievement tests.

Test administrators administer the Smarter Balanced assessments and the CAST. CAASPP test site coordinators should identify school personnel to act as test administrators. Refer to appendix G for a checklist of test administration activities.

Test administrators are responsible for

- reading and signing the *CAASPP Test Security Affidavit*, which is electronically signed and submitted through TOMS;

- completing CAASPP administration training (refer to the *Training Resources* subsection) and reviewing all Smarter Balanced, CAST, and CAASPP policy and administration documents prior to administering any CAASPP assessments;

- viewing student information in the Test Administrator Interface prior to testing to ensure that the correct student receives the proper test with the appropriate resources. Test administrators should report any potential data errors to CAASPP test site coordinators and LEA CAASPP coordinators as appropriate;

- administering the Smarter Balanced assessments, CAST, and CSA;

- assuring the test environment meets the specific requirements;

- reporting all potential test security incidents to their CAASPP test site coordinator and LEA CAASPP coordinator in a manner consistent with Smarter Balanced, state, and LEA policies;

- viewing completion status reports in the Completion Status system;

- reviewing preliminary results for students in an associated student roster in the ORS. (Note that unless the test administrator has been assigned to a student roster, the test administrator cannot review any student results in the ORS.); and

- accessing Interim Assessment results in CERS for students in an assigned student group.

Test Examiner

The CAAs must be administered by **certificated or licensed** LEA staff member. Pursuant to 5 *CCR* Section 850(ag), "Test examiner" is an employee or contractor of an LEA or an NPS who has electronically signed and submitted a *CAASPP Test Security Affidavit* through TOMS, has received training to administer the CAAs, and is certificated or licensed. Refer to appendix H for checklists of test administration activities.

> **Note:** With the elimination of the Test Administrator & Test Examiner user role, users with the Test Examiner user role now have the ability to administer general assessments, such as the Smarter Balanced summative and interim assessments, in addition to alternate assessments. All functions and permissions for the Test Administrator & Test Examiner user role are now associated with the Test Examiner user role.

Test examiners are responsible for

- reading and signing the *CAASPP Test Security Affidavit*, which is electronically signed and submitted through TOMS;

- completing the CAA Test Examiner Tutorial (refer to the *Training Resources* subsection) and reviewing all CAASPP policy and administration documents prior to administering any CAAs;

- viewing student information in the Test Administrator Interface prior to testing to ensure that the correct student receives the proper test with the appropriate resources. Test examiners should report any potential data errors to CAASPP test site coordinators and LEA CAASPP coordinators as appropriate;

- downloading the *DFA* for the appropriate test or embedded PT from the [**Resources**] button on the top navigation bar in TOMS;

- administering the CAAs;

- reporting all potential test security incidents to their CAASPP test site coordinator and LEA CAASPP coordinator in a manner consistent with CAASPP and LEA policies;

- viewing completion status reports in the Completion Status system; and

- accessing Interim Assessment results in CERS for students in an assigned student group.

Interim Assessments (IA) Administrator Only

The IA Administrator Only user administers only the interim assessments to students and may view Interim Assessment results in CERS for students in an assigned student group. The IA Administrator Only user electronically signs and submits a *CAASPP Test Security Affidavit* through TOMS as part of the credentialing process*.*

Educator – District

> **Notes:**
>
> - An Educator – District user's questions about passwords, the ORS, CERS, and technology issues should be relayed to the CAASPP test site coordinator or LEA CAASPP coordinator.
>
> - The Educator – District user electronically signs and submits a *CAASPP Test Security Affidavit* through TOMS as part of the credentialing process*.*

The Educator – District user is allowed access to assessment results in the ORS and CERS for the entire LEA. This role is assigned by the LEA CAASPP coordinator.

Educator – Test Site

> **Notes:**
>
> - An Educator – Test Site user's questions about passwords, the ORS, CERS, and technology issues should be relayed to the CAASPP test site coordinator or LEA CAASPP coordinator.
>
> - The Educator – Test Site user electronically signs and submits a *CAASPP Test Security Affidavit* through TOMS as part of the credentialing process as part of the credentialing process*.*

The Educator – Test Site user is allowed access to assessment results in the ORS and CERS for the entire school. This role is assigned by the LEA CAASPP coordinator or CAASPP test site coordinator.

Educator – Roster

> **Notes:**
>
> - An Educator – Roster user's questions about passwords, the ORS, CERS and technology issues should be relayed to the CAASPP test site coordinator or LEA CAASPP coordinator.
>
> - The Educator – Roster user electronically signs and submits a *CAASPP Test Security Affidavit* through TOMS as part of the credentialing process*.*

The Educator – Roster user is allowed access to assessment results for students in an associated roster in the ORS and an associated student group in CERS. Rosters of students or student groups are created and assigned to the user by the LEA CAASPP coordinator or test site coordinator. Note that unless this user has been assigned to a roster or student group, the user cannot review any student results in the ORS or CERS.

Digital Library Only

The Digital Library Only user is one who is not eligible for any other user roles but needs access to the Smarter Balanced Digital Library. It is a local decision whether to require the Digital Library Only user to electronically sign and submit a *CAASPP Test Security Affidavit* through TOMS*.*

About This Manual

This *CAASPP Online Test Administration Manual* for Smarter Balanced Online Summative Assessments, CAAs, the CAST, and the CSA is intended for staff who play a role in the administration of CAASPP assessments, including LEA CAASPP coordinators, CAASPP test site coordinators, test administrators, and test examiners.

This manual provides procedural and policy guidance to administer the CAASPP assessments. The appendices of this manual, which contain important information that can be used as stand-alone materials, are easily extracted for printing or distribution.

For specific questions not addressed in this manual, test administrators and test examiners can contact their CAASPP test site coordinator; CAASPP test site coordinators can contact their LEA CAASPP coordinator; and LEA CAASPP coordinators can contact CalTAC.

Chapter 2. Test Administration Resources

Additional Resource for This Chapter:

- CAASPP List of Acronyms and Initialisms web page—
  http://www.caaspp.org/about/abbreviations.html

Summative Assessment Administration Documentation Resources

Resources in This Section:

- *CAASPP and ELPAC Accessibility Guide for Online Testing* web document—http://www.caaspp.org/rsc/pdfs/CAASPP-ELPAC.accessibility-guide.2019-20.pdf

- *CAASPP Security Incidents and Appeals Procedure Guide* web document—http://www.caaspp.org/rsc/pdfs/CAASPP.stairs-appeals-guide.2019-20.pdf

- CAASPP Security and Test Administration Incident Reporting System (STAIRS)/ Appeals Process for Summative Assessments web page—http://www.caaspp.org/stairs/

- CDE California Longitudinal Pupil Achievement Data System (CALPADS) web page—https://www.cde.ca.gov/ds/sp/cl/

- CDE Matrix One: California Assessment of Student Performance and Progress Accessibility Resources web document—https://www.cde.ca.gov/ta/tg/ai/documents/caasppmatrixone.docx

- CDE Student Accessibility Resources web page—https://www.cde.ca.gov/ta/tg/ca/accesssupport.asp

- *CAASPP and ELPAC Technical Specifications and Configuration Guide for Online Testing* web document—http://www.caaspp.org/rsc/pdfs/CAASPP-ELPAC.tech-specs-and-config-guide.2019-20.pdf

- *CAASPP and ELPAC TOMS User Guide* web document—http://www.caaspp.org/rsc/pdfs/CAASPP-ELPAC.toms-guide.2019-20.pdf

The *Online Test Administration Manual* is designed to complement a variety of other resources developed by Smarter Balanced and the CDE listed in Table 1.

Table 1. Manuals

Resources	Description
CALPADS resources	The CDE CALPADS web page contains links to CALPADS system documents, updates, and other useful information for maintaining student demographics and program participation.
CAASPP and ELPAC TOMS User Guide	The *CAASPP and ELPAC TOMS User Guide* provides instructions for the processes necessary to assign and manage LEA and school users, test administrations, as well as student information for various aspects of CAASPP testing (test assignments, test settings, condition codes).
CAASPP Security Incidents and Appeals Procedure Guide	The *CAASPP Security Incidents and Appeals Procedure Guide* includes information about how LEA CAASPP coordinators can submit an incident report using the STAIRS/Appeals process and enter appeals for summative assessments in TOMS. Refer also to the STAIRS/Appeals Process for Summative Assessments web page on the CAASPP website for additional information and links to STAIRS resources.
CAASPP and ELPAC Accessibility Guide for Online Testing	The *CAASPP and ELPAC Accessibility Guide for Online Testing* includes information and instructions regarding configuring and using online accessibility resources including braille.
Matrix One: California Assessment of Student Performance and Progress Accessibility Resources	The CDE Matrix One web document is an important source of information for determining the assignment of designated supports and accommodations to students.
CAASPP and ELPAC Technical Specifications and Configuration Guide for Online Testing	The *CAASPP and ELPAC Technical Specifications and Configuration Guide for Online Testing* contains instructions related to making the network infrastructure ready for CAASPP testing, such as network and system requirements as well as secure browser configuration.

Table 1 *(continuation one)*

Resource	Description
Test Administrator DFA—Smarter Balanced Summative Assessments and the CAST	The Test Administrator Online Directions for Administration for the Smarter Balanced and CAST Assessments document is a standalone version of [Chapter 7: Using the Test Administer Interface with Summative Assessments](#) and [Chapter 8: Scripts for Administering Smarter Balanced Summative Assessments and the California Science Test](#), which provide test administrators at all grade levels with step-by-step instructions for the Test Administrator Interface and student applications, as well as the test administration script for administering Smarter Balanced and CAST assessments. These instructions are intended for the day of test administration. Scripts must be read verbatim but may be adapted for students assigned the Simplified Test Directions designated support.
Test Administrator DFA—CSA	The Test Administrator Online Directions for Administration for the CSA document is a standalone version of [Chapter 7: Using the Test Administer Interface with Summative Assessments](#) and [Chapter 9: Scripts for Administering the California Spanish Assessment](#), which provides test administrators at all tested grade levels (grades three through eight) and the grade band (high school) with the test administration script for administering the CSA. These instructions are intended for the day of test administration. Scripts, which are in Spanish, must be read verbatim but may be adapted for students assigned the Simplified Test Directions designated support.
Test Examiner DFAs	Directions for the administration of the CAAs for ELA and mathematics are posted securely in TOMS and can be accessed by selecting the [**Resources**] navigation button on the TOMS top navigation bar. *DFAs* for each of the CAA for Science embedded PTs also can be accessed in this manner.

Table 1 *(continuation two)*

Resource	Description
Usability, Accessibility, and Accommodations Guidelines	The *Usability, Accessibility, and Accommodations Guidelines* focus on universal tools, designated supports, and accommodations for the Smarter Balanced assessments. The *Guidelines* are intended for school-level personnel and decision-making teams, particularly IEP and Section 504 teams, as they prepare for and implement CAASPP assessments. The *Guidelines* provide information for classroom teachers, English language development educators, special education teachers, and instructional assistants to use in selecting and providing universal tools, designated supports, and accommodations for those students who need them during the administration of the assessments. The *Guidelines* are also intended for assessment staff and administrators who oversee the decisions that are made in instruction and assessment. The CAST and CSA follow similar guidelines.
	The *Usability, Accessibility, and Accommodations Guidelines* for Smarter Balanced testing can be found on the CDE [Student Accessibility Resources](#) web page.

Training Resources

Training and Videos

> **Resources in This Subsection:**
> - Brainshark CAA Test Examiner Tutorial videos web page—
>   https://www.brainshark.com/ets/CAA_Test_Examiner_Tutorials
> - CAASPP Summative Assessment Videos and Archived Webcasts web page—
>   http://www.caaspp.org/training/caaspp/

All LEA CAASPP coordinators, CAASPP test site coordinators, test administrators, test examiners, and school administrative staff who will be involved in CAASPP assessment administration should review the applicable supplemental videos and archived webcasts.

The LEA CAASPP coordinator, CAASPP test site coordinator, and other staff designated by the state are responsible for ensuring all appropriate trainings have been completed. Such training should include, but not be limited to, training on item security and professional conduct associated with the administration of standardized assessments.

Test examiners for the CAAs—ELA, mathematics, science, or any combination thereof—must receive training by completing an online learning module or the CAA Test Examiner Tutorials. Supplemental training may be provided by the LEA. There are three possible content-area tutorials; test examiners are strongly urged to complete the one that is the most relevant:

- CAAs for ELA and mathematics;
- CAAs for ELA, mathematics, and science; or
- CAA for science.

Trained test examiners receive a certificate of completion, generated automatically by the online training system. Test examiners must be trained each year before administering CAAs for ELA, mathematics, and science.

> ⚠️ **Caution:** CAA test examiners are required to participate in training prior to administering the CAAs (*California Code of Regulations*, Title 5 *[5 CCR],* Section 850[ag]).

Practice and Training Tests

> **Resources in This Subsection:**
> - *CAASPP and ELPAC Accessibility Guide for Online Testing* web document—http://www.caaspp.org/rsc/pdfs/CAASPP-ELPAC.accessibility-guide.2019-20.pdf
> - Appendix C: Accessing the Practice and Training Tests subsection in this manual
> - CAASPP Online Practice and Training Tests Portal web page—http://www.caaspp.org/practice-and-training/
> - CAASPP Test Administrator and Test Examiner Resources for the Online Practice and Training Tests web page—http://www.caaspp.org/ta-resources/practice-training.html

Online practice and training tests are available for the Smarter Balanced assessments, CAAs for ELA and mathematics, the CAST, and the CSA. The CAA for Science has a training test available.

Resources

Practice Tests

For the Smarter Balanced assessments, practice tests include CAT items and PTs for each grade level (three through eight and eleven). The practice tests provide a preview of the item types included in the Smarter Balanced assessments.

For the CAAs for ELA and mathematics, practice tests include items for each grade level (three through eight and grade eleven). The practice tests provide experience with grade-level content similar to what appears in the operational CAAs.

For the CAA for Science, practice tests are available for each tested grade level (grades five and eight and high school). The practice tests provide experience with grade-level content similar to what appears in the operational CAA for Science.

For the CAST, practice tests are available for each tested grade level (grades five and eight and high school). Each practice test consists of a series of discrete or stand-alone items followed by three PTs, one from each of the three science content domains. The braille practice test was made available in January 2020.

For the CSA, practice tests include items for each grade level (three through eight and high school). The practice tests provide experience with grade-level content similar to what appears in the operational CSA.

Item types are listed and described in *Appendix B: Online Item Types* in this manual.

Training Tests

Training tests are for test administrators, test examiners, and students to become familiar with the format and functionality of the online test. For the Smarter Balanced assessments, this resource is available by grade band (three through five, six through eight, and eleven) and has approximately six to nine mathematics items and six to seven ELA items per grade band.

For the CAAs for ELA and mathematics, there is one training test for all grade levels. For the CAA for Science, there is one training PT available for all grade levels. *DFAs* are available on the [Test Administrator and Test Examiner Resources for the Online Practice and Training Tests](#) web page.

The CAST offers grade-specific training tests in grades five and eight and high school that can be taken by students in all tested grades. All unique item types available on the operational test are covered in the training tests.

For the CSA, there are training test available in three grade bands: grades three through five, grades six through eight, and high school.

Public Access

The practice and training tests can be used as a "guest" without logon credentials and using a supported web browser; note that Internet Explorer is *not* a supported web browser. The practice and training tests do not require use of the secure browser, but some accessibility resources, such as text-to-speech, are only available through the secure browser. Braille (i.e., refreshable or embossed), where available, can be accessed using a web browser.

Secure Access

If users want to access the practice and training tests as a test administrator or test examiner—required if they want to administer a practice or training test that uses the text-to-speech resource—a logon will be required. Test administrators and test examiners can contact their CAASPP test site coordinator for logon credentials.

Technology Resources

Resources in This Section:

- CAASPP Bandwidth Checker web page—http://www.caaspp.org/about/bandwidth-checker.html
- *CAASPP and ELPAC Technical Specifications and Configuration Guide for Online Testing* web document—http://www.caaspp.org/rsc/pdfs/CAASPP-ELPAC.tech-specs-and-config-guide.2019-20.pdf
- CDE Smarter Balanced Technology Readiness Resources web page—https://www.cde.ca.gov/ta/tg/sa/sbac-itr-index.asp
- Smarter Balanced Student Device and Secure Browser Requirements web page—http://www.smarterbalanced.org/assessments/testing-technology/devices-and-browsers/
- *Smarter Balanced Guide to Technology Readiness* web document—https://portal.smarterbalanced.org/library/en/guide-to-technology-readiness.pdf

The *CAASPP and ELPAC Technical Specifications and Configuration Guide for Online Testing* web document provides technology coordinators information about supported technology and technology requirements and can be used to confirm that the school meets the minimum requirements for online testing with the technical specifications for online testing, including the following:

- Information about internet and network requirements
- Hardware and software requirements
- Secure browser installation
- Supported operating systems for student testing
- Supported web browsers
- Supported peripheral equipment for testing

The bandwidth checker, linked on the Bandwidth Checker web page on the CAASPP website, can assist technology coordinators to assess network readiness by performing a real-time check of a school's network bandwidth. Note that technology coordinators may want to run this test more than once and at different times of the day because estimates change as the network conditions change and can vary from run to run.

The CDE also hosts a Smarter Balanced Technology Readiness Resources web page, which includes links to tools, requirements, and topics that LEAs will find useful in planning for the 2019–2020 online CAASPP testing.

Finally, the *Smarter Balanced Guide to Technology Readiness* is intended to help school leaders better understand, plan for, and manage the technology necessary for successful administration of Smarter Balanced assessments. It is intended to help school leaders address key questions about technology readiness for the Smarter Balanced assessment system, including what it means to be "technology-ready" for the Smarter Balanced assessments.

Chapter 3. Test Security

Additional Resource for This Chapter:

- CAASPP List of Acronyms and Initialisms web page— http://www.caaspp.org/about/abbreviations.html

Security of the Test Environment

> **Resources in This Section:**
>
> - CAASPP Security and Test Administration and Incident Reporting System Process (STAIRS)/Appeals Process for Summative Assessments web page—http://www.caaspp.org/stairs/
> - CAASPP Manuals and Instructions web page—http://www.caaspp.org/administration/instructions/
> - *CAASPP Security Incidents and Appeals Procedure Guide* web document—http://www.caaspp.org/rsc/pdfs/CAASPP.stairs-appeals-guide.2019-20.pdf

A secure online testing environment is a state in which a device is restricted from accessing prohibited computer applications (local or internet-based), or copying or otherwise sharing test data. The purposes of this environment are to maintain test security and provide a stable testing experience for students across multiple platforms. The security of assessment instruments and the confidentiality of student information are vital to maintaining the validity, reliability, and fairness of the results.

All summative test items and test materials are secure and must be appropriately handled. Secure handling protects the integrity, validity, and confidentiality of assessment items, prompts, and student information. Any deviation in test administration must be reported as a test security incident to ensure the validity of the assessment results.

It is the responsibility of each person participating in the administration of any of the CAASPP summative assessments to immediately report any violation or suspected violation of test security or confidentiality. The CAASPP test site coordinator is responsible for immediately reporting any security violation to the LEA CAASPP coordinator.

In the case of a student cheating, the test administrator must stop the cheating; however, the student may be allowed to complete the remainder of the test. After testing, the test administrator must notify the CAASPP test site coordinator. **Do not call** the CDE or CalTAC to report student cheating. The LEA CAASPP coordinator or CAASPP test site coordinator must, instead, file a report using the STAIRS/Appeals process. If the LEA decides to allow the student(s) to complete testing, the LEA CAASPP coordinator or CAASPP test site coordinator should open a STAIRS case in TOMS immediately and keep the STAIRS case in Draft status. The LEA shall receive an email from ca-assessments@ets.org instructing to submit the delayed appeal once student completes testing.

Requirements

> **Note:** Due to the nature of the CAAs for ELA, mathematics, and science, test examiners are permitted exposure to test questions and student responses. Additionally, in some cases, test examiners will enter student responses into the test delivery system as indicated by the student's IEP.

Test administrators, test examiners, and CAASPP test site coordinators or other individuals who have witnessed, been informed of, or suspect the possibility of a test security incident that could potentially affect the integrity of the assessments or the data should review the information in the subsections *Identifying Testing Improprieties, Irregularities, and Breaches* and *Appeals* (as necessary) of this manual; and then refer to the *CAASPP Security Incidents and Appeals Procedure Guide* web document for additional instructions. Note that only LEA CAASPP coordinators and CAASPP test site coordinators may report the incident using the STAIRS/Appeals process and, if directed, an Appeal.

Table 2 through Table 5 describe security requirements for the test environment during various stages of testing. The test environment refers to all aspects of the testing situation while students are testing and includes what a student can see, hear, or access (including access via technology).

Before Testing

Table 2. Requirements of the Test Environment Before Testing

Requirement	Description
Instructional materials removed or covered	Instructional materials **must be removed or covered, including but not limited to** information that might assist students in answering questions that is displayed on bulletin boards, chalkboards or dry-erase boards, or on charts (e.g., wall charts that contain literary definitions, maps, mathematics formulas, etc.).
Student seating	Students must be seated so there is enough space between them to minimize opportunities to look at each other's work—for example, students may be assigned staggered seating or be seated in every other chair or workstation position—or they should be provided with table-top partitions.

Table 2 *(continuation)*

Requirement	Description
Signage	If helpful, place a "TESTING—DO NOT DISTURB" sign on the door or post signs in halls and entrances rerouting hallway traffic in order to promote optimum testing conditions.
	CAASPP test site coordinators or test administrators should post the "Unauthorized Electronic Devices May Not Be Used at Any Time During the Testing Session" signs so that they are clearly visible to all students. A master of this sign can be downloaded from the Manuals and Instructions web page on the CAASPP website.

During Testing

Table 3. Requirements of the Test Environment During Testing

Requirement	Description
Quiet environment	Provide a quiet environment void of talking or other distractions that might interfere with a student's ability to concentrate or might compromise the testing situation.
Student supervision	Students are actively supervised by a trained test administrator or test examiner and are prohibited from access to unauthorized electronic devices that allow availability to outside information, communication among students or with other individuals outside the testing environment, or photographing or copying test content. This includes any device with cellular, messaging, or wireless capabilities, but is not limited to cell phones, smart watches, personal digital assistants, tablets, iPods, cameras, and electronic translation devices.

Table 3 *(continuation)*

Requirement	Description
Access to allowable resources only	Students must only have access to and use of those allowable resources (refer to the subsection *Establishing Appropriate Testing Conditions* for examples) that are permitted for each specific test (or portion of a test). This includes access to medical supports, which may be integrated into other technology devices. Use of such devices may require additional monitoring or a separate test setting to maintain test security.
Access to assessments	Unauthorized staff or other adults must not be in the room during testing. Only students who are testing can view items. Based on the item type (i.e., PTs), trained test administrators may also have limited exposure to items in the course of properly administering the assessments; however, even test administrators or test examiners and other trained staff must not actively review or analyze any test items.
Testing through secure browser	Administration of the CAASPP assessments is permitted only through the student interface via a secure browser or a method of securing the student device.

During and After Testing

Table 4. Requirements of the Test Environment During and After Testing

Requirement	Description
No access to responses	LEA CAASPP coordinators, CAASPP test site coordinators, test administrators, and other staff are not permitted to review student responses to the Smarter Balanced assessments, CAST, or CSA in the testing interface or students' notes on scratch paper.
No copies of test materials	Unless needed as a print-on-demand or braille accommodation, no copies of the test items, stimuli, reading passages, PT materials, or writing prompts may be made or otherwise retained.

Table 4 *(continuation)*

Requirement	Description
No access to digital, electronic, or manual devices	No digital, electronic, or manual device may be used to record or retain test items, reading passages, or writing prompts. Similarly, these materials must not be discussed with or released to anyone via any media, including fax, email, text message, social media websites, etc.
No retaining, discussing, or releasing test materials	Descriptions of test items, stimuli, printed reading passages, or writing prompts must not be retained, discussed, or released to anyone.
No reviewing, discussing, or analyzing test materials	LEA CAASPP coordinators, CAASPP test site coordinators, test administrators, and other staff must not review, discuss, or analyze test items, stimuli, reading passages, or writing prompts at any time, including before, during, or after testing. Student interaction with a test administrator or test examiner during a test is limited to necessary communication (such as permission to leave the room) or to respond during any CAA. Students should be informed that they may not discuss or share test items, stimuli, reading passages, or writing prompts with anyone during or after testing.
Keeping all test materials secure at all times	Printed materials from the print-on-demand accommodation, scratch paper, the CAA *DFA(s),* and documents with student information must be kept in a securely locked room or locked cabinet that can be opened only with a key or keycard by staff responsible for test administration.
No retaining of test "tickets" or any materials created to assist students with logging on to the summative assessments	All students' ID information must be collected at the end of each test session, stored securely, and then destroyed securely.

After Testing

Table 5. Requirements of the Test Environment After Testing

Requirement	Description
No test materials used for instruction	Test items, stimuli, reading passages, or writing prompts must not be used for instruction.
Destroy test materials securely	Printed test items or passages, including embossed braille printouts, scratch paper, notecards or paper that include student logon information, and printed *DFA(s)* for the CAAs must be collected and inventoried and then immediately shredded upon a student's completion of the test. Refer to the next subsection, *Handling Secure Printed Materials*, for details.

Handling Secure Printed Materials

Secure Handling of Printed Materials

Using Print-on-Demand Materials

For those students whose IEP or Section 504 plan expresses a need for a paper copy of **passages or items,** permission for the students to receive this accommodation must be requested by the LEA CAASPP coordinator at least two weeks prior to testing by contacting CalTAC.

Printing **individual test items** for students with this accommodation will require that the LEA CAASPP coordinator make a request to CalTAC to have the accommodation set for each student in addition to assigning this resource for the student in TOMS.

Note the following about print on demand:

- Print requests must be approved and processed by the test administrators and test examiners during test administration.

- The decision to allow students to use print on demand must be made on an individual student basis and is available only for students with an IEP or Section 504 plan.

- Because items are printed individually, utilizing the print-on-demand functionality does not allow a printed version of the online test to be created prior to testing, especially given the adaptive nature of the Smarter Balanced assessments.

- A very small percentage of students should need this accommodation.

- The use of this accommodation may result in the student needing additional time to complete the assessment.

Once a student is approved to receive the printing of test items or passages for Smarter Balanced assessments, CAST, or CSA, that student may send a print request to the test administrator during testing by selecting the print icon on the screen. For the CAAs, the test examiner may select this icon. This request needs to be made for each individual item.

Follow these guidelines when using the print-on-demand accommodation:

1. Before the test administrator or test examiner approves the student's request to print a test item or stimulus, the test administrator or test examiner must ensure that the printer is on and is monitored by staff who have been trained.

2. Immediately after printing a print-on-demand request, the file should be securely deleted from the test administrator's or test examiner's device in such a way that the file does not remain in a temporary storage file where it can be undeleted. Refer to the *Destroying Electronic Files* subsection for additional instructions.

3. The test administrator or test examiner must collect the previously printed item from the student after the next item's print request. Printed items must be securely stored and then securely destroyed after the test session.

Destroying Secure Printed Materials

Printed materials from the print-on-demand accommodation, CAA *DFA*, and scratch paper must be kept in a securely locked room or locked cabinet that can be opened only with a key or keycard by staff responsible for test administration who have signed a *CAASPP Test Security Affidavit*. All test materials must remain secure at all times.

Printed test items or passages, including embossed braille printouts and scratch paper, must be collected and inventoried at the end of each test session and then immediately securely destroyed according to LEA and California policies or procedures.

CAA *DFAs* that were printed for test examiners after being downloaded from the password-protected TOMS must be kept in a securely locked room or locked cabinet when not in use. Once testing is completed, these must be immediately securely destroyed according to LEA policies and procedures, California policies and procedures, or policies and procedures from both sources.

Destroying Electronic Files

Immediately after printing a print-on-demand request, making a printed copy of a *DFA* for the CAAs, the file produced by the process should be securely deleted from the test administrator's or test examiner's device. It must be deleted in such a way that the file does not remain in a temporary storage location such as Windows' Recycle Bin, where it can be undeleted. Test administrators, test examiners, and CAASPP test site coordinators should use the school's or LEA's preferred method of secure file deletion.

While there are many ways to permanently delete a file, including using a "shredding" tool that might be part of a virus scanning tool, what follows are basic ways to remove a file from a Windows or Macintosh system:

- **Windows—**Hold the <Shift> key when deleting the file or empty the Recycle Bin after deleting.

- **Macintosh and Macintosh equivalent devices using OS X**—Press the <Command> + <Delete> keys with any file or folder selected to send a file to the Trash and then press the <Shift> + <Command> + <Delete> keys *or* open the Finder menu and then select "Secure Empty Trash" to immediately empty the Trash.

Using and Securely Destroying Scratch Paper for PTs

Use:
- The only exception to the requirement governing the immediate destruction of printed materials and scratch paper is when students take notes or draft responses to ELA, mathematics, or science PTs.

- During the Smarter Balanced ELA PT, the notes on the embedded universal tool, Global Notes, are retained from Part 1 to Part 2 so that the student may return to the notes even though the student is not able to go back to specific items in Part 1. The

embedded Global Notes is the preferred mode for note taking during the Smarter Balanced ELA PT.

- Students may also use scratch paper to make notes or develop draft responses. To maintain the security of scratch paper used for notes on the ELA or mathematics PTs, or CAST, CAA, or CSA questions, test administrators or test examiners must direct students to write their names (or some appropriate identifying information) on their scratch paper, and then collect and inventory the scratch paper at the end of each test session, as well as upon completion of the test. The retention of scratch paper (including graph paper) is allowed for the PTs, the CAST, CAAs, and CSA.

- **DO NOT** keep printed test items or passages or scratch paper for future test sessions except as noted for PTs.

> ⚠️ **Caution: The retention of scratch paper is only allowed for the Smarter Balanced PTs, CAST, CAAs, and CSA.** At the end of each test session, all scratch paper (including graph paper) must be collected, inventoried, and securely stored for student use in a subsequent test session. All scratch paper must be securely destroyed immediately upon the student's completion of the test to maintain test security.

Identifying Testing Improprieties, Irregularities, and Breaches

> **Note***:* The processes described in this section are to be used to report incidents for the CAASPP online assessments only. Refer to the *CAASPP Paper-Pencil Testing Test Administration Manual* for the special version (braille or large-print) assessment being administered for what to do in the event of an incident that occurs during this testing.

Test security incidents, such as improprieties, irregularities, and breaches, are behaviors prohibited either because they give a student an unfair advantage or because they compromise the secure administration of the assessments. Whether intentional or by accident, failure to comply with security and administration rules, either by staff or students, constitutes a test security incident. Improprieties, irregularities, and breaches need to be reported in accordance with the instructions in this section for each severity level.

Some incidents may require that an Appeal be submitted to reset, reopen, restore (if a test had been reset in error), provide a grace period extension, or invalidate a test. LEA CAASPP coordinators or CAASPP test site coordinators can make the determination by reporting the incident using the online CAASPP STAIRS/Appeals process in TOMS.

After a user has entered the details of the incident, TOMS will prompt the filing of an Appeal during the STAIRS/Appeal process, if that is the appropriate action. A system email will be sent that confirms that the incident was filed.

Impact and Definitions

> **Resources in This Subsection:**
>
> - *CAASPP Security Incidents and Appeals Procedure Guide* web document—
>   http://www.caaspp.org/rsc/pdfs/CAASPP.stairs-appeals-guide.2019-20.pdf

Definitions for test security incidents that can occur during administration of the summative assessments are provided in Table 6. Incidents should be logged using the STAIRS/Appeals process described in the *CAASPP Security Incidents and Appeals Procedure Guide*.

Table 6. Definitions for Test Security Incidents

Incident	Definition
Impropriety	An unusual circumstance that has a low impact on the individual or group of students who are testing, and has a low risk of potentially affecting student performance on the test or of impacting test security or test validity. These circumstances can be corrected and contained at the local level.
	An impropriety should be reported to the LEA CAASPP coordinator and CAASPP test site coordinator immediately. The coordinator will report the incident **within 24 hours** using the STAIRS/Appeals process.
Irregularity	An unusual circumstance that impacts an individual or group of students who are testing and may potentially affect student performance on the test or impact test security, or test validity. These circumstances can be corrected and contained at the local level.
	An irregularity must be reported to the LEA CAASPP coordinator and CAASPP test site coordinator immediately. The coordinator will report the irregularity **within 24 hours**, using the STAIRS/Appeals process to both report the incident and file the Appeal.

Table 6 *(continuation)*

Incident	Definition
Breach	An event that poses a threat to the validity of the test. Examples may include such situations as a release of secure materials or a security or system risk. These circumstances have external implications for the CDE, the Smarter Balanced Assessment Consortium, or both, and may result in a Consortium decision to remove the test item(s) from the available secure bank. A breach incident must be reported to the LEA CAASPP coordinator immediately.
	The LEA CAASPP coordinator must **immediately** report the breach by calling either CalTAC at 800-955-2954 if the breach is due to social media exposure on the part of a student or adult; or the CDE at 916-445-8765 for all other breaches. In addition, the coordinator must report the incident **within 24 hours,** using the STAIRS/Appeals process**.**

It is important for test administrators and test examiners to ensure that the physical conditions in the testing room meet the criteria for a secure test environment. Refer to the subsection *Requirements* for more detail.

Using STAIRS

> **Resources in This Section:**
>
> - CAASPP Security and Test Administration Incident Reporting System (STAIRS) Applicable Testing Incidents Chart web document—http://www.caaspp.org/rsc/pdfs/CAASPP.STAIRS-issues.2019-20.pdf
> - CAASPP website—http://www.caaspp.org/
> - *CAASPP Security Incidents and Appeals Procedure Guide* web document—http://www.caaspp.org/rsc/pdfs/CAASPP.stairs-appeals-guide.2019-20.pdf

The online STAIRS/Appeals process, available in TOMS, must be used by LEA CAASPP and CAASPP test site coordinators to report a test security incident or other testing issue that interferes with the administration and completion of the assessment. Testing incidents must be reported within the LEA's selected testing window and should be filed with enough time for students to finish testing after an Appeal has been granted.

Breach incidents must be reported by phone to the CalTAC or the CDE whether the LEA's selected testing window is still open or has closed. (Refer to the *CAASPP Security Incidents and Appeals Procedure Guide* web document for details about the incident reporting process.)

LEA CAASPP coordinators and CAASPP test site coordinators must ensure that all test security incidents are documented using the STAIRS/Appeals process in TOMS. After the incident is reported, TOMS will immediately prompt the filing of an Appeal if that is the appropriate action. A system email will be sent that describes the submittal and includes the case number that can be used for searches in TOMS. This email will be sent to the submitter (and to the LEA CAASPP coordinator, if the form is submitted by the CAASPP test site coordinator). Ensure that communications generated by the email address ca-assessments@ets.org are not automatically sent to a junk mail or spam folder.

LEA CAASPP coordinators must view the announcements and to-do list in the MyTOMS at a Glance section of their home page in TOMS. TOMS shall send an automated notification to the LEA if there are any STAIRS cases that have a Draft status and need to be submitted.

The CDE may review a STAIRS case to determine whether the testing issue requires additional action by the LEA.

Required Action Steps

The Test Security Required Action Steps depict the required actions for each test security incident in a process flow diagram format.

Impropriety

An unusual circumstance that has a low impact on the individual or group of students who are testing and has a low risk of potentially affecting student performance on the test or of impacting test security or test validity. (Example: Student(s) making distracting gestures or sounds, or talking during the test session that creates a disruption in the test session for other students.*)*

The process flow diagram for improprieties is presented in Figure 1.
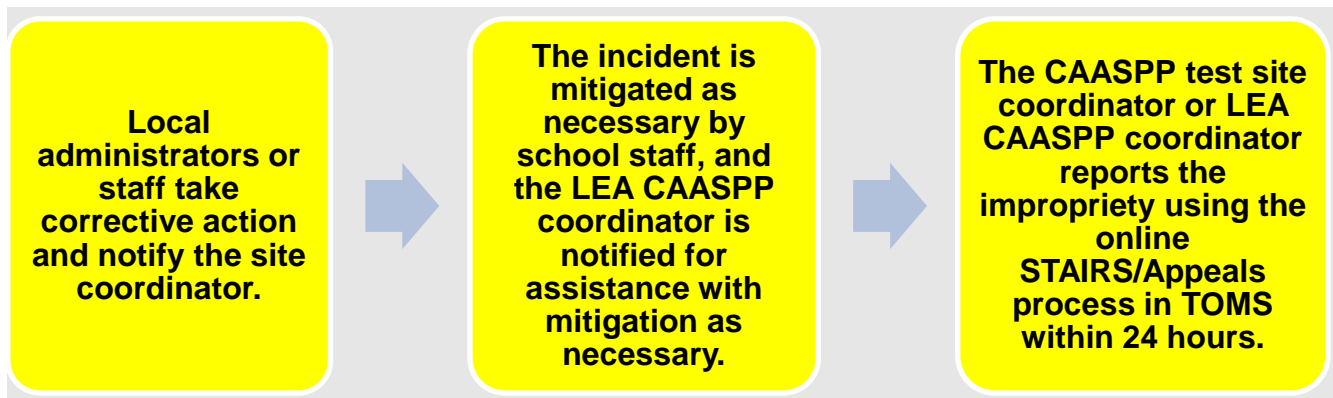
Figure 1. Impropriety process flow diagram

Irregularity

An unusual circumstance that impacts an individual or group of students who are testing and may potentially affect student performance on the test or impact test security or test validity. These circumstances can be contained at the local level. (Example: The test administrator, test examiner, or CAASPP test site coordinator leaves related instructional materials on the walls in a testing room.)

The process flow diagram for irregularities is presented in Figure 2.

Local administrators or staff take corrective action and notify the site coordinator. → The incident is mitigated as necessary by school staff, and the LEA CAASPP coordinator is notified for assistance with mitigation. → The CAASPP test site coordinator or LEA CAASPP coordinator reports the irregularity using the online STAIRS/Appeals process in TOMS within 24 hours.

↓

The CDE reviews the STAIRS case and approves the Appeal, if necessary. The coordinator retains the STAIRS response mail. ← The submitter (and the LEA CAASPP coordinator, if the submitter was a CAASPP test site coordinator) receives an email summarizing the submittal. ← The coordinator submits an Appeal request, if prompted.

Figure 2. Irregularity process flow diagram

Breach

*A test administration event that poses a threat to the validity of the test. Breaches require **immediate** attention and escalation **via telephone**—if the breach is due to social media exposure on the part of a student or adult, the LEA CAASPP coordinator contacts CalTAC; for all other breaches, the LEA CAASPP coordinator must contact the CDE. Following the call, the CAASPP test site coordinator or LEA CAASPP coordinator must report the breach using the STAIRS/Appeals process within 24 hours.*

Examples may include such situations as exposure of secure materials or a repeatable security or system risk. These circumstances have external implications. (Example: Test administrators or test examiners are modifying student answers, or test items are shared on social media.)

The process flow diagram for breaches is presented in Figure 3.
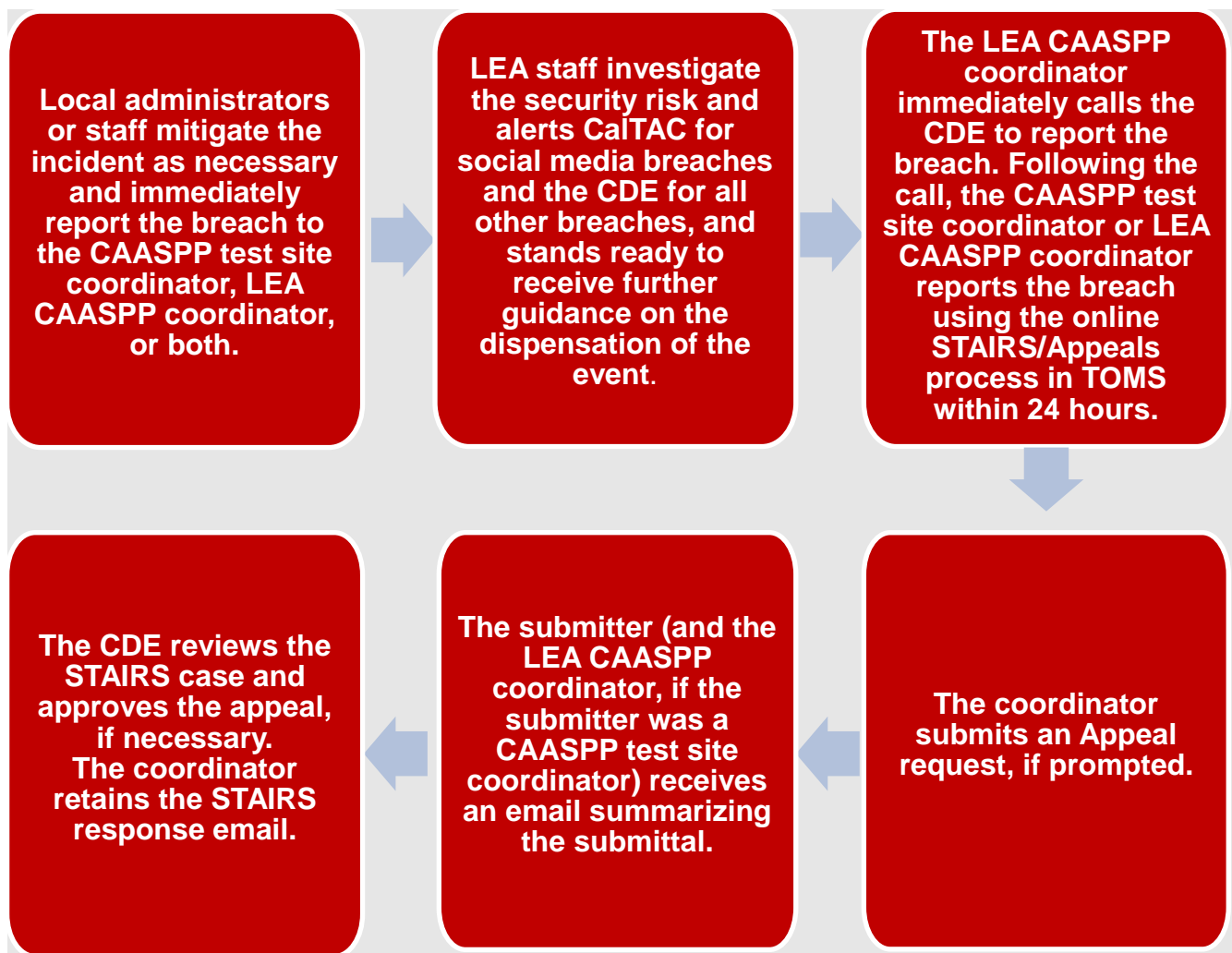
Figure 3. Breach process flow diagram

The STAIRS/Appeals Process

> **Notes:**
>
> - The STAIRS/Appeals process must be used to report incidents that occur during the administration of the Smarter Balanced Summative Assessments, the CAAs, the CAST, and the CSA.
>
> - Incidents that occur during the administration of the interim assessments are handled at the local level and should not be reported using the STAIRS/Appeals process.

Information about using the STAIRS/Appeals process is described in the *CAASPP Security Incidents and Appeals Procedure Guide*.

Report Incidents

The LEA CAASPP coordinator is responsible for notifying the CDE **within 24 hours**, using the STAIRS/Appeals process in TOMS, of any incidents that occur before, during, or after summative testing. The CAASPP test site coordinator is responsible for immediately notifying the LEA CAASPP coordinator of any security breaches or testing irregularities that occur in the administration of the test.

The online STAIRS/Appeals process, which is available in TOMS, must be used to provide the required information to the CDE when an incident is confirmed. For cases involving 11 or more students, the STAIRS/Appeals process includes the opportunity to securely upload a spreadsheet containing SSIDs of up to 500 students involved in the irregularity. **Do not upload student names, only SSID numbers.** TOMS will prompt the user if an Appeal is to be filed after the STAIRS case is submitted. When the Appeal type is Invalidate, Grace Period Extension, or a Restore from Reset, the CDE will first review the STAIRS case and approve the Appeal before it is filed in TOMS.

The LEA CAASPP coordinator or CAASPP test site coordinator (with a copy sent to the LEA CAASPP coordinator) submitting the STAIRS case will receive an email to confirm the submittal.

A copy of the email may be sent to the CDE depending on the incident type.

STAIRS cases with any status—draft, partial CDE approval, partial CalTAC approval, pending CDE approval, pending CalTAC approval, and completed—are searchable in *Search STAIRS* in TOMS.

Appeals with any status—approved, pending, pending approval, rejected *(appeals rejected by CDE or CalTAC)*, rejected by system, swap approved, and withdrawn—are searchable in *Search Appeals* in TOMS.

Coordinator Procedures

The CAASPP test site coordinator:

1. Receives notification of an irregularity

2. Reviews the information provided and verifies that an irregularity has occurred

3. Contacts the LEA CAASPP coordinator and provides all pertinent information *or* reports the incident using the STAIRS/Appeals process, if this is the procedure established for the LEA

The LEA CAASPP coordinator:

1. Receives notification of an irregularity from the CAASPP test site coordinator

2. Reviews the information provided and verifies that the occurrence is an irregularity

3. Acts immediately if the incident type is a breach (Breaches require **immediate** attention and escalation **via telephone—**if the breach is due to social media exposure on the part of a student or adult, the LEA CAASPP coordinator contacts CalTAC; for all other breaches, the LEA CAASPP coordinator must contact the CDE.)

4. Reports the incident using the STAIRS/Appeals process, if this is the procedure established for the LEA

5. Responds to and assists the CDE and test security personnel as requested

6. Keeps any documentation associated with the irregularity for one year

STAIRS Actions

The online data-entry screens used during the STAIRS/Appeals process in TOMS prompt the user through the steps necessary to submit a STAIRS case. The *CAASPP Security Incidents and Appeals Procedure Guide* lists the incident types and any action to be taken.

> **Note:** LEA CAASPP coordinators should contact CalTAC if the incident does not meet any of the criteria in the STAIRS Applicable Testing Incidents web document.
>
> **Warning:** The user **must** select the [**SUBMIT**] button as the last step of the STAIRS/Appeals data-entry screen in TOMS as the final step in the STAIRS/Appeals process. If it is not, the entry will be saved as a draft.

Appeals

> **Notes:**
> - Do **not** file an Appeal for an interim assessment; the STAIRS/Appeals process is for use with the summative assessments only.
>
> - An incident must first be reported by the LEA CAASPP coordinator or CAASPP test site coordinator using the STAIRS/Appeals process in TOMS. If an Appeal is to be filed, the data entry screen will provide the appropriate prompts.
>
> - LEA CAASPP coordinators must contact CalTAC to make a request in STAIRS to restore a test that has been reset in error. Only CalTAC can submit a STAIRS case for a Restore Appeal on behalf of the LEA. A Restore Appeal is approved by the CDE.
>
> - A Re-open Appeal cannot be submitted if the test taken by the student has an existing Invalidate Appeal submitted.

Process

An Appeal must be filed before the end of the selected testing window and with enough time to retest the student within the selected testing window. Take the following steps to file an Appeal in TOMS:

1. Document and submit an irregularity or test security incident for a summative assessment using the online STAIRS/Appeals process in TOMS.

2. Review the instructions on the *STAIRS/Appeals > Step 4: Confirm Details* progress step screen before selecting the [**SUBMIT**] button to submit the incident report.

3. If an Appeal is required, the *STAIRS/Appeals > Submit the STAIRS Case to the CDE/File and Appeal* screen appears.

4. Make sure the box in the *Select* column of the "Student Case(s)" table is checked. Enter comments, if any, in the text box, and then select the [**SUBMIT**] button to file the appeal.

5. In cases where the Appeal types are Reset, Reopen, Invalidate, Restore, and Grace Period Extension, and the cases are pending the CDE or CalTAC's approval, the user has the option to cancel the Appeal request by selecting the [**WITHDRAW**] button on the *Summary* screen.

6. The user can make a partial or selective withdrawal by selecting only those SSID(s) in the *Select* column to be removed from the STAIRS case. Once an Appeal has been approved, it cannot be withdrawn.

7. A withdrawn Appeal cannot be processed. If the user wants to report the testing incident for the withdrawn SSID(s), a new STAIRS case must be submitted.

8. A STAIRS case can also be submitted for a nonappealable testing event such as "Incorrect SSID Used," in which the test was completed and the LEA wants to associate the assessment results with the SSID of the student. In this case, the STAIRS case is auto approved. However, the CAASPP test site coordinator must contact the LEA CAASPP coordinator within **one business day** and provide the incorrect SSID, correct SSID, result ID, and test status. The LEA CAASPP coordinator must contact CalTAC within **one business day** by phone at 800-955-2954 or email at caltac@ets.org with the incorrect SSID, correct SSID, result ID, and test status information associated with this incident.

9. In all cases, TOMS will send an email summarizing the STAIRS filing that includes a case number to be used for searches and communications.

An Appeal is processed within four business days of its receipt. Users will receive an email verifying that the Appeal has been processed.

Appeals with any status are searchable in TOMS.

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Chapter 4. Administration Preparation and Planning

Additional Resource for This Chapter:

- CAASPP List of Acronyms and Initialisms web page— http://www.caaspp.org/about/abbreviations.html

Technology Infrastructure

> **Resources in This Section:**
> - [Appendix D: Secure Browser for Testing](#)
> - Secure Browsers website—http://ca.browsers.airast.org/
> - *CAASPP and ELPAC Technical Specifications and Configuration Guide for Online Testing* web document—http://www.caaspp.org/rsc/pdfs/CAASPP-ELPAC.tech-specs-and-config-guide.2019-20.pdf

Prior to assessment administration, LEA CAASPP coordinators, CAASPP test site coordinators, technology coordinators, test administrators, and test examiners should review the technology infrastructure at their schools to ensure it meets the minimum requirements for administering the Smarter Balanced assessments.

The Secure Browser

All students must use a secure browser to access operational assessments. Most devices that will be used for testing must be equipped with version 12.0 of the secure browser prior to the assessment. Many devices can use the CAASPP secure browser to secure the device. ***All devices that will be used for testing must have the correct secure browser installed prior to assessment.***

The secure browser is designed to support test security by prohibiting access to external applications or navigation away from the assessment.

> **Note:** For the 2019–2020 CAASPP administration, the updated version of the secure browser, version 12.0, *must* be downloaded and installed in order for students to test in 2019–2020.

School technology coordinators are responsible for ensuring that each device to be used for testing at the school is properly secured by installing the most current secure browser. Secure browsers are available for download on the Secure Browsers website. Instructions for installing the secure browser on student devices can be found in the *CAASPP and ELPAC Technical Specifications and Configuration Guide for Online Testing*.

Student Data

> **Resources in This Section:**
> - CDE California Longitudinal Pupil Achievement Data System (CALPADS) web page—https://www.cde.ca.gov/ds/sp/cl/

CALPADS is the authoritative source for student enrollment, demographic, and program information for TOMS. The student-level data from CALPADS will be used for the Smarter Balanced assessments (summative and interim), CAAs, CAST, as well as the paper-pencil primary language assessment. The use of CALPADS data for these assessments underscores the importance of keeping CALPADS up to date and accurate.

The minimum data that needs to be correct in CALPADS for a student to start testing is as follows:

- Name
- Grade
- School and LEA information
- CALPADS enrollment status of 10 (primary) or 30 (short-term)
- U.S. school entry data (if the student is an EL)
- Parent/Guardian address (to be printed on Student Score Reports)
- Field 3.13 (education program) (if the student is to take the CAA or receive designated supports, accommodations, unlisted resources, or any combination of these)
- All other demographic fields (if the LEA wants to view these fields in the final student data file that is downloadable from TOMS)

CALPADS documentation, including field names and field codes, and information about CALPADS support are available on the CDE CALPADS web page.

General Test Administration Information

> **Resources in This Section:**
>
> School personnel should follow the California policies and regulations regarding student participation. More information can be found at the following locations:
>
> - *CCR* Subchapter 3.75 CAASPP web page—https://bit.ly/2estMi2
> - CDE CAASPP Description – CalEdFacts web page— https://www.cde.ca.gov/ta/tg/ai/cefcaaspp.asp
>
> California *Education Code*, California Assessment of Academic Achievement web pages:
>
> - Article 1 General Provisions web page— http://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=4.&title=2.&part=33.&chapter=5.&article=1
> - Article 2 Program Provisions web page— http://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=4.&title=2.&part=33.&chapter=5.&article=2
> - Article 4 California Assessment of Student Performance and Progress web page—http://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=4.&title=2.&part=33.&chapter=5.&article=4

This section provides an overview of the online testing environment and guidelines for test administration. Use this section to become familiar with what students will experience in accessing the assessments, how to prepare for the assessments, and to review general rules for online testing. Information about the practice and training tests, test pauses, and test resumptions is also included in this section. Test administrators and test examiners should become familiar with this section well in advance of the start of testing so materials for logon, accommodations, and exemptions described below can be assembled.

General Rules of Online Testing for Test Administrators and Test Examiners

This subsection provides a brief overview of the general test administration rules for different portions of the assessment as well as information about student accessibility resources.

Basic Online Testing Parameters

> **Resource in This Subsection:**
>
> - Appendix B: Online Item Types

Online Tests:

- Students may not return to a test once it has been completed and submitted unless an Appeal to reopen the test has been approved

- Within certain tests, there may be segments. A student may not return to a segment once it has been completed and submitted; during a grace period extension, the student may only return to prior pages (i.e., screens) within the existing segment. A grace period extension will only be granted in cases where there was a disruption to a test session, such as a technical difficulty, fire drill, schoolwide power outage, earthquake, or other act beyond the control of the test administrator.

- For Smarter Balanced assessments, the CAST, and the CSA, students must enter an answer for all item(s) on a page before going to the next page. Students may need to use the vertical scroll bar to view all items on a page. The system will permit students taking a CAA to navigate through unanswered items.

- Students may mark items for review and use the *Past/Marked Questions* drop-down list to return to those items that have already been answered within a segment. **If this option is selected, students need to make sure they review their past or marked questions before they sign out of the test session, because once a test session is closed, questions from the session, including CAT writing items with partial responses, can no longer be accessed in subsequent sessions.** *(This functionality does not apply to the CAAs.)*

- A constructed response item is considered answered if the student has taken any action within the response area. This includes random keystrokes (e.g., sdkjfdlkdjfo), one or more spaces using the spacebar, selecting anywhere on a Grid Item – Hot Spot Item, etc.

> The mark-items-for-review feature does not influence the adaptive nature of the CAT portion of the test—the response a student provides for each CAT item is used in the adaptive algorithm regardless of whether the student has marked the item for review. Students should be directed to provide their best answer to each item regardless of whether they want to mark the item for review later.

Smarter Balanced, CAA for Science, and CAST:

- In the **Smarter Balanced** assessments, CAT items and PTs are presented as separate tests.

- The **CAST** is a single test that includes items ranging from traditional multiple-choice and constructed response to new technology-enhanced items, including PTs. A student survey consisting of three to four questions directly follows within the same testing session.

- In the **CAA for Science** administration:
  - Embedded PTs should be administered shortly after related instruction.

– Responses are entered into the test delivery system by the test examiner.

– The four embedded PTs should **not** all be administered in one test session or on one day.

CAAs for ELA and Mathematics:

The **CAAs for ELA and mathematics** use a multistage test design that assigns item sets of varying complexity, based on how well students perform on the initial set of items. Some students may be presented with fewer items than others, depending on how students perform on the items they receive. The goal of the CAA design is to provide students the best opportunity to demonstrate what they know and can do while minimizing exposure to items with an inappropriate level of complexity.

Note that some students will automatically end testing after Stage 1. However, most students will complete Stage 1 and proceed to one of two Stage 2 sections. When testing is completed, the test examiner submits the test.

Tier 1 items are considered the most accessible and contain more images, and Tier 3 items provides more answer choices, more complicated text, and the fewest images.

Pause Rules

During the **CAT (non-PT)** portion of the Smarter Balanced and during the CAST discrete item blocks:

- If a test is paused for 20 minutes or less, the student is required to log back on to the student interface using the student's logon information (name, SSID, and test session);

- If a test is paused for more than 20 minutes, the student

  – is required to log back on to the student interface using the student's logon information (name, SSID, and test session);

  – is presented with the page containing the item(s) the student was working on when the assessment was paused (if the page contains at least one item to which there is not a response) *OR* with the next page (if all items on the previous page were answered); and

  – **will not** be permitted to review or change any previously answered items, even if they are marked for review (with the exception of items on a page that contains at least one item to which there is not a response) (refer to [appendix E], scenario 2, item c for additional information).

- Any highlighted text will be saved when a test is paused regardless of how long the test is paused. Notes entered on the digital notepad will not be saved.

- In the event of a technical issue (e.g., power outage or network failure), students will be logged off and the test will automatically be paused. The students will need to log on again upon resuming the test. Highlighted text will be available when the student has logged back on and resumed testing; notes entered on the digital notepad—the tool used to make notes about an item—will no longer be available.

- Refer to *Appendix E: CAT Pause Rules Scenarios* to review the rules that govern pausing during the test.

During the **PT** portion of the Smarter Balanced and CAST assessments:

- **There are no pause restrictions.** If a PT is paused for more than 20 minutes, the student can return to the section and continue to enter responses.

- For the mathematics PT, any highlighted text and notes on the digital notepad will not be saved when a test is paused regardless of how long the assessment is paused.

- For the ELA PT, the Global Notes are retained for both parts 1 and 2.

- Any highlighted text and notes within the Global Notes will be saved when a test is paused regardless of how long the assessment is paused.

- In the event of a technical issue (e.g., power outage or network failure), comments entered on the Global Notes—the tool used during ELA PTs in which students complete a full write, as well as for any other test items within the PT—will be available when the student has logged back on and resumed.

Please note that there are recommendations for breaks in Table 8 for the ELA and mathematics content areas. Although the CAST is a single test that is estimated to take two hours, there are break recommendations, because each PT should be completed in a single session.

For the **CAAs for ELA, mathematics, and science,** the pause rules that follow apply regardless of whether the student or the test examiner pauses the test or there was a technical issue (e.g., power outage or network failure) that resulted in the student being logged off.

- The CAAs for ELA and mathematics can be paused and resumed as many times as necessary to allow the student to show what the student knows. The student also may choose to pause and resume over the course of a day or days throughout the testing window.

- The test examiner can make the decision to pause and resume the test administration if the student is no longer engaged, is not actively participating, or is showing signs of behavioral or functional concerns related to the test.

- When a test is paused, the test examiner, on behalf of the student, must log back on to resume testing. Upon resumption, the student is directed automatically to the first page that has an unanswered item. Previously answered items can be revisited within the current test segment, but not in prior segments.

Stopping a Test

Only the CAAs may be stopped before the test is complete.

Students typically take approximately 95 cumulative minutes or less to successfully complete a single content area of a CAA for ELA and mathematics. Test examiners may end a test if

the student's productivity and engagement have significantly declined, even after allowing the student breaks over multiple days.

In all cases, students should be given as many breaks as needed to perform well, including testing over multiple days.

If the test examiner determines it is in the best interest of the student to end the test early, the test examiner will need to advance through the remaining test items until the test examiner reaches the end and then submits the test.

Test Timeout (Due to Inactivity)

As a security measure, students, test administrators, and test examiners are automatically logged off the test after 30 minutes of inactivity. For students, *activity* is defined as selecting an answer or navigation option in the assessment (e.g., selecting [**Next**] or [**Back**] or using the *Past/Marked Questions* drop-down list to navigate to another item). Moving the mouse or selecting an empty space on the screen is not considered activity. This timeout also results in the test being paused automatically.

For test administrators and test examiners, *activity* means that a student or students are registering test activity. As long as students are testing, the test administrator or test examiner will not be logged off.

Before the system logs the student off the assessment, a warning message will be displayed on the screen (Figure 4). If the student does not select [Ok] within 30 seconds after this message appears, the student will be logged off. Selecting [Ok] will restart the 30-minute inactivity timer.

Idle Timeout

Are you still there? Click OK to continue or you will be logged out in 30 seconds. [Message Code: 10906]

Ok
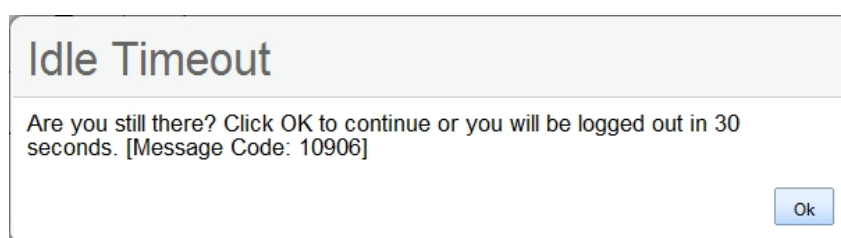
Figure 4. Test timeout warning message

⚠️ **Caution:** As a security measure, test administrators and test examiners are automatically logged off the Test Administrator Interface after 30 minutes of user inactivity in the session, regardless of whether or not the test administrator is actively monitoring the test session away from a device. The inactivity will result in the closing of the test session.

Test Expiration Rules

Opportunities refer to the number of times a student can take a test within a range of dates. A student's test opportunity remains active until the student submits the test or until the

opportunity expires. Once a test opportunity expires, the student cannot complete or review the test. **Students have one opportunity per CAASPP online assessment.** Only interim assessments offer students multiple opportunities.

Smarter Balanced CAT

A student's CAT (or non-PT) remains active until the student completes and submits the test or **45 calendar days** after the student has begun the test (but before the end of the selected testing window), whichever occurs sooner. However, it is recommended that students complete the CAT items portion of the test within **five days** of starting the designated content area.

CAST and CAAs

The CAST assessment and the CAAs for ELA, mathematics, and science remain active until the student completes and submits the test or **45 calendar days** after the student has begun the test (but before the end of the selected testing window), whichever occurs sooner. However, it is recommended that students complete these assessments within **five days** of starting the designated content area. Note that each of the four embedded PTs in the CAA for Science are treated as separate tests. All four must be completed and submitted no later than the last day of the LEA's instructional calendar or July 15, 2020, whichever comes first.

CSA

The CSA remains active until the student completes and submits the test no later than July 15, 2020.

Smarter Balanced PT

The PT is a separate test that remains active for no more than **10 calendar days** after the student has begun the PT. However, Smarter Balanced recommends that students complete the PT within **three days** of starting in each content area. **The ELA PT will submit automatically if the 10-day window expires and the system has registered any response to any item in the PT.** A summary of recommendations for the number of sessions and session durations is provided in the subsection *Testing Time and Recommended Order of Administration*.

> **Note:** If a student starts a Smarter Balanced, CAA for ELA or mathematics, or CAST assessment near the end of the selected testing window, the student must finish before the test administration window officially closes. The assessment will automatically end on the last day of the selected testing window, the last day of instruction, or July 15, 2020, even if the student has not finished.

Testing Time and Recommended Order of Administration

All students participating in the Smarter Balanced assessments will receive a CAT and a PT in both ELA and mathematics. Students in grades five, eight, and eleven (if that student has been assigned) will also receive the CAST. Otherwise, students in grade twelve who are required to take the CAST will take only the CAST, as will those students in grade ten who are assigned to take the CAST.

Eligible students taking the online CAAs will receive both ELA and mathematics assessments. Students in grades five, eight, and eleven (if the high school has been assigned that grade or that is the grade calculated for students in ungraded programs) will also receive the CAA for Science. Otherwise, eligible students in grade twelve who are required to take the CAA for Science will take only the CAA for Science, as will those students in grade ten who are assigned to take the CAA for Science.

Testing Time and Scheduling

Testing Windows:

LEA CAASPP coordinators set up test dates in the TOMS Test Administration Setup module. Testing windows can be viewed in TOMS by LEA CAASPP coordinators by selecting to view the administration summary for the LEA in TOMS. All CAASPP testing must take place within this window, including any make-up testing.

Scheduling Time for Testing:

Estimated testing times do not account for any time needed to start devices, load secure browsers, and log students on; nor do they account for breaks. Test administrators and test examiners should work with CAASPP test site coordinators to determine precise testing schedules.

Smarter Balanced Summative Assessments for ELA and Mathematics

Table 7 contains rough estimates of the time it will take most students to complete the Smarter Balanced assessments based on the time it took students to complete the Smarter Balanced Summative Assessments in prior years. **This information is for scheduling purposes only, as the assessments are not timed.**

Table 7. Estimated Testing Times for Smarter Balanced Online Assessments

Grade-Level Assessment	CAT items in hrs:mins	PT in hrs:mins	Total in hrs:mins
ELA 3–5	1:30	2:00	3:30
ELA 6–8	1:30	2:00	3:30
ELA 11	2:00	2:00	4:00

Table 7 *(continuation)*

Grade-Level Assessment	CAT items in hrs:mins	PT in hrs:mins	Total in hrs:mins
Mathematics3–5	1:30	1:00	2:30
Mathematics 6–8	2:00	1:00	3:00
Mathematics 11	2:00	1:30	3:30
ELA and mathematics 3–5	3:00	3:00	6:00
ELA and Mathematics 6–8	3:30	3:00	6:30
ELA and Mathematics 11	4:00	3:30	7:30

When developing a testing schedule, use the estimated testing times to calculate the number of days and the amount of time it will take to complete an assessment in each content area and grade level. Also consider that Smarter Balanced recommends that students take the CAT and PT items on separate days to minimize the effect of student fatigue.

CAAs for ELA, Mathematics, and Science

For the online CAAs for ELA and mathematics, testing should take approximately 60 to 100 minutes for each content area, although the assessments are untimed, and the amount of time each student needs can vary. Tests may be administered to a student over as many testing sessions and days as required to meet the needs of that student.

For the CAA for Science, which is administered one on one shortly after the student has received related science instruction in the classroom, testing should take approximately 60 to 100 minutes per embedded PT, although the assessments are untimed, and the amount of time each student needs can vary. Tests may be administered to a student over as many testing sessions and days as required to meet the needs of that student. It is not recommended that students be administered more than one CAA for Science embedded PT per test session.

CAST

Administration of the CAST assessment is estimated to take approximately two hours. Note that the CAST is an untimed test. The CAST is composed of five blocks of test questions: two or three blocks of discrete (stand-alone) questions followed by three or two PTs where each PT is a block. It is strongly recommended that a PT be started and completed in a single test session, with a break after either the second or third block of test questions.

CSA

Administration of the CSA is estimated to take approximately two hours. Note that the CSA is an untimed test and students should be given as much time as they need to complete this assessment.

Recommended Order of Online Administration of the Smarter Balanced Summative Assessments

The summative assessments comprise two components (tests) for ELA and mathematics: a CAT and a PT.

Smarter Balanced recommends that students take the CAT and PT items on separate days to minimize the effect of student fatigue. For each content area, Smarter Balanced also recommends that students begin with the CAT items followed by the PT. LEAs or schools may opt to administer in a different order if needed.

Recommended Order of Test Administration

Computer Adaptive Test	→	Performance Task

Duration and Timing Information

The scheduling recommendations for ELA, mathematics, and science assessments are included in Table 8 and Table 9. Note that the duration, timing, break and pause rules, and session recommendations vary for each content area and component.

ELA and Mathematics

Table 8. Assessment Sequence—ELA and Mathematics

Variable	CAT Items	PT	CAA
Number and Duration of Sessions	Recommendations: • Two sessions (recommended) and no more than six sessions (rare or extreme). • Session durations range from 40–60 minutes. Most students will complete the CAT items in two sessions of 60 minutes or less or one long session of more than 60 minutes.	The PT is presented in two parts. ELA Recommendations: • Administer the ELA PT in two sessions corresponding to Parts 1 and 2 of the PT. • ELA session durations range from 60–120 minutes. Part 2 should be scheduled to allow students enough time to complete the full write in one test session. Mathematics Recommendations: • Administer the mathematics PT in one session. • The mathematics session duration ranges from 40–120 minutes.	Recommendations: • As many testing sessions and days required to meet the needs of the student. • The test examiner can make the decision to pause and resume the test administration if the student is no longer engaged, is not actively participating, or is showing signs of behavioral or functional concerns related to the test.

Table 8 *(continuation one)*

Variable	CAT Items	PT	CAA
Breaks within Sessions	Breaks can be provided during the test sessions using the software's pause feature. If the test is paused for more than 20 minutes, the student will not be able to go back to items on the previous pages (i.e., screens). • Recommendation: A single test session should not include a break longer than 20 minutes. Instead, separate test sessions should be scheduled around extended breaks (e.g., lunch).	ELA: The PT is presented in two parts. Students may take breaks within Parts 1 and 2; however, once a student moves to Part 2, the student will not be able to review or revise items in Part 1. • Recommendation: Students complete Part 1 in one test session and Part 2 the next school day in a single test session. Mathematics: Students may take breaks during PT test sessions. Mathematics PT items are presented on a single page (i.e., screen). Following a break, the student will have access to the same items.	Breaks can be provided during the test sessions according to individual student needs.

Table 8 *(continuation two)*

Variable	CAT Items	PT	CAA
Total Duration	Once a student has started the CAT items, this test will be available for **45 calendar days** or as many days remain within the LEA's selected testing window, whichever length of time is shorter (e.g., if there are 15 days left in the selected testing window and 20 days before the CAT expires, the test will become unavailable after 15 days). • Recommendation: Student completes this portion within five days of starting.	Once a student has started the PT, it will be available for **10 calendar days** or as many days remain within the LEA's selected testing window, whichever length of time is shorter (e.g., if there are four days left in the selected testing window and nine days before the PT expires, the test will become unavailable after four days). • Recommendation: Student completes each part of the PT within one day.	Once a student has started a CAA, this test will be available for **45 calendar days** or as many days remain within the LEA's selected testing window, whichever length of time is shorter (e.g., if there are 15 days left in the selected testing window and 20 days before the CAA expires, the test will become unavailable after 15 days). • Recommendation: Student completes this portion within five days of starting.

Important Reminders for ELA:

1. For the Smarter Balanced PTs, students may be best served by sequential, uninterrupted time that may exceed the time in a student's schedule.

2. Minimize the amount of time between beginning and completing each test within a content area.

3. The number of items will vary on the CAT portion of each student's Smarter Balanced assessment.

4. Students cannot return to Segment 1 of the ELA PT once they have moved to Segment 2. However, global notes are retained between segments.

5. The tests are not timed, so all time estimates are approximate.

6. Students should be allowed extra time if they need it, but test administrators and test examiners need to use their best professional judgment when allowing students extra time. Students should be actively engaged in responding productively to test questions.

7. ELA assessments can be spread out over multiple days as needed.

Additional Administration Recommendations for Mathematics:

1. For the Smarter Balanced PTs, students may be best served by sequential, uninterrupted time that may exceed the time in a student's schedule.

2. Minimize the amount of time between beginning and completing each test within a content area.

3. The number of items will vary on the CAT and PT portions of each student's Smarter Balanced assessment.

4. The tests are not timed, so all time estimates are approximate.

5. Students should be allowed extra time if they need it, but test administrators and test examiners need to use their best professional judgment when allowing students extra time. Students should be actively engaged in responding productively to test questions.

6. Mathematics assessments can be spread out over multiple days as needed.

Science

Table 9. Assessment Sequence—Science

Variable	CAST	CAA for Science
Number and Duration of Sessions	Recommendations: - Administered in as many sessions as needed. - Session duration should take approximately 120 minutes. - A post-test survey should take an additional five minutes.	Recommendations for each embedded PT: - As many testing sessions and days required to meet the needs of the student. - The test examiner can make the decision to pause and resume the test administration if the student is no longer engaged, is not actively participating, or is showing signs of behavioral or functional concerns related to the test.

Table 9 *(continuation)*

Science	CAST	CAA for Science
Breaks within Sessions	Breaks can be provided during the test sessions using the software's pause feature. If the test is paused for more than 20 minutes, the student will not be able to go back to items on the previous pages (i.e., screens). If a break is needed, it is recommended that the break occur after either the second or third block of test questions.	Breaks can be provided during the test sessions according to individual student needs.
Total Duration	Once a student has started the CAST, this test will be available for **45 calendar days** or as many days remain within the LEA's selected testing window, whichever length of time is shorter (e.g., if there are 15 days left in the selected testing window and 20 days before the CAST expires, the test will become unavailable after 15 days). • Recommendation: Student completes this portion within five days of starting.	Once a student has started a CAA for Science embedded PT, the particular embedded PT will be available for **45 calendar days** or July 15, whichever comes first. Recommendations: • Student completes this portion within five days of starting. • The 45 calendar days refers to an individual embedded PT. It is neither necessary nor recommended that all four embedded PTs be administered within this window.

Additional Administration Recommendations for Science:

1. For the CAST, students may be best served by sequential, uninterrupted time that may exceed the time in a student's schedule.

2. Minimize the amount of time between beginning and completing the test.

3. The tests are not timed, so all time estimates are approximate.

4. Students should be allowed extra time if they need it, but test administrators and test examiners need to use their best professional judgment when allowing students extra time. Students should be actively engaged in responding productively to test questions.

5. Tests can be spread out over multiple days as needed.

Sensitive Responses

Taking Appropriate Action with Student Responses or Student Actions That Cause Concern

Throughout the test administration process, student safety is always the primary consideration.

During testing, test administrators or test examiners may encounter student actions that disrupt the assessment administration and may endanger the student or others. In addition, it is possible that test administrators or test examiners will encounter student responses to questions or notes on scratch paper that necessitate some action to ensure student safety.

For test administrators, CAASPP security protocols make it clear that test administrators are not permitted to review student responses in the testing interface or students' notes on scratch paper. However, during or after CAASPP assessments, a test administrator might unexpectedly encounter a student response that raises sufficient concern to warrant adult action, including action as a mandated reporter. Topics that may require the test administrator to take action include, but are not limited to, student references to:

1. Suicide
2. Criminal activity
3. Alcohol or drug use
4. Extreme depression
5. Extreme violence or threats of violence
6. Sexual assault or physical abuse
7. Self-harm or intent to harm others
8. Neglect
9. Bullying

Note that, for a CAA test examiner, such a discovery may come during the course of one on one administration.

Collecting Information

Prior to administration, each test administrator and test examiner should have a thorough understanding of policies for the school, LEA, California, or any combination of these regarding documentation of student actions or concerning responses during a secure test event. The test administrator or test examiner should document as much information as possible in accordance with policies for the school, LEA, CDE, or any combination of these.

Escalating Information

Should the test administrator or test examiner encounter a sensitive situation while supervising the test session, the test administrator or test examiner should immediately escalate this concern in accordance with policies and procedures for the school, LEA, CDE, or any combination of these.

Alert Paper Process

As part of the process for scoring the writing tests for the CAASPP, readers may come across student responses that warrant an LEA's immediate attention. Examples include responses in which students indicate or suggest they are experiencing or have experienced some kind of physical or emotional abuse or neglect; they may harm themselves or others; or they are experiencing severe distress. LEAs are notified of such instances through an alert paper.

Upon notification that a student's response requires attention, Educational Testing Service (ETS) sends the details of an alert paper via email. The email will contain a password-protected attachment that includes only the SSID, LEA name, test name, and content of the student response. The password will be shared with the LEA coordinator and superintendent separately following the initial notification. This process provides the LEA information in a timely manner and ensures security.

In addition to the email, LEA CAASPP coordinators will receive a phone call when a student response is deemed severe. If the primary LEA coordinator is not available, the secondary coordinator listed in TOMS is contacted. If there is no other coordinator listed in TOMS, a voicemail is left for the primary coordinator.

Early Assessment Program (EAP)

The Early Assessment Program (EAP) is a joint collaboration of the CDE, The California State University (CSU), and participating California Community Colleges (CCC). All students participate in EAP by virtue of completing the Smarter Balanced Summative Assessments for ELA and mathematics.

The EAP provides students with an early indicator of their readiness for college-level coursework in written communication and mathematics/quantitative reasoning prior to starting their senior year. The results are used to determine a student's placement in appropriate coursework once the student has been admitted to the CSU. The release of CAASPP results will not affect a student's application for admission.

A student will be asked to authorize the release of their Smarter Balanced results to the CSU and CCCs. To release the results, students should select the circle that indicates their understanding that CAASPP/EAP results will be shared directly with the CSU, CCC, or both. This question is asked at the end of each test.

The release of ELA and mathematics results must be authorized individually (e.g., authorization for the ELA results does not automatically confer authorization for the mathematics results). Students may voluntarily share results of one or both assessments. Students who choose not to release their results to the CSU and CCC will need to provide their results to a CSU or CCC upon request.

Universal Tools, Designated Supports, and Accommodations

> **Resources in This Section:**
>
> - *CAASPP and ELPAC Accessibility Guide for Online Testing* web document—
>   http://www.caaspp.org/rsc/pdfs/CAASPP-ELPAC.accessibility-guide.2019-20.pdf

Accessibility resources for students in the form on universal tools, designated supports, and accommodations are described fully in the *CAASPP and ELPAC Accessibility Guide for Online Testing*. Refer also to appendix F, which contains descriptions of the multiplication table and 100s number table, as well a list of available web documents, pages, and videos to assist in understanding, assigning, and using accessibility resources during CAASPP testing.

Chapter 5. Science Assessments

Additional Resource for This Chapter:

- CAASPP List of Acronyms and Initialisms web page—
  http://www.caaspp.org/about/abbreviations.html

Administration Information for the CAST

> **Resources in This Section:**
>
> - *CAASPP and ELPAC TOMS User Guide* web document—
>   http://www.caaspp.org/rsc/pdfs/CAASPP-ELPAC.toms-guide.2019-20.pdf
> - CAASPP California Science Test (CAST) web page—http://www.caaspp.org/administration/about/science/
> - CAASPP Practice and Training Tests website—linked on the CAASPP Online Practice and Training Tests Portal web page at http://www.caaspp.org/practice-and-training/
> - CAASPP Test Administrator and Test Examiner Resources for the Online Practice and Training Tests web page—http://www.caaspp.org/ta-resources/practice-training.html
> - CDE California Science Test web page—
>   https://www.cde.ca.gov/ta/tg/ca/caasppscience.asp
> - CDE Student Accessibility Resources web page—
>   https://www.cde.ca.gov/ta/tg/ca/accesssupport.asp
> - Chapter 8: Scripts for Administering Smarter Balanced Summative Assessments and the California Science Test subsection in this document

Overview of the Assessment

The CAST is an online, summative assessment based on the CA NGSS. All LEAs with eligible students in grades five, eight, and twelve are required to administer the CAST. Schools with eligible students in grades ten and eleven whom the LEA recommends to take a science assessment also may take the CAST. Students who take the CAST while their testing grade is grade ten or eleven cannot retake the CAST in grade eleven or twelve. Students repeating grade twelve are not eligible to test.

All students will receive their CAST scores in a Student Score Report after they have tested. Scores for students in grades ten and eleven who take the CAST will be saved and reported for accountability purposes when those students are in grade twelve.

Survey

Students in grades five and eight will complete a three-question survey that appears at the end of their test in the test delivery system. Students in high school will complete a four-question survey. The survey is estimated to take an additional five minutes. Its intent is to gather more information about the student's experience with the CAST and science in general.

Resources

Test Administrator Materials

Directions for CAST administration, including instructions on approving tests and the script that must be read prior to test administration, can be found in [Chapter 8: Scripts for Administering Smarter Balanced Summative Assessments and the California Science Test](#).

Student Accessibility Resources

The complete list of embedded and non-embedded universal tools, designated supports, and accommodations available for the CAST are listed on the CDE [Student Accessibility Resources](#) web page.

Tests will include embedded and non-embedded universal tools, designated supports, and accommodations.

Practice and Training Tests

Practice and training tests for the CAST are linked on the CAASPP [Practice and Training Tests Portal](#) web page. Practice tests can be accessed either through the secure browser or through a standard internet browser. Scoring guides are available on the [Test Administrator and Test Examiner Resources for the Online Practice and Training Tests](#) web page.

User Responsibilities

[Table 10](#) shows the tasks CAASPP users perform for the CAST:

Table 10. User Role Participation in the CAST

Role	Task
LEA CAASPP coordinator	• Create the users at schools involved in the CAST • Set up test administrations and assign schools to the administrations • Assign student designated supports, accommodations, or request unlisted resources • Provide training to CAASPP test site coordinators
CAASPP test site coordinator	• Work with the CALPADS coordinator to ensure that students are in the correct grades • Assign student designated supports, accommodations, or unlisted resources • Participate in training provided by the LEA • Provide training to CAST test administrators
Test administrator	• Participate in training provided by the LEA or test site coordinator • Administer the CAST

Administration Information for the CAA for Science

> **Resources in This Section:**
>
> - *CAA for Science Administration Planning Guide for Test Examiners* web documents—linked on the CAA for Science Administration Planning Guides web page at http://www.caaspp.org/administration/about/caa/caa-for-science-administration-planning-guide.html
> - *CAASPP and ELPAC TOMS User Guide* web document—http://www.caaspp.org/rsc/pdfs/CAASPP-ELPAC.toms-guide.2019-20.pdf
> - CAASPP CAA web page—http://www.caaspp.org/administration/about/caa/
> - CAASPP Practice and Training Tests website—linked on the CAASPP Online Practice and Training Tests Portal web page at http://www.caaspp.org/practice-and-training/
> - CAASPP Test Administrator and Test Examiner Resources for the Online Practice and Training Tests web page—http://www.caaspp.org/ta-resources/practice-training.html
> - CAA for Science Version Assignments for 2019–20 Test Administration web page—http://www.caaspp.org/administration/about/caa/caa-science-assignments.2019-20.html
> - CDE California Alternate Assessments (CAA) web page—https://www.cde.ca.gov/ta/tg/ca/altassessment.asp
> - CDE California Science Test web page—https://www.cde.ca.gov/ta/tg/ca/caasppscience.asp
> - CDE Student Accessibility Resources web page—https://www.cde.ca.gov/ta/tg/ca/accesssupport.asp
> - Test Examiner Post-Testing Survey for the CAA for Science web page—http://www.caaspp.org/caa-science-survey.html
> - Test Operations Management System website—https://mytoms.ets.org/

Overview of the Assessment

The CAA for Science is an online, summative assessment based on the CA NGSS for students with the most significant cognitive disabilities. This assessment offers a developmentally appropriate opportunity for these students to be assessed on their science knowledge, skills, and abilities while providing meaningful information about academic performance to both students and teachers.

All LEAs with eligible students in grades five, eight, and twelve will administer the CAA for Science. Students in grades ten and eleven whom the student's IEP team recommends to

take a science assessment and whose IEP indicates an alternate assessment may be assigned to take the CAA for Science. Students repeating grade twelve are not eligible to test.

Students in grades five, eight, twelve, or ten or eleven who meet the following eligibility requirements will take the CAA for Science:

- the student has a significant cognitive disability that is described in the student's IEP;
- the student is learning content derived from the California content standards; and
- the student requires extensive direct individualized instruction and substantial resources to achieve measurable gains in the grade and age-appropriate curriculum.

The CAA for Science embedded PTs may be administered between January 8, 2019—the date on which the embedded PTs become available—through the final day of the LEA's instructional calendar or July 15, 2019, whichever comes first.

Purpose of the Assessment

Embedded PTs

The CAA for Science is administered one on one as **four embedded PTs** by a test examiner during the course of instruction and shortly after instruction of related science content is complete. A student must sign on to all four embedded PTs to be considered as participating. Directions for administration of each embedded PT is available as a PDF that can be downloaded from TOMS. The assessment will evaluate the performance of newly developed embedded PTs that measure two Core Content Connectors that are derived from the CA NGSS. Test examiners should use the "No Response" button functionality within the test delivery system for students who do not respond to the test but are presented with test questions.

Any paper materials that have been used for transcribing student responses to the CAA for Science should be collected from test examiners and destroyed securely.

Surveys

Test examiners will be asked to respond to an optional, general, [online survey](), found on a website outside of the CAASPP assessment systems, that they may complete at any time after administering the CAA for Science to students. Because the test examiner survey asks general questions and is not student-specific, the test examiner responds to the survey only once. The test examiner survey must be completed before July 15, 2020.

There are two student surveys at the end of each performance task, one for students who are responsive and one for students who are nonresponsive. Test examiners should administer only the applicable survey and skip the other survey.

Testing Window

Test examiners may administer all four required CAA for Science embedded PTs within the test delivery system at any time during the normal course of instruction between September 9, 2019, and the final day of the LEA's instructional calendar or July 15, 2020, whichever comes first.

The CAA for Science is administered one on one shortly after the student has received related science instruction in the classroom. While testing should take approximately 60 to 100 minutes per embedded PT, the assessments are untimed, and the amount of time each student needs can vary. Tests may be administered to a student over as many testing sessions and days as required to meet the needs of that student. It is not recommended that students be administered more than one CAA for Science embedded PT per test session.

Test Examiner Resources

> ⚠️ **Alert:** Only download individual *DFA* PDFs when needed to administer an embedded PT to a student. Permanently delete or destroy the *DFA* following administration. Do not download and retain multiple *DFAs* for extended periods.

Directions for Administration

Directions for CAA for Science administration are found in the four grade-level, secure embedded PTs that are to be downloaded from TOMS. They are sorted by grade level and version number. Version assignments are found on the [CAA for Science Version Assignments](#) web page.

CAASPP test site coordinators or test examiners should download the CAA for Science *DFAs* by taking the following steps in TOMS:

1. Select the [**Resources**] navigation tab on the [TOMS](#) top navigation bar.
2. Select *CAAs for Science DFAs* from the *Available Materials* list.
3. Select the button corresponding with the grade being tested.
4. Scroll down the page to find the version number assigned.
5. Select a PDF link to initiate the download process.

Practice and Training Tests

Training PTs and the practice test for the CAA for Science are linked on the CAASPP [Practice and Training Tests Portal](#) web page. Students can take these tests using either a secure browser or a web browser.

Planning Guides

Planning guides are available for grade-level CAA for Science assessments in grades five and eight and high school. The guides, which do not include test content, can be used to plan and schedule CAA for Science testing. The guides identify the science standards that are assessed by the CAA for Science during the 2019–2020 school year and provide information about how the embedded PTs are to be delivered.

The planning guides are linked on the CAASPP [CAA for Science Administration Planning Guides](#) web page. They are sorted by grade and version number. Version assignments are found on the [CAA for Science Version Assignments](#) web page.

User Responsibilities

[Table 11](#) shows the tasks CAASPP users perform for the CAA for Science:

Table 11. User Role Participation in the CAA for Science

Role	Task
LEA CAASPP coordinator	• Create the users at schools involved in the CAA for Science • Set up test administrations • Assign student designated supports, accommodations, or unlisted resources • Provide training to CAASPP test site coordinators • Review the *CAA for Science Administration Planning Guides*
CAASPP test site coordinator	• Work with the CALPADS coordinator to ensure that students are in the correct grades • Assign student designated supports, accommodations, or unlisted resources • Participate in training provided by the LEA • Provide training to CAASPP test site coordinators and test examiners
CAASPP Test examiner	• Receive training by completing the CAA Test Administration Tutorial online learning module • Administer each embedded PT at the appropriate time for each student • Take the test examiner survey

Chapter 6. California Spanish Assessment

Additional Resource for This Chapter:

- CAASPP List of Acronyms and Initialisms web page—
  http://www.caaspp.org/about/abbreviations.html

Administration Information for the CSA

> **Resources in This Section:**
> - CAASPP Practice and Training Tests website—linked on the CAASPP Online Practice and Training Tests Portal web page at http://www.caaspp.org/practice-and-training/
> - CAASPP Test Administrator and Test Examiner Resources for the Online Practice and Training Tests web page—http://www.caaspp.org/ta-resources/practice-training.html
> - CDE Student Accessibility Resources web page—https://www.cde.ca.gov/ta/tg/ca/accesssupport.asp
> - CDE California Spanish Assessment web page—https://www.cde.ca.gov/ta/tg/ca/csa.asp
> - Chapter 9: Scripts for Administering the California Spanish Assessment subsection in this document

Overview of the Assessment

The CSA is an online, linear (nonadaptive), summative, grade-level assessment for students in grades three through eight and high school who are seeking a measure that recognizes their Spanish reading, writing mechanics, and listening skills.

The CSA is aligned to the CCSS en Español, which were developed as a joint effort between the San Diego County Office of Education, the Council of Chief State School Officers, and the CDE. The CCSS en Español are a translated and linguistically augmented version of the English-language CCSS for English Language Arts & Literacy.

Tests were developed for each grade level from three through eight and one test for all high school grade levels.

Testing Window

The CSA can be administered during a fixed testing window that falls between April 1 and the final day of the LEA's instructional calendar or July 15, 2020, whichever comes first.

Student Survey

The CSA includes a student survey in the assessment. The student survey comprises the first three questions on each assessment asking student-specific demographic questions. The test administrator should guide students through this survey, as accuracy is paramount.

Survey data will be analyzed and summarized once all CAASPP testing windows have closed.

Questions

Each grade-level test will present the following three demographic-related questions regarding the student at the beginning of the test form. For the first survey question, students should indicate whether or not they received instruction in Spanish, inclusive of content area courses, in the previous school year.

1. **Did you receive instruction in Spanish in the 2018–19 school year? ¿Recibiste educación en español en el año escolar 2018–19?**

   ○ Yes (Sí)
   ○ No (No)

2. **Which program were you enrolled in? ¿En qué tipo de programa escolar estuviste matriculado/inscrito?**

   ○ One-Way Immersion (Inmersión únicamente para hablantes de español)

   ○ Dual-Language Immersion (Inmersión para hablantes de español y de inglés)

   ○ Developmental Bilingual (Programas de desarrollo del idioma)

   ○ Heritage Language or Indigenous Language (Programas para hispanohablantes [hablantes de español])

   ○ Spanish as a foreign language (i.e., Spanish I, Spanish II, etc.) (Español como lengua extranjera [es decir, Español I, Español II, etc.])

   ○ None of the above (Ninguno de los anteriores)

3. **What percentage of your school day instruction was provided in Spanish? ¿Qué porcentaje de tu educación diaria recibíste en español?**

   ○ 0–25%
   ○ 26–50%
   ○ 51–75%
   ○ 76–100%

Test administrators are responsible for knowing this information about the students in their test session prior to administering the assessment. Additionally, test administrators must guide students to input the appropriate responses for the questions.

Resources

Test Administrator Materials

Directions for CSA administration, including instructions on approving tests and the script that must be read prior to test administration, can be found in Chapter 9: Scripts for Administering the California Spanish Assessment. These instructions are in Spanish and should be used when administering the CSA only. Using these instructions to administer a different assessment is a test security incident and must be reported in STAIRS.

Student Accessibility Resources

The complete list of embedded and non-embedded universal tools, designated supports, and accommodations available for the CSA are listed on the CDE CAASPP Accessibility Resources web page.

Tests will include embedded and non-embedded universal tools, designated supports, and accommodations.

Practice and Training Tests

Practice and training tests for the CSA are linked on the CAASPP Practice and Training Tests Portal web page. Practice tests can be accessed either through the secure browser or through a standard internet browser. There is one practice test for each of grades three through eight and one for all high school grade levels.

Scoring guides in English and Spanish are available on the Test Administrator and Test Examiner Resources for the Online Practice and Training Tests web page.

User Responsibilities

Table 12 shows the tasks CAASPP users perform for the CSA:

Table 12. User Role Participation in the CSA

Role	Task
LEA CAASPP coordinator	- Create the users at schools involved in the CSA - Set up test administrations - Assign student designated supports, accommodations, or unlisted resources - Assign students to take the CSA - Provide training to CAASPP test site coordinators - Watch the operational CSA training video
CAASPP test site coordinator	- Work with the CALPADS coordinator to ensure that students are in the correct grades - Assign student designated supports, accommodations, or unlisted resources - Assign students to take the CSA - Participate in training provided by the LEA - Provide training to test administrators
Test administrator	- Participate in training provided by the LEA - Review the demographic survey questions - Guide students through the demographic survey questions - Administer the CSA

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Chapter 7. Using the Test Administrator Interface with Summative Assessments

Additional Resource for This Chapter:

- CAASPP List of Acronyms and Initialisms web page—
  http://www.caaspp.org/about/abbreviations.html

General Steps to Take When Administering Summative Assessments

This chapter describes the steps to take before and after administering the Smarter Balanced Summative Assessments, CAST, and CSA.

- The scripts that are to be read to students taking the Smarter Balanced and CAST are found in Chapter 8: Scripts for Administering Smarter Balanced Summative Assessments and the California Science Test. These scripts, which are in English, are to be read after logging on to the Test Administrator Interface.

- The scripts for administering the CSA are in Chapter 9: Scripts for Administering the California Spanish Assessment. These scripts, which are in Spanish, are to be read after logging on to the Test Administrator Interface.

> ⚠️ **Warning:** The English scripts in chapter 8 are to be used **only** for the Smarter Balanced and CAST. The Spanish scripts in chapter 9 are to be used **only** for the CSA. **Do not use the Spanish scripts to administer the Smarter Balanced or CAST to Spanish speaking ELs.**

Establishing Appropriate Testing Conditions

Test site coordinators, test administrators, and test examiners should work together to determine the most appropriate testing option(s) and testing environment based on the number of devices available, the number of students in each tested grade, and the estimated time needed to complete each test. For the Smarter Balanced assessments, CAST, and CSA, testing students in classroom-sized groups is preferable; the CAA is delivered one on one. Establishing classroom-sized groups reduces test fear and anxiety for the students and facilitates monitoring and control for the test administrator. However, this also includes setting up testing rooms for students whose IEPs or Section 504 plans specify universal tools, designated supports, accommodations, or any combination of these that necessitate testing the students in a separate setting (that is, reading test questions aloud, extended testing time, additional breaks, and so forth).

The test administration should be conducted in a secure environment (refer to the subsection *Security of the Test Environment*).

Establish procedures to maintain a quiet testing environment throughout the test session, recognizing that some students will finish more quickly than others. If students are allowed to leave the testing room when they finish, explain the procedures for leaving without disrupting others and where they are expected to report once they leave. If students are expected to remain in the testing room until the end of the session, instruct them on what activities they may engage in after they finish the test. Access to a student's device should be monitored strictly for types of activities that may be done without violating the security of the tests if other students in the room are still testing.

Additional Required Resources

Smarter Balanced for ELA

During administration of the Smarter Balanced for ELA, students may have access to and use of the following additional required resources for CAT items:

- Headphones are required for the listening portion of the ELA assessment and for students requiring text-to-speech.

- Scratch paper should be provided for note taking if necessary. Only plain paper or lined paper is appropriate for ELA.

During administration of the Smarter Balanced for ELA, students may have access to and use of the following additional required resources for PTs:

- Headphones are required for some PTs and for students requiring text-to-speech.

- Scratch paper should be provided for note taking if necessary. Only plain paper or lined paper is appropriate for ELA.

Smarter Balanced for Mathematics

During administration of the Smarter Balanced for Mathematics, students may have access to and use of these additional required resources for CAT items:

- Headphones are required for students requiring text-to-speech and for students requiring Audio Glossaries.

- An embedded calculator is available for some mathematics items in grades six and above. A non-embedded calculator may only be used by students with a documented accommodation in an IEP or Section 504 plan per guidance provided in the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines*.

- Scratch paper is required for all grades.

- Graph paper is required for grades six and above and can be used on all mathematics assessments.

CAA for ELA

During administration of the CAA for ELA, students may have access to and use of the following additional required resources:

- While headphones are permissible, the CAA for ELA is administered one on one; it is recommended that the audio component be played on the device's or external speakers so that the test examiner may listen along with the student.

CAA for Mathematics

During administration of the CAA for Mathematics, students may have access to and use of the following additional required resources:

- While headphones are permissible, the CAA for Mathematics is administered one on one; it is recommended that the audio component be played on the device's or external speakers so that the test examiner may listen along with the student.
- Graph paper can be used on all mathematics assessments.

CAA for Science

During administration of the CAA for Science, students may have access to and use of the following additional required resources:

- While headphones are permissible, the CAA for Science is administered one on one; no items on the test have audio components.

CAST

During administration of the CAST, students may have access to and use of the following additional required resources:

- Headphones are required for students requiring text-to-speech, audio glossaries, or both.
- An embedded calculator will be available for all items—students in grade five will use a four-function calculator; and students in grade eight, ten, eleven, or twelve will use a scientific calculator.
- Scratch paper (plain, lined, or graph) that is blank on both sides is required for all grades as a non-embedded universal tool.

CSA

During administration of the CSA, students may have access to and use of the following additional required resources:

- Headphones are required for the listening items of the assessment and for students requiring text-to-speech.
- Scratch paper should be provided for note taking if necessary. Only plain paper or lined paper is appropriate.

Tasks to Complete Prior to Summative Test Administration

> **Resources in This Subsection:**
>
> - *CAASPP and ELPAC TOMS User Guide* web document—
>   http://www.caaspp.org/rsc/pdfs/CAASPP-ELPAC.toms-guide.2019-20.pdf
> - CAASPP Online Practice and Training Tests Portal web page—
>   http://www.caaspp.org/practice-and-training/
> - CDE California Longitudinal Pupil Achievement Data System (CALPADS) web
>   page—https://www.cde.ca.gov/ds/sp/cl/

- **LEA CAASPP coordinators, CAASPP test site coordinators, test administrators, and test examiners should verify that students are provided the opportunity to practice on the training test and practice test prior to testing.**

  – It is highly recommended that **all** students be provided the opportunity to practice on the training test and practice test prior to testing. This allows students the opportunity to become familiar with all of the item types, the universal tools, buttons, and any allowable designated supports and accommodations. Practice and training tests are found on the CAASPP Online Practice and Training Tests Portal web page.

- **LEA CAASPP coordinators and CAASPP test site coordinators should ensure all test administrators and test examiners have logon information that can be used for the Test Administrator Interface.**

  – Because there is a two-step authentication process used when logging on to the systems used in CAASPP testing, test administrators and test examiners should log on to the Test Administrator Interface prior to actual test administration using the device and web browser that will be used during testing. The system will send a code, via email, to the username (email address) entered for the test administrator or test examiner user. A new code is sent once for each device and web browser combination.

- **LEA CAASPP coordinators, CAASPP test site coordinators, test administrators, and test examiners should verify, update, or verify and update student demographic information and test settings.**

  1. Each student must be correctly assigned to an LEA, school, and grade in TOMS. CAASPP test site coordinators, test administrators, and test examiners will need to work with LEAs to ensure demographic student information in CALPADS is current, including SSIDs.

  2. In addition to the correct demographic student information in CALPADS, CAASPP test site coordinators, test administrators, and test examiners should verify that all students have accurate test settings configured in TOMS, including designated supports and accommodations (embedded and non-embedded) for each content area prior to testing.

3. Only CALPADS coordinators may add, modify, or delete student demographic information in CALPADS. Note that CALPADS updates may take between 24 and 48 hours to process in TOMS, and another 24 hours to process between TOMS and the test delivery system.

4. LEA CAASPP coordinators and CAASPP test site coordinators may also set embedded and non-embedded designated supports in TOMS for any student for which the need has been determined and accommodations for students who require them as part of an IEP or Section 504 plan. Test administrators and test examiners may view student information; however, test administrators and test examiners cannot add, upload, or modify student information. Within the Test Administrator Interface, a test administrator or test examiner may change the default font size and turn off universal tools prior to the start of the test.

> **IMPORTANT:** Any additions, modifications, or deletions of students and changes to student test settings in TOMS must be completed **before the student can test.** The update, once made, may take **up to 24 hours to appear in the Test Administrator Interface.** Failure to correct test settings before testing could result in the student's not being provided with the needed accommodations, designated supports, or both at the time of testing. This is considered a testing irregularity.

> **Note:** It is important for anyone with access to student information to remember that student personal information, including the student's SSID, is confidential. **If materials containing student personal information, which includes SSIDs, are distributed to students, these materials must be collected before the students leave the testing room and either securely stored to be used in a subsequent test session or securely destroyed.** For additional information about security protocols, refer to the *Test Security* section of this manual.

- **CAASPP test site coordinators should ensure that test administrators and test examiners have necessary student logon information.**

  Each student will log on to the test delivery system using a first name, SSID, and test session ID. Prior to starting a test session, test administrators and test examiners must have a record of each student's first name and SSID. This information must be provided to each student to complete the logon process for the Smarter Balanced, CAST, and CSA. The test examiner completes the logon process for a student taking the CAAs for ELA, mathematics, and science.

  It is suggested that the SSID and the student's first name be printed on a card or piece of paper and distributed to each student just prior to testing to help a student type it in the device accurately. **It is also permissible to include a photo of the student or including the student's last name with the logon information as additional safeguards to ensure that the student receives the correct logon information.**

Student information is confidential; therefore, the cards or papers with this information must be kept secure until used during a test session. The loss of logon information is considered a security incident at the local level and does not need to be reported in STAIRS.

> **Note:** When a test administrator or test examiner creates a test session on the Test Administrator Interface, a unique session ID is randomly generated. This session ID must be provided to students before they log on (or entered by the CAA test examiner on behalf of the student). Please refer to the *Creating a Test Session* subsection for more information about how to obtain session IDs.

- **CAASPP test site coordinators should ensure that test administrators and test examiners have the additional required resources described in the *Establishing Appropriate Testing Conditions* subsection available for student use during test administration.**

- **LEA CAASPP coordinators should ensure CAASPP test site coordinators understand protocols in the event a student moves to a school within a new LEA or a school within the same LEA.**

  When students move within the state, their data record must be updated with the student's new school and district (if necessary) codes in CALPADS at least 48 hours before the student begins or resumes testing in the new school or LEA. The CDE CALPADS web page contains links to CALPADS system documents, updates, and other useful information for maintaining student data.

- **CAASPP test site coordinators or test examiners should download the necessary versions of the CAA *DFA for ELA and Mathematics* by selecting the [Resources] button on the top navigation bar in TOMS and then selecting *CAAs for ELA and Mathematics DFAs* from the *Available Materials* list.**

  The *DFAs* include the script and prompts for the test examiners to use throughout testing, providing administration guidance to test examiners for every possible test routing outcome, based on the staged design of the test. Each *DFA* contains both ELA and mathematics for a grade. *DFAs* can be printed out and used as hard copies or accessed as PDFs on the test examiner's electronic device. All *DFAs* used for the CAA include secure content and must be stored or destroyed according to appropriate test security procedures.

- **CAASPP test site coordinators or test examiners should download the necessary versions of the CAA for Science embedded PT *DFA*s by first selecting the [Resources] button on the top navigation bar in TOMS and then selecting *CAA for Science DFAs* from the *Available Materials* list.**

  The CAA for Science is administered via an online PT that is administered after related concepts have been taught. Embedded PT *DFA*s can be downloaded and either accessed on the test examiner's device or printed out and used as a hard

copy. Embedded PT *DFA*s should be treated as secure materials and must be destroyed securely immediately after use according to appropriate test security procedures.

Use the Summative Test Administrator Sites

> **Resources in This Section:**
>
> - *CAASPP and ELPAC Technical Specifications and Configuration Guide for Online Testing* web document—http://www.caaspp.org/rsc/pdfs/CAASPP-ELPAC.tech-specs-and-config-guide.2019-20.pdf
> - *CAASPP and ELPAC TOMS User Guide* web document—http://www.caaspp.org/rsc/pdfs/CAASPP-ELPAC.toms-guide.2019-20.pdf
> - CAASPP Online Practice and Training Tests Portal web page—http://www.caaspp.org/practice-and-training/
> - CAASPP website—http://www.caaspp.org/
> - CAASPP Test Administrator and Test Examiner Resources for the Online Practice and Training Tests web page—http://www.caaspp.org/ta-resources/practice-training.html

Overview of the Test Administration Sites

Sites for Test Administrators and Test Examiners

The sites for test administrators and test examiners, including the Test Administrator Interface and the Test Administrator Practice and Training Site, are accessed through the CAASPP website. To log on to either site, a test administrator or test examiner must have an authorized username and password. If a test administrator or test examiner has not yet received an email with account information, the test administrator or test examiner should contact the LEA CAASPP coordinator or CAASPP test site coordinator (as applicable).

This section describes the test administration sites for test administrators and test examiners. Throughout the rest of this user guide, "Test Administrator Site" refers to both the Test Administrator Interface and Test Administrator Training Site.

> **Warning:** The Test Administrator Interface cannot be used for practice or training tests. To practice administering tests, use the Test Administrator Training Site. Both Test Administrator Sites have the same functionality, but the available tests are different. Tests provided in the Test Administrator Interface are summative, and students' scores on the Smarter Balanced assessments, CAAs, CAST, and CSA will be transmitted to the CDE.

Test Delivery Application

The test delivery application delivers California's online CAASPP assessments. The following sections describe highlights of online testing in general and the test delivery application in particular.

The test delivery application consists of practice sites and summative testing sites. The features of the questions in the practice sites function identically to the summative testing sites, although the practice and training tests themselves are not adaptive, and students have the option of selecting their own designated supports and accommodations.

- Practice Sites

    – The **Test Administrator Training Site** allows test administrators and test examiners to practice administering tests.

    – The **Student Training Site** allows students to practice taking tests online and using test tools.

- Operational Testing Sites

    – The **Test Administrator Interface** allows test administrators and test examiners to administer summative tests.

    – The **Student Testing Application** allows students to take CAASPP online assessments.

Understanding User Roles

Resources in This Subsection:

- *CAASPP and ELPAC Technical Specifications and Configuration Guide for CAASPP Online Testing* web document— http://www.caaspp.org/rsc/pdfs/CAASPP-ELPAC.tech-specs-and-config-guide.2019-20.pdf

- *CAASPP and ELPAC TOMS User Guide* web document— http://www.caaspp.org/rsc/pdfs/CAASPP-ELPAC.toms-guide.2019-20.pdf

- CAASPP website—http://www.caaspp.org/

- CAASPP User Role Guidance web document—http://www.caaspp.org/rsc/pdfs/CAASPP.user-role-guidance.2019-20.pdf

Types of Access

Access to the practice and summative testing sites depends on the user role and web browser.

- Test administrators and test examiners can use any supported web browser to access either the Test Administrator Training Site or the Test Administrator Interface.

- Students, test administrators, test examiners, and parents/guardians can use a supported web browser or secure browser to access the Student Training Site as guests. Students can also sign in to a practice test session created by a test administrator or test examiner.

- Students use a secure browser to access the student testing application.

For information about supported operating systems and browsers, refer to the *CAASPP and ELPAC Technical Specifications and Configuration Guide for Online Testing*.

Using the Single Sign-on System

Switching Between Systems

The Single Sign-On (SSO) system allows a test administrator or test examiner to log on to multiple systems provided by Educational Testing Service (ETS) and the American Institutes for Research (AIR), including TOMS, the Test Administrator Interface, the Test Administrator Practice and Training Site, and the Completion Status reports. After logging on, the test administrator or test examiner can switch between systems without having to log on to and off each system.

SSO is designed to ease the logon process and simplify navigation between systems. SSO integrates the following systems:

- TOMS
- Test Administrator Interface
- Test Administrator Practice and Training Site
- Interim Assessment Hand Scoring Site
- CERS
- ORS
- Completion Status Reports

> **Reminder:** Access to each system and its features is dependent on the access provided by the user role.

> ⚠️ **Warning:** Although navigating to another system is easy, it is important to understand how the system operates in order to avoid unintended consequences of switching systems.
>
> - A test administrator or test examiner administering a test using the Test Administrator Interface or Test Administrator Training Site and who navigates away from it within the same browser tab will stop the session, and all students in the session will be logged off. The test administrator or test examiner cannot resume the session. The test administrator or test examiner will have to create a new session, and students will have to log on to the new session to resume testing.

Logging On to the Single Sign-On System

1. Use an internet browser to go to the CAASPP website and select the button representing the system to be accessed.

2. Select either the [**Test Operations Management System (TOMS)**] button (to manage administration details of the online Smarter Balanced Summative and Interim Assessments, like student test settings), the [**Test Administrator Interface for *All* Online Tests**] button (to administer and monitor online student assessments), or the [**Practice & Training Tests**] button (to administer practice and training tests to students), as shown in Figure 5.

| Test Operations Management System (TOMS) | Test Administrator Interface for *All* Online Tests | Practice & Training Tests | Smarter Balanced Digital Library |
| California Educator Reporting System (CERS) | Completion Status/ Roster Management | Smarter Balanced Content Explorer | Smarter Balanced Interim Assessments |
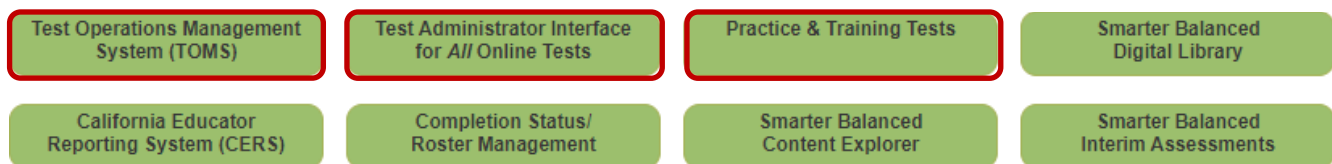
Figure 5. Buttons on CAASPP.org

3. Enter the username—which is the test administrator or test examiner's email address—in the username field next to the [**Email Address**] person [👤] icon and the password in the *Password* field next to the [**Password**] lock [🔒] icon in the *Logon* screen (shown in Figure 6), and then select the [**Secure Logon**] button.

   - The username and password are case sensitive.

   - If the test administrator or test examiner has forgotten the password, select the [Forgot Your Password?] link. Refer to the on-screen instructions for additional assistance.
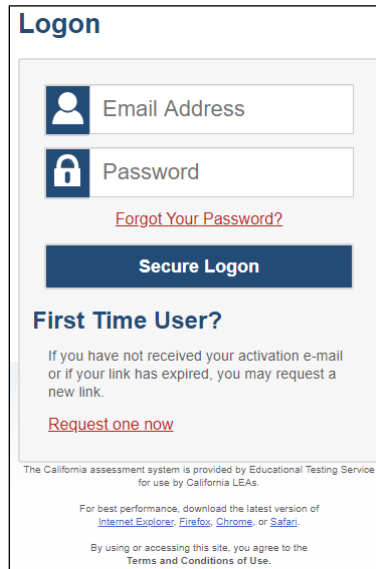
Figure 6. *Logon* screen

4.   If this is the first time the test administrator or test examiner is logging on using a particular web browser or device, the *Enter Code* screen appears (refer to Figure 7). This form appears the first time a particular web browser and device combination is used for logon or if cookies or cache had been deleted.
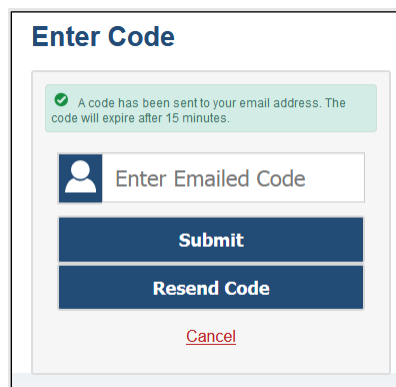
Figure 7. *Enter Code* screen

a.   Retrieve the code included in the system email that was sent.

b.   Enter the code in the *Enter Emailed Code* field. This step must be taken within 15 minutes of the email's receipt. If it is not taken within 15 minutes, skip to step d.

c.   Select the [**Submit**] button.

d.   If the code expired, select the [**Resend Code**] button for a new code and repeat these steps to enter the new code.

5. If a test administrator or test examiner is associated with multiple institutions, an "Important!" message, such as the one in Figure 8, appears upon logon. Select the appropriate institution from the drop-down list in this message and select the [**Go**] button. A user may select only one institution at a time.

- A test administrator or test examiner will only be able to administer tests available for the selected institution.

- To select a different institution, the test administrator or test examiner must log off and then log back on.

Important!

Please choose the institution for which you will be administering this test session.
[Message Code: 12306]

Select your School/District
Click here to choose ▼   Go
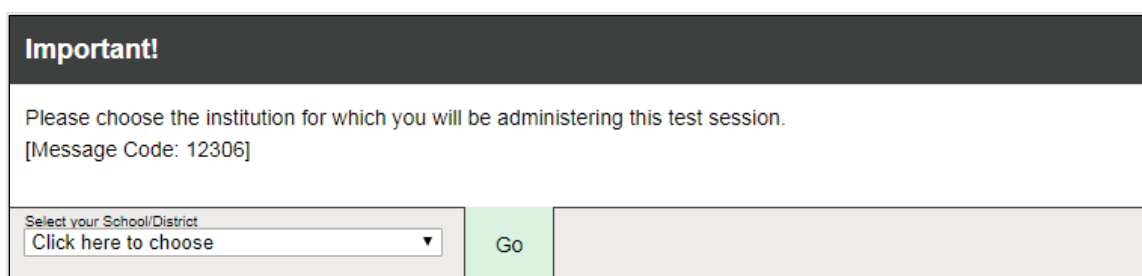
Figure 8. Select Institution drop-down list

> **Note:** For information about logging off of the Test Administrator Site, refer to the subsection *Logging Off*.

About Usernames and Passwords

The username is the email address associated with an account in TOMS. When a test administrator or test examiner is added to TOMS, the system sends an email containing a temporary password and a logon link for the CAASPP single sign-on system. To activate the account, the test administrator or test examiner must log on within 30 minutes of receiving the email. Do this by entering the code received via email after entering the username and temporary password and then updating the password.

Take the following actions if the temporary password has expired or if the password was forgotten:

1. Use an internet browser to go to the CAASPP website.

2. Select the [**Test Operations Management System (TOMS)**] button. The *Logon* screen, shown in Figure 9, appears.
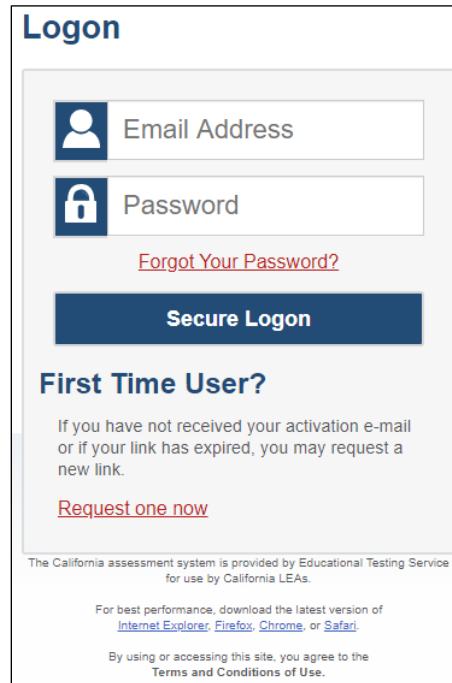
Figure 9. *Logon* **screen**

3. Select the [Forgot Your Password?] link for a forgotten username or password or the [Request one now] link that answers the question "Do you need a new temporary password?" in the "First Time User?" section of the *Logon* screen to reset the temporary password.

4. Enter the email address on the *Reset Your Password* screen shown in Figure 10, and then select the [**Submit**] button.
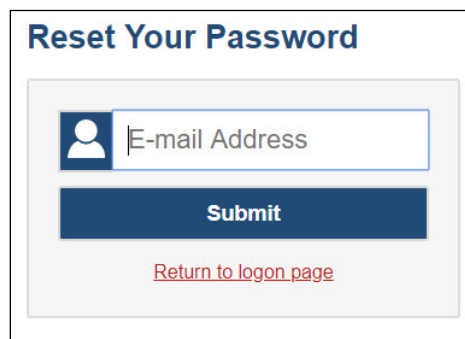
Figure 10. *Reset Your Password* **screen**

If the test administrator or test examiner did not receive an email containing a temporary password, the test administrator or test examiner should check a spam folder to make sure the email system or program did not categorize it as junk mail. If the test administrator or test examiner still does not receive an email, contact the CAASPP test site coordinator to make sure a TOMS user role has been assigned.

The email received expires after 30 minutes.

Test Administrator Site Layout

Figure 11 displays the layout of the Test Administrator site during an active test session.
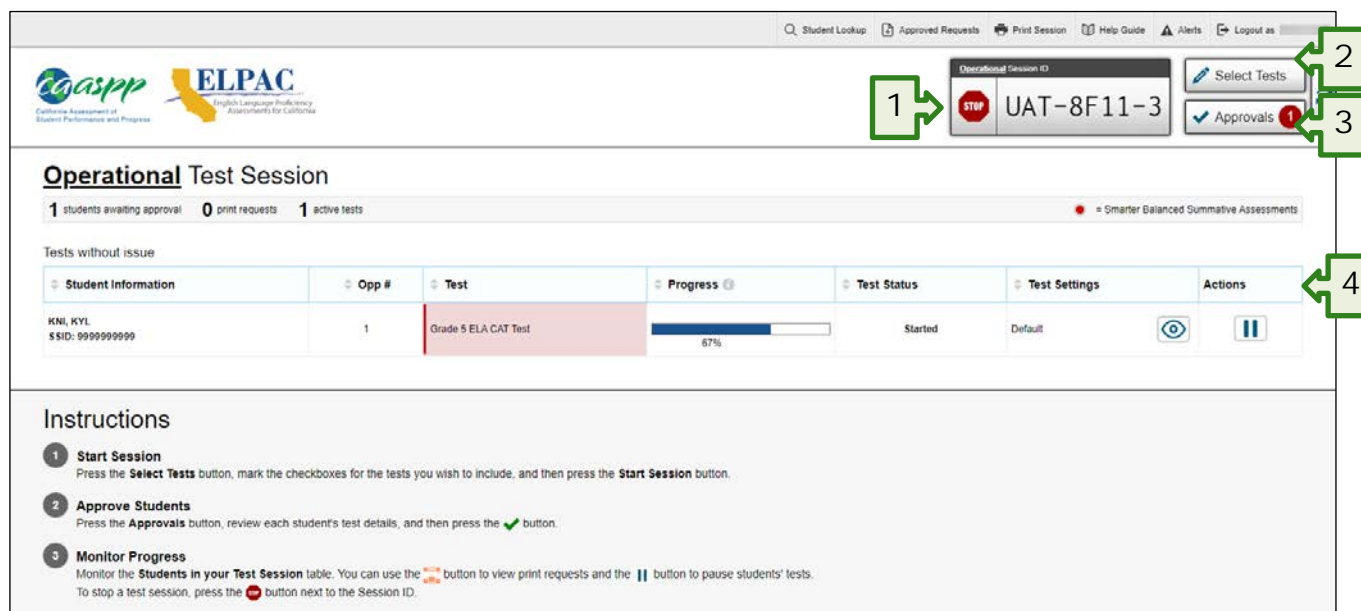
Figure 11. Test Administrator Site layout

Essential Features

The following are essential features in the Test Administrator Site:

1. Session ID
2. [**Select Tests**] button
3. [**Approvals**] button
4. *Students in Your Operational Test Session* table

Table 13 provides an overview of the major features available in the Test Administrator Site.

Table 13. Test Administrator Site Features

Feature	Description or More Information
[**Student Lookup**] button	Searches for student information. Refer to the subsection *How to Look Up Students*.
[**Approved Requests**] button	Displays a list of print requests approved by the test administrator or test examiner during the current session. Refer to the subsection *How to Approve Print Requests*.
[**Print Session**] button	Prints the screen. Refer to the subsection *How to Print Session Information*.

Table 13 *(continuation)*

Feature	Description or More Information
[**Help Guide**] button	Displays an online help guide.
[**Log Out**] button	Logs the test administrator or test examiner off the Test Administrator Site. Refer to the subsection *Stopping a Test Session and Logging Off*.
[**Alerts**] button	Displays alert messages from the CDE. Refer to the subsection *Alert Messages*.
[**Stop Session**] button*	Ends the test session. Refer to the subsection *Stopping a Test Session and Logging Off*.
Session ID	Displays the unique ID generated for the test session. This feature appears after starting a test session.
[**Select Tests**] button	Opens the *Test Selection* window. Refer to the subsection *How to Start a Test Session*.
[**Approvals**] button	Opens the *Approvals and Student Test Settings* window. Refer to the subsection *How to Approve Students for Testing*. This feature appears after starting a test session.
[**Refresh**] button*	Updates the on-screen information.
Students in Your Test Session table	Displays the testing progress for students in the test session. Refer to the subsection *How to Monitor Student Testing*. This feature appears after approving students for testing.

Alert Messages

The CDE can send statewide alerts that appear as pop-up messages on the Test Administrator Site. To view a record of active alert messages, such as the sample in Figure 12, select [**Alerts**] in the Test Administrator Site banner.
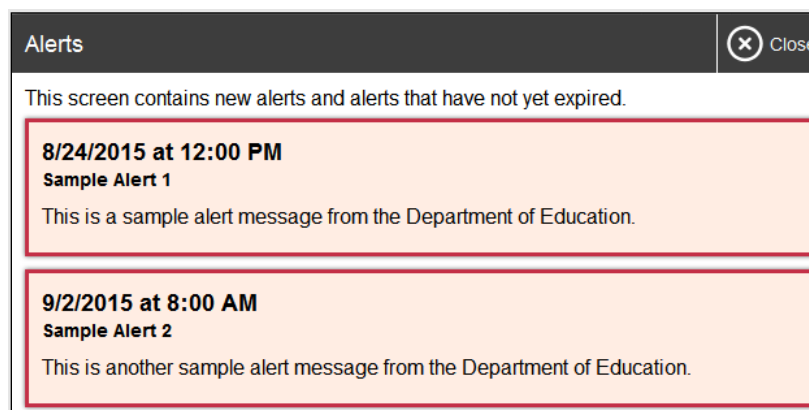
Figure 12. Record of alerts

Creating a Test Session

Provide Student Logon Information

Each student will log on to the test delivery system using a first name, SSID, and test session ID. Prior to starting a test session, test administrators must have a record of each student's first name, as it appears in CALPADS, and SSID; SSIDs should be checked against what is listed in the Test Administrator Interface or in TOMS before distribution.

For students taking the Smarter Balanced, CAST, CSA, or any combination of these, it is suggested that the SSID and the student's first name be printed on a card or piece of paper and distributed to each student just prior to testing to help the student type it in the device accurately. **It is also permissible to include a photo of the student or include the student's last name with the logon information as additional safeguards to ensure that the students receive the correct logon information.** This information must be provided to each student to complete the logon process.

For students taking the CAAs for ELA, mathematics, and science, the test examiner must log the student on to the test delivery system to begin.

Student information is confidential; therefore, the cards or papers with this information must be kept secure until used during a test session and must be securely shredded (destroyed) when testing has been completed.

About Test Settings (Universal Tools, Designated Supports, and Accommodations)

In the test delivery application, "test settings" include embedded universal tools, designated supports, and accommodations, as well as non-embedded designated supports and accommodations. Thus, "test settings" is used throughout this user guide to refer to all embedded and non-embedded universal tools, designated supports, and accommodations, unless otherwise indicated.

Test administrators and test examiners may view student test settings in the Test Administrator Interface. Test settings are grouped into categories. The resources displayed differ by content area.

- Presentation
- Literacy Assistance Resources
- Integration with Assistive Technology
- Visual Assistance Resources
- Auditory Assistance Resources
- Concentration Assistance Resources
- General Testing Resources

Students' test settings must be reviewed prior to starting a test session.

Student test settings must be assigned by the LEA CAASPP coordinator or the CAASPP test site coordinator in TOMS.

How to Start a Test Session

After a test administrator or test examiner has logged on to the Test Administrator Interface, the *Operational Test Selection* window appears. (If it is not open, select the [**Select Tests**] button in the upper-right corner of the Test Administrator Interface.) Select a test to create a session.

1. The *Test Selection* window, shown in Figure 13, color-codes tests and groups them into various categories. **For example, the Smarter Balanced Summative Assessments are likely found in the second category and are colored in red.** A test group, such as "Smarter Balanced Summative Assessments," may include one or more subgroups. All test groups and subgroups appear collapsed by default.
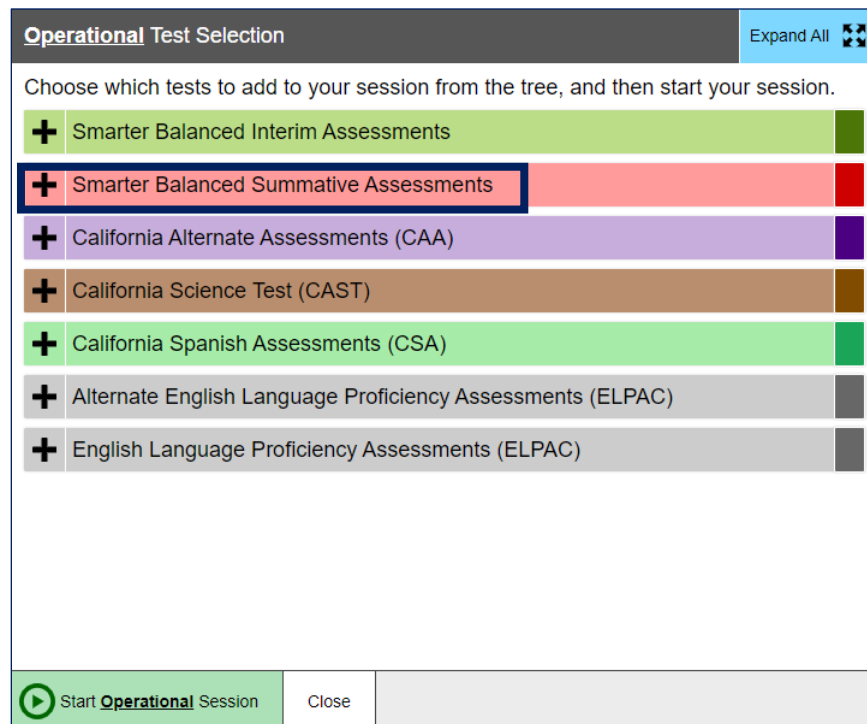
Figure 13. *Operational Test Selection* **window**

2. To select tests for the session, do one of the following:

   - To expand a collapsed test group, select the [Plus] plus-sign [➕] icon (or [Expand All])

   - To collapse a test group, select the [Minus] minus-sign [➖] icon (or [Collapse All]).

   - To select individual tests, mark the checkbox for each test to be included.

3. Select the [**Start Operational Session**] button (indicated in [Figure 14](#)).
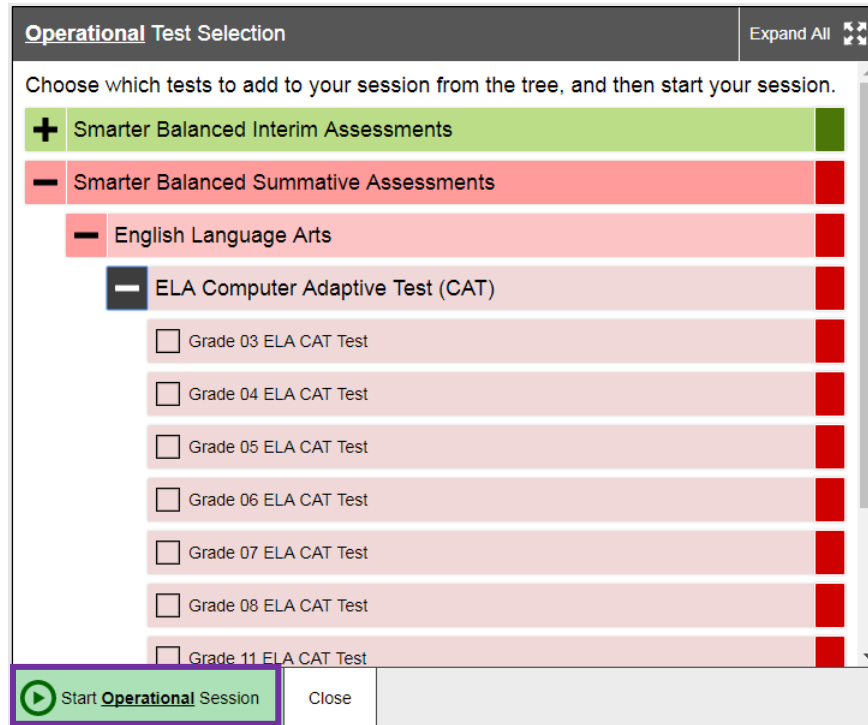
Figure 14. Expanded tests in the *Test Selection* window

4. The test administrator or test examiner will receive a warning advising that the test administrator or test examiner is about to administer a summative assessment and warning that Smarter Balanced Summative Assessments are not for public exposure, use, or distribution. If the test administrator or test examiner selects [**OK**] (indicated in Figure 15), the test administrator or test examiner can either continue with the test administration or exit from the Test Administrator Interface if the test administrator or test examiner selected a summative assessment unintentionally.
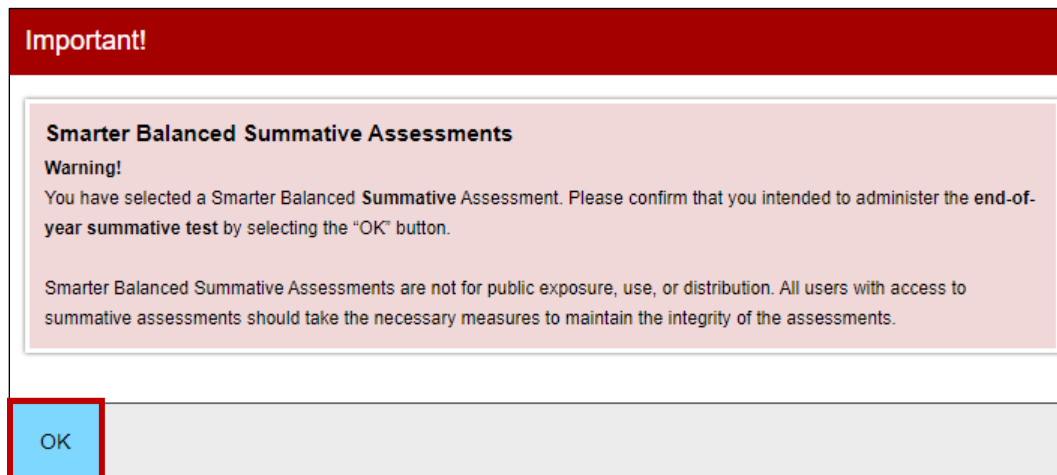
Figure 15. Summative Assessment confirmation box

5. Make a note of the test session ID and then inform students of it.

- The session ID is automatically generated upon selecting [**OK**] in the previous step; it is circled in Figure 11.

- Write the session ID on a place where all students taking a Smarter Balanced assessment, the CAST, or the CSA can clearly refer to it. If the test administrator or test examiner is administering the CAAs for ELA or mathematics, make a note of it to enter into the test delivery system on behalf of the student.

Notes:

- Write down the session ID in case the browser window is closed accidentally or session must be transferred to another device and returned to the active test session. If this is the case, the test administrator or test examiner will enter the session ID on the new device, after which the session on the original device will be locked out. (Refer to *Transferring a Test Session* for complete instructions on how to transfer a test session to a new device.)

- There may be only one session open at a time.

- A test administrator or test examiner cannot reopen closed sessions, but students can resume a test opportunity in a new session.

- • Once the LEA's selected testing window is open, a test administrator or test examiner with a user role permitting access to all CAASPP summative and interim assessments will have all assessments available for selection. Proceed with caution to ensure that the correct assessment type is being selected.

- • Only users assigned the Test Examiner role will have access to the *California Alternate Assessments (CAA)* test category.

To add tests to an active test session:

1. In the upper-right corner of the Test Administrator Site (to the right of the Session ID indicated in Figure 16), select [**Select Tests**].

2. A confirmation message asks if the test administrator or test examiner is sure about modifying the tests in the session. To continue, select [**Yes**].

3. In the *Test Selection* window, mark the checkbox for the required test and select [**Add to Session**] in the lower-left corner.

> **Note:** A test administrator or test examiner can only add tests individually when the session is active. A test administrator or test examiner cannot remove tests from an active session.

How to Approve Students for Testing

After students sign in and select tests, the test administrator or test examiner must verify that their settings, including any designated supports and accommodations, are correct before approving them for testing. When students are awaiting approval, the [**Approvals**] button next to the Session ID becomes active and appears to bounce until the test administrator or test examiner selects it. The number next to this button indicates how many students are awaiting approval (refer to Figure 16).
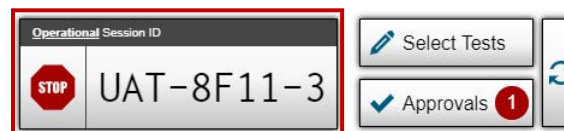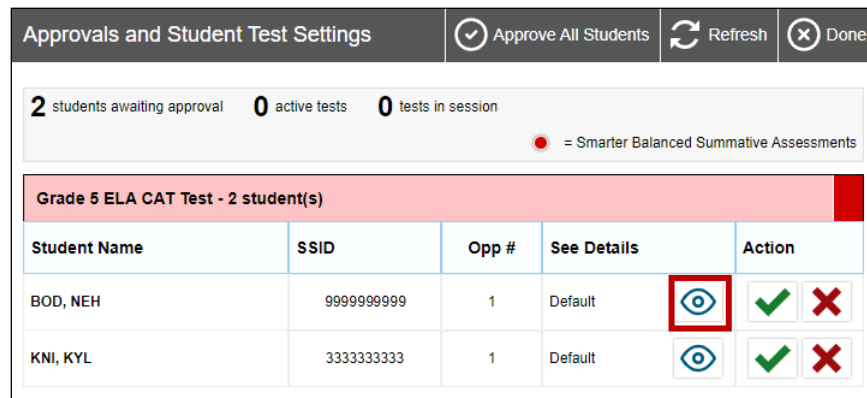
Figure 16. Students awaiting approval

> **Note:** The Approvals notification updates regularly, but the test administrator or test examiner can also select the [**Refresh**] arrows [⟳] icon in the upper-right corner to update it manually.

To approve students for testing:

1. Select the [**Approvals (#)**] button. The *Approvals and Student Test Settings* screen appears, displaying a list of students grouped by test (refer to Figure 17).

Figure 17. *Approvals and Student Test Settings* **screen**

2. To check a student's test settings, select the [**Details**] eye [👁] icon for that student (indicated in Figure 17). The student's information appears in the *Test Settings* window (refer to Figure 18). This window groups test settings by their area of need.

   a. Review the list to ensure that students are taking the correct test (summative or interim), the correct content area (mathematics, ELA, science, or Spanish) and the correct portion of a test (CAT or PT).

   > **Note:** Administering a summative test instead of an interim test is a testing irregularity and needs to be addressed in STAIRS. Administering an interim test instead of a summative test is not a testing irregularity but will require students to retest at a later time to complete summative testing.

   b. Verify that students have access to and use of the additional required resources in the *Establishing Appropriate Testing Conditions* subsection specific to each assessment and content area (e.g., scratch paper for all tests, headphones for ELA, graph paper for mathematics grades six and above).

   c. If any settings are incorrect, report the incorrect test settings to the CAASPP test site coordinator, who will update them as required in TOMS and reschedule the student's testing. Students should not begin testing until their settings are correct.

   d. Take one of the following steps; buttons are shown in Figure 18.

      • To confirm the settings, select [**Set**] at the top of the student's *Test Setting* screen. The test administrator or test examiner must still approve the student for testing (refer to step 5).

- To confirm the settings and approve the student, select the [**Set & Approve**] button.

- To return to the *Approvals and Student Test Settings* window without confirming settings, select [**Cancel**].
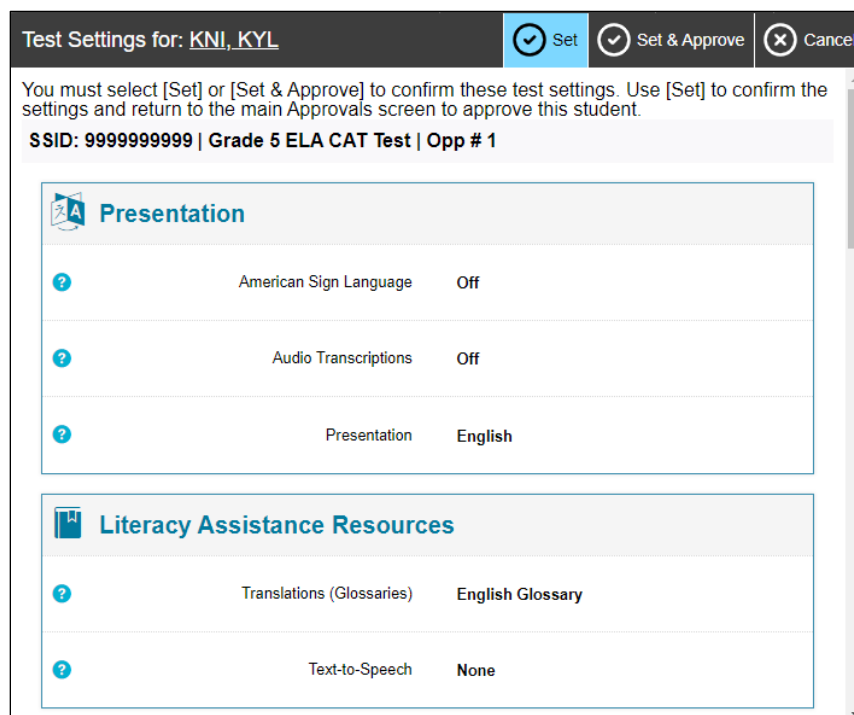

Figure 18. Part of the *Test Settings* screen for a selected student

3. Repeat step 2 for each student in the list.

> **Note:** The *Approvals and Student Test Settings* screen does not automatically refresh. To update the list of students awaiting approval, select the [**Refresh**] button at the top of the window (shown in Figure 17).

4. If the test administrator or test examiner needs to deny a student access to testing because, for example, test settings are not correct, do the following (otherwise skip to step 5):

   a. Select the [**Deny**] "X" [❌] icon in the *Actions* column for that student.

   b. Optional: In the window that appears, enter a brief reason for denying the student.

   c. Select the [**Deny**] button. The student receives a message explaining the reason for the denial and is logged off the student testing application.
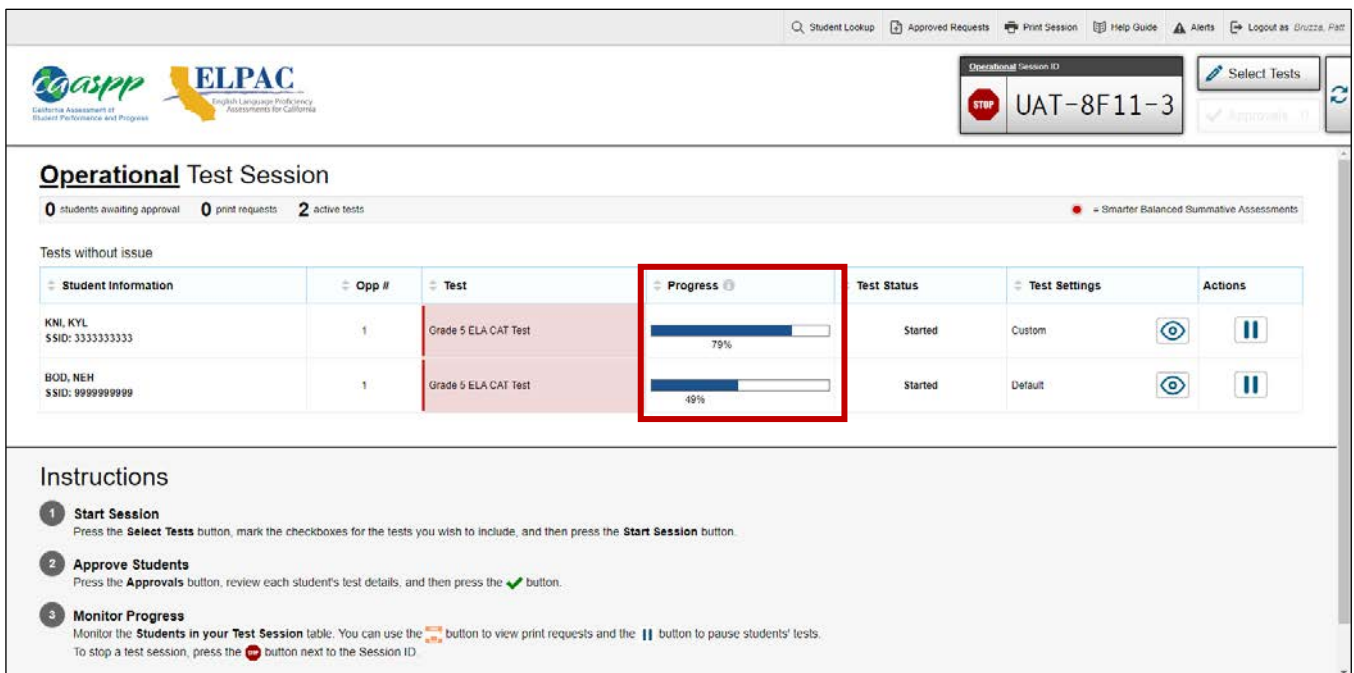
> **Note:** If the test administrator or test examiner denies students entry for a test, they can still request access to that test again.

5. If the test administrator or test examiner wants to approve students directly from the *Approvals and Student Test Settings* window, do one of the following:

   - To approve individual students, select the [**Approve**] check mark [✔] icon in the *Actions* column for each student.

   - To approve all students displayed in the list, select [**Approve All Students**].

How to Monitor Student Testing

A test administrator may also use the Test Administrator Interface to view the testing progress of any student. However, because the CAA is administered one on one, it is not necessary for a test examiner to monitor student progress in this way. This screen will not show test questions or scores but will let the test administrator know the percentage of questions that have been delivered to each student out of the total number possible.

The *Progress* column is called out in Figure 19. Student sessions can be sorted by selecting any of the linked column heads.

Figure 19. Monitoring student status in the Test Administrator Interface

Table 14 describes the columns in the *Student Status* table. To sort the table by a given column, select that column header.

Table 14. Columns in the *Students in Your Operational Test Session* Table

Column	Description
Student Information	This column displays the first and last name of the student in the session as well as the SSID associated with the student (as they appear in CALPADS and TOMS).
Opp #	This column displays the opportunity number for the student's selected test. *Each student has only one opportunity for each summative test.*
Test	This column displays the name of the test the student selected.
Progress	This column displays the student progression through the test that shows the percentage of items presented from the number of items available as well as the questions that were skipped (displays in a different color; not shown in Figure 19).
Test Status	This column displays the current status for the student's test in the session such as "Started" or "Paused." Some statuses will include a *more info* drop-down list with additional information such as "The student paused their test by clicking the [Pause] button."
Test Settings	This column displays one of the following: **Default:** Default test settings are applied for this test opportunity; there were no additional test settings assigned in TOMS for this student. **Custom:** One or more of the student's test settings or universal tools, designated supports, or accommodations differ from the default settings. To view the student's settings for the current test opportunity, select the [**Details**] [👁] icon.

Table 14 *(continuation)*

Column	Description
Actions	The icons in this column allow the test administrator or test examiner to perform an available action for an individual student's test.
	Select the [**Pause**] icon to pause a student's test. When a test pauses, this column displays an information button that opens a pop-up message explaining how the test became paused. *For more information, refer to the* [Pause Rules](#) *subsection for information on pause time limits and students' ability to review previously answered items.*
	When a student approved for and assigned the print-on-demand accommodation requests a printout of a reading passage or other test material, a [**Print**] icon will appear in this column. Select the [**Print**] icon to review and authorize or deny the student's request. For more information, refer to the subsection *[How to Approve Print Requests](#)*.

[Table 15](#) describes the codes in the *Status* column of the *Students in Your Operational Test Session* table.

Table 15. Student Testing Statuses

Status	Description
Started	The student started the test and is actively testing.
Review	The student visited all questions and is currently reviewing answers before completing the test.
Reported	The test passed quality assurance and is undergoing further processing.
Paused*	The student's test is paused. The time listed indicates how long the test has been paused.
Expired*	The test was not completed by the end of the testing window and the opportunity expired.
Pending*	The student is awaiting approval for a new test opportunity.
Suspended*	The student is awaiting approval to resume a test opportunity.
Started	The student started the test and is actively testing.
Review	The student visited all questions and is currently reviewing answers before completing the test.

* Statuses marked with an asterisk (*) appear when the student is not actively testing. The student's row grays out in such cases.

> **Note:** The *Students in Your Test Session* table refreshes at regular intervals, but the test administrator or test examiner can also refresh it manually by selecting the [**Refresh**] arrows [🔄] icon in the upper-right corner.

How to Pause a Student's Test

The test administrator or test examiner can pause a student's test via the *Actions* column in the *Students in Your Test Session* table (refer to Figure 11). For information about pause rules, refer to the subsection *Pause Rules*.

To pause an individual student's test:

1. In the *Actions* column, select the [**Pause**] parallel line [❚❚] icon for that student.

2. Select [**OK**] to confirm. The test administrator or test examiner logs the student off, and an information button appears in the *Actions* column.

How to Look Up Students

The test administrator or test examiner can use the student lookup feature to perform a quick or advanced search for student information. This is useful if students signing in to the test session cannot remember their logon information. The student must enter his or her first name exactly as it appears with the student lookup tool. If the first name contains a space or a special character, it must be entered as it appears. (Refer to the guidelines in the *Step 1: Signing Students In* subsection for information about entering Unicode characters for special characters such as accented letters.)

> **Warning:** Any incorrect student information in the displayed demographic fields must be updated in CALPADS by an authorized user. After a student's updated record appears in TOMS, the student may begin testing.

To perform a quick search:

1. In the banner at the top of the Test Administrator Interface (Figure 19), select the [**Student Lookup**] button.

2. Enter a student's full SSID in the *SSID* field and select [**Submit SSID**]. Search results appear below the search field (refer to Figure 20).

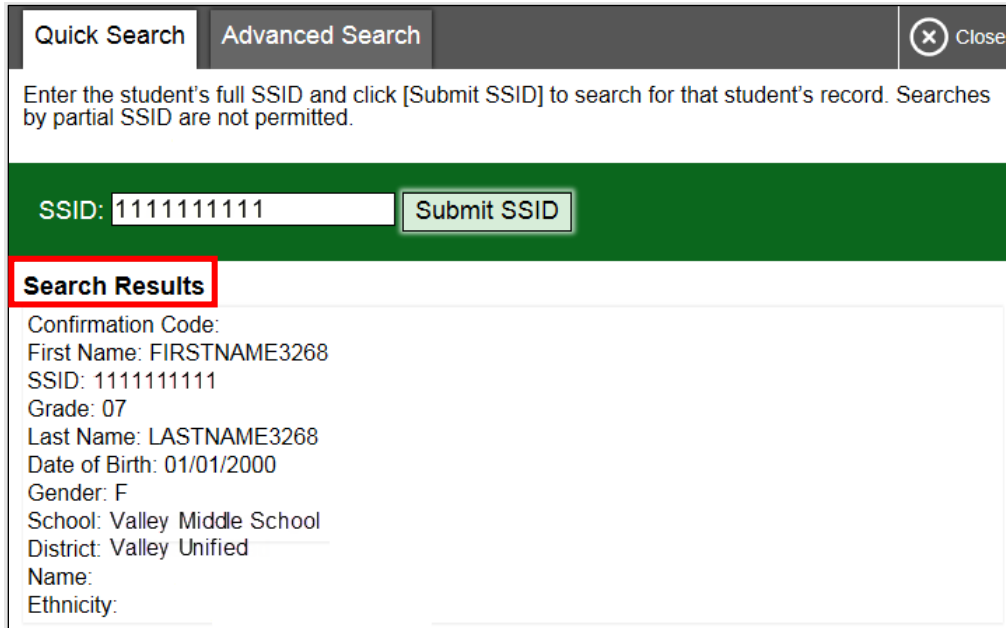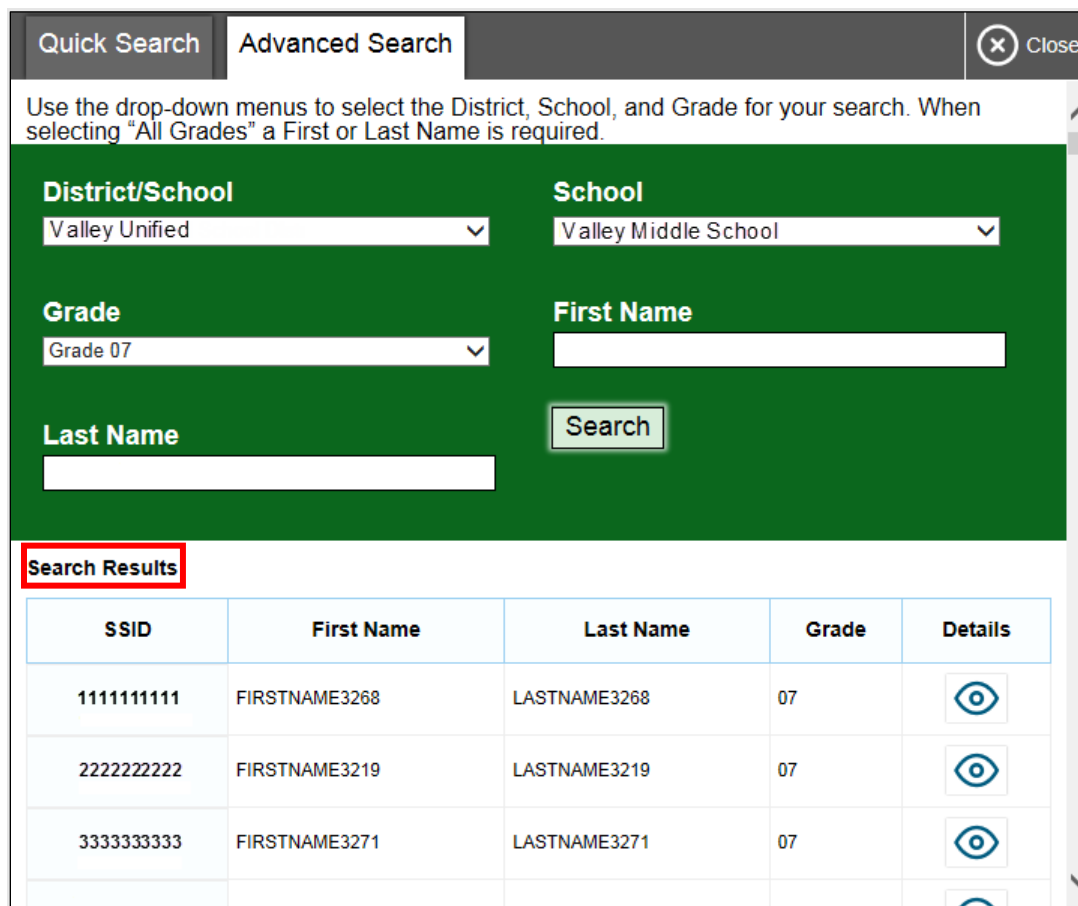**Figure 20. Student Lookup: Quick Search**

To perform an advanced search:

1. Select [**Student Lookup**] > [**Advanced Search**].

    a. Select the appropriate LEA and school from the drop-down lists.

    b. Select the appropriate grade.

    c. Optional: Enter all or part of a student's first or last name. If there are special characters in the student's first or last name, refer to the guidelines in the *Step 1: Signing Students In* subsection for information about entering Unicode characters.

2. Select [**Search**]. Search results appear below the search fields (refer to Figure 21).

Figure 21. Student Lookup: Advanced Search

3. To view a student's information, select the [**Details**] [👁] icon in the *Details* column.

How to Approve Print Requests
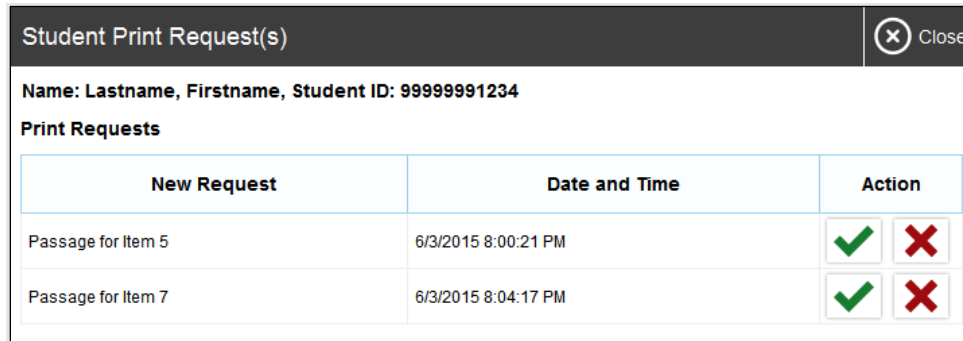
> ⚠ **Warning:** Before the test administrator or test examiner approves the student's request to print a test item or stimulus, ensure that the printer is on and is monitored by staff who have been trained using the test administrator training modules for the test.

Students using the print-on-demand tool can request printouts of test passages and questions. When students send print requests, the request notification appears in the *Students in Your Test Session* table (refer to Figure 11). The print-on-demand accommodation is available by preapproval only after the LEA CAASPP coordinator contacts CalTAC.

To approve print requests:

1. Select the [**Print**] printer [] icon in the *Actions* column of the *Students in Your Test Session* table. The *Student Print Request* window appears ([Figure 22]).

Figure 22. *Student Print Request* **window**
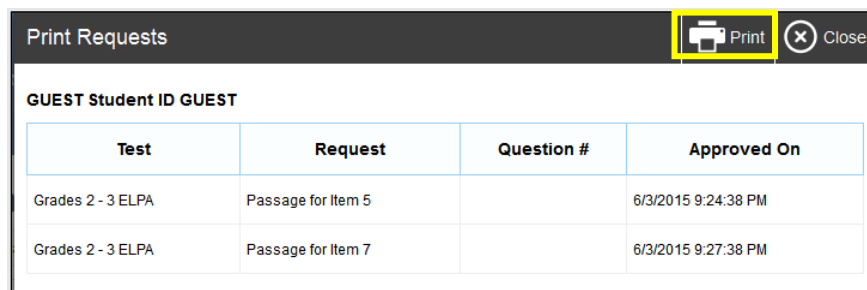
2. Review the print request and take one of the following actions in the *Student Print Request* window ([Figure 22]):

    a. To approve the request, select the [**Approve**] check mark [✔] icon in the *Action* column. A cover sheet appears in a new browser window.

    b. To deny the request, select the [**Deny**] "X" [✖] icon in the *Action* column. In the window that appears, enter a brief reason for denying the request and select the [**Deny**] button. Do not proceed to step [3].

3. In the new window, select [**Print**] to open the printer dialog box.

4. Select [**OK**] to print the requested test elements.

Viewing Approved Requests

The test administrator or test examiner can view a list of every print request approved during the current session.

To view approved requests:

1. Select [**Approved Requests**] from the banner at the top of the Test Administrator Interface. The *Print Requests* window opens (refer to [Figure 23], listing print requests by student.

2. If the test administrator or test examiner wants to print the list of approved requests, select the [**Print**] button (indicated in [Figure 23]).

Figure 23. *Print Requests* **window**

How to Print Test Session Information

The test administrator or test examiner can print a snapshot of the Test Administrator Site as it currently appears if a hard-copy record of the session ID or list of approved students is wanted.

To print a snapshot of the page (i.e., screen):

1. In the banner at the top of the Test Administrator Interface, select [**Print Session**]. The device's print dialog window appears.

2. Select the required print settings and then select the approval button ([**Print**] or [**OK**], depending on the web browser).

> **Tip:** Set the print options to landscape mode (horizontal). The test administrator or test examiner can also use the web browser's "Print Preview" feature to scale content to fit on a single printed page.
>
> **Caution:** The Family Educational Rights and Privacy Act policies prohibit the release of any student's personally identifiable information. Any printouts must be securely stored and then destroyed when no longer needed.

Stopping a Test Session and Logging Off

This subsection explains how to stop a test session and log off the Test Administrator Site.

How to Stop a Test Session

When students finish testing or the current testing period is over, the test administrator or test examiner should stop the test session. Stopping a session automatically logs off all the students in the session and pauses their tests. Once the test administrator or test examiner stops a test session, the test administrator or test examiner cannot resume it. To resume testing students, the test administrator or test examiner must start a new session.

> ⚠️ **Warnings:**
>
> - If the test administrator or test examiner is using the Test Administrator Interface or Test Administrator Training Site web browser and navigates to a different website, or the Test Administrator Interface is accidentally closed while students are still testing, the session will remain open until it times out after 30 minutes. The test administrator or test examiner can open the web browser and navigate back to the Test Administrator Interface. The test administrator or test examiner will be prompted to enter the active session ID.
>
> - As a security measure, test administrators and test examiners are automatically logged off the Test Administrator Interface after 30 minutes of test administrator or test examiner user inactivity and student inactivity in the test session, which will result in closing the test session. If this occurs, the test administrator or test examiner will have to create a new session and the students will have to log on to the new session to resume testing. When starting a new session, the test administrator or test examiner should give the students the new session ID so that they can log on and resume testing.

To stop a test session:

1. In the upper-right corner of the *Students Awaiting Approval* screen, select the [**Stop**] stop sign [**STOP**] icon (refer to Figure 16). A confirmation message appears.

2. Select [**OK**]. The test session stops.

How to Log Off the Test Administrator Site

The test administrator or test examiner should log off the Test Administrator Site only after stopping a test session.

To log off the Test Administrator Site:

1. In the banner, select [**Logout as *Name***]. A warning message appears.

2. In the warning message, select [**OK**]. The front page of the CAASPP website appears.

> ⚠️ **Alert:** Navigating away from the Test Administrator Site will also log the user off. Logging off while a session is in progress stops the session. To access another online application while administering tests, open it in a separate web browser tab or window.

Accidentally Closing the Browser Window

If the test administrator or test examiner accidentally closes the browser while students are testing, the session remains open until it times out in 30 minutes. **To return to the test session in the Test Administrator Site, the test administrator or test examiner must enter the active session ID.**

If the test administrator or test examiner does not return to the active session within 30 minutes, the test delivery application logs the test administrator or test examiner off and pauses the students' tests.

Testing Over Multiple Sessions or Days

Refer to the *Duration and Timing Information* subsection for estimated testing times and estimated test durations.

Smarter Balanced Assessments, CAST, and CSA

For some tests, particularly the Smarter Balanced PTs, students may be best served by sequential, uninterrupted time that may exceed the time in a student's schedule. Smarter Balanced recommends that the ELA PT be administered in two sessions, corresponding with Part 1 and Part 2. Students can be provided breaks within each part; however, once a student moves on to Part 2, the student will not be able to review or revise items in Part 1. For this reason, it is recommended that students complete Part 1 in one test session; Part 2 would ideally be delivered the next school day. For the mathematics PT, Smarter Balanced recommends that it be administered in one test session of 40–120 minutes.

If the test administrator intends to administer the test over the course of multiple days for a student or group of students, the test administrator may ask students to pause at a designated point. For most tests, there is nothing built into the system to prevent students from progressing from one section of the test to another. In those cases, the test administrator should give the students clear directions on when to pause. For example, test administrators may designate a certain amount of time for testing. Likewise, the end of Part 1 of the ELA PT might be a logical stopping point. This guidance may be written on a dry-erase board, chalkboard, or another place to which students can easily refer.

Students will receive a notification when they reach the end of the segment or the assessment, similar to the notification shown in Figure 24.
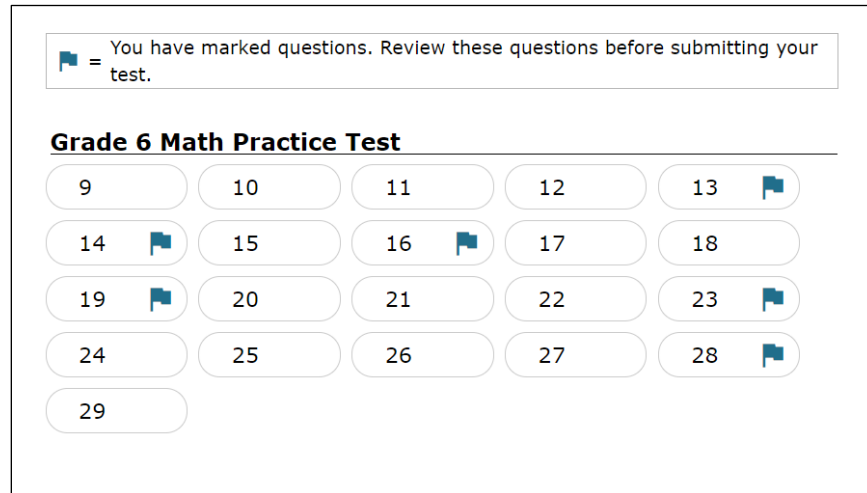

Figure 24. Sample *End Segment* screen

When testing is resumed on a subsequent day, the test administrator will need to start a new test session and provide a new session ID. When instructing the students to log on, test administrators should read the unitalicized sections of the general script (SAY boxes) to the students from the beginning.

CAAs

Students typically take approximately 95 cumulative minutes or less to successfully complete a single content area of a CAA in ELA and mathematics, and about 60 minutes or less for science. If at any time the test examiner administering the test feels the student is no longer engaged in the test, is not actively participating, or is showing signs of behavioral or functional concerns related to the test, the test examiner can make the decision to pause or end the test. If the choice is made to **pause** the test, the student can reenter and complete testing once settled, or when the test examiner feels it is appropriate. If the decision is made to **end** the test based on the best interests of the student, the test examiner will need to advance through the remaining test items until the test examiner reaches the [**Stop**] button and then submits the test.

Transferring a Test Session

The test administrator or test examiner can transfer an active test session from one device or web browser to another without stopping the session or interrupting in-progress tests. This is useful in scenarios when a device malfunctions while a session is in progress.

> **Warning:** A session cannot be transferred if the test administrator or test examiner does not know the active Session ID.

The test delivery application ensures that the test administrator or test examiner can only administer a test session from one web browser at a time. If the test administrator or test examiner moves a test session to a new device, the test administrator or test examiner cannot simultaneously administer the session from the original web browser or device.

These instructions apply to both the Test Administrator Interface and Test Administrator Training Site. Additionally, the test administrator or test examiner cannot transfer a session from the Test Administrator Interface to the Test Administrator Training Site or vice versa.

To transfer a test session to a new device or web browser:

1. While the session is still active on the original device or web browser, log on to the Test Administrator Site on the new device or web browser. A Session ID prompt appears.

2. Enter the active Session ID in the text box and press [Enter]. The Test Administrator Site appears, allowing the test administrator or test examiner to continue monitoring students' progress. The test session on the previous device or web browser automatically closes.

> **Note:** The Session ID prompt appears any time the test administrator or test examiner accesses the Test Administrator Site during an active session. If the test administrator or test examiner does not wish to return to the active session, the test administrator or test examiner can select [**Start a Different Session**] to create a new session or [**Logout**] to close the active session and log off the Test Administrator Site.

Test Expiration

CAT Items

A student's CAT remains active until the student completes and submits the test or **45 calendar days** after the student has begun the test, whichever occurs first. However, it is recommended that students complete the CAT items portion of the test within **five days** of starting the designated content area.

PT

The PT is a separate test that remains active for only **10 calendar days** after the student has begun the PT. However, Smarter Balanced recommends that students complete the PT in each content area within **three days** of starting. A summary of recommendations for the number of sessions and session durations is provided in subsection *Duration and Timing Information*.

Note: If a student starts the test near the end of the testing window, the student must finish before the administration window officially closes. **The test will automatically end on the last day of the scheduled administration window, even if the student has not finished.**

Following Test Administration

Destroying Test Materials

> ⚠️ **Alert:** Federal law—the Family Educational Rights and Privacy Act—prohibits the release of any student's personally identifiable information. Any printed materials must be securely stored and then shredded.

As a reminder, those printed and paper test materials identified in the *Test Security* section must be securely destroyed immediately following each test session and may not be retained from one test session to the next. The only exception to this is scratch paper and graph paper used during the PT, which should be handled according to the guidance provided in the *Handling Secure Printed Materials* subsection.

Reporting Testing Improprieties, Irregularities, and Breaches

> 📝 **Resources in This Subsection:**
>
> - *CAASPP Security Incidents and Appeals Procedure Guide* web document—http://www.caaspp.org/rsc/pdfs/CAASPP.stairs-appeals-guide.2019-20.pdf
> - CAASPP Security and Test Administration and Incident Reporting System (STAIRS)/Appeals Process for Summative Assessments web page—http://www.caaspp.org/stairs/

Throughout testing, ensure that all test security incidents were reported in accordance with the guidelines in the *Test Security* section in this manual (that is, LEA CAASPP coordinators or CAASPP test site coordinators must follow the CAASPP STAIRS/Appeals process in TOMS.

Chapter 8. Scripts for Administering the Smarter Balanced Summative Assessments and the California Science Test

Additional Resource for This Chapter:

- CAASPP List of Acronyms and Initialisms web page—
  http://www.caaspp.org/about/abbreviations.html

Test Directions Overview

> **Notes:**
>
> - **These instructions on how to begin a test session apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics, the CAST.**
>
> - **The scripts that are read to students are in English for the Smarter Balanced and CAST. The test administrator must read the correct script for the test being administered.**
>
> - **The *Directions for Administration of the CAAs for ELA and Mathematics* and the embedded PTs for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.**

Tasks

RECOMMENDATION: Consider printing this section to be used on the day of testing for both the CAT and PT portions of each content area test. Remember that the CAT and PT portions are considered two unique tests and, as such, adherence to the process that follows is needed when initiating both tests.

Before administering a test session, verify that the following tasks have been completed:

☐ Verify the security of the testing environment prior to beginning a test session. (Refer to the subsection *Security of the Test Environment*.)

- **Student seats are arranged in a way so they cannot see each other's answers.**
- **All displayed instructional materials (e.g., vocabulary charts, periodic tables, etc.) are covered or taken down.**
- **Post "TESTING IN PROGRESS—DO NOT DISTURB" signs outside of the testing room.**

☐ Ensure that students do not have access to digital, electronic, or manual devices (e.g., cellphones, smart watches) during testing.

☐ Make sure each testing device or workstation has headphones.

☐ Verify that students have access to and use of the additional required resources specific to each assessment and content area (e.g., scratch paper for all tests,

These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST only. **Do not use these instructions for administration of the CSA.** The *Directions for Administration of the CAAs for ELA and Mathematics* and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.

headphones for ELA, graph paper for mathematics grades six and above). Refer to the subsection *Additional Required Resources* for a complete list.

☐ **Recommended:** Launch secure browsers on all testing devices before students sit down to test.

> **Note:** With the exception of students in grades six and above with a documented accommodation in an IEP or Section 504 plan to use a non-embedded calculator on a mathematics assessment or students in grades five and eight and high school taking a science assessment, students are expected to use the embedded calculator for calculator-allowed questions on the mathematics and science tests.

To ensure that all students are tested under the same conditions, the test administrator should adhere strictly to the script for administering the test unless a student is assigned the non-embedded designated support for Simplified Test Directions. The script can be found in the shaded boxes on pages in chapter 8. When asked, the test administrator should answer questions raised by students but should never help the class or individual students with specific test items. **No test items can be read to any student for any content area, unless the student is assigned a Read-Aloud non-embedded designated support or accommodation as listed in the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines*.**

Please remember that the script must be followed exactly and used each time a test is administered, except for students who are assigned the Simplified Test Directions non-embedded designated support as described in the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines*.

If the class is resuming a test and the test administrator is sure that all students are able to log on without hearing the logon directions again, the test administrator may skip the italicized portions of the directions.

All directions that a test administrator needs to read to students are indicated by the word "SAY" and are in boxes so they stand out from the regular text. They should be read exactly as they are written, using a natural tone and manner (except for students assigned the Simplified Test Directions non-embedded designated support). If the test administrator makes a mistake in reading a direction, the test administrator should stop and say, "I made a mistake. Listen again." Then the direction should be reread.

These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST only. **Do not use these instructions for administration of the CSA.** The *Directions for Administration of the CAAs for ELA and Mathematics* and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.

The test administrator should try to maintain a natural classroom atmosphere during the test administration. Before each test begins, the test administrator should encourage students to do their best.

Any time a student logs on to the testing system, the test administrator should follow this script. This includes logging on to complete the CAT items or the PT.

These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST only. **Do not use these instructions for administration of the CSA.** The *Directions for Administration of the CAAs for ELA and Mathematics* and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.

Administer an Online Test Session

<div style="border: 3px solid red; background: red; color: black; text-align: center;">

WARNING

</div>

The CDE recommends that test administrators exercise extreme caution when selecting an assessment for a test session. To help with differentiating the tests, the assessments each have a differently colored background with a white-text label.

Online Assessments:

- **Red—Smarter Balanced Summative Assessments**
- **Indigo—California Alternate Assessments (CAA)**
- **Brown—California Science Test (CAST)**
- **Green—Smarter Balanced Interim Assessments**
- **Mint—California Spanish Assessment (CSA)**

Online Practice and Training Tests:

- **Pink—Smarter Balanced practice tests**
- **Purple—Smarter Balanced training tests**
- **Teal—CAAs for English language arts/literacy (ELA), mathematics, and science training tests**
- **Blue—CAAs for ELA, mathematics, and science practice tests**
- **Gray—CAST training tests**
- **Orange—CAST practice test**
- **Green—CSA training tests**

If a test administrator has mistakenly selected and administered the summative assessment when intending to administer an interim assessment or practice or training test, the LEA CAASPP coordinator or CAASPP test site coordinator must report the incident using the CAASPP STAIRS/Appeals process.

These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST only. **Do not use these instructions for administration of the CSA.** The *Directions for Administration of the CAAs for ELA and Mathematics* and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.

Open the Test Administrator Interface and Approve Students for Testing—All Assessments

The test administrator must create a test session before students can log on to the Student Testing Site. In order for a student to take a specific test, it must be included in the test session.

This section contains information on how to start a test session, add tests to the session, verify students' test settings, approve students for testing, and monitor their progress.

> ⚠️ **Warning: Check students' information and test settings before test sessions.**
>
> - Students who require test settings other than the default must have their settings updated in TOMS before testing begins. For information about test settings, including accommodations, refer to the chapter describing student test settings in the *CAASPP and ELPAC TOMS User Guide* and the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines*. Both documents are linked on the CAASPP website.
>
> - *If there is a student whose test settings are incorrect, do not approve the student for testing.* Contact the LEA CAASPP coordinator or CAASPP test site coordinator (as appropriate) to have the student's information updated in TOMS and reschedule the student's testing.

Beginning an Assessment

Follow these instructions to administer the Smarter Balanced Online Summative Assessments and the CAST unless a student is assigned the non-embedded designated support for Simplified Test Directions. The test administrator must create a test session before students can log on to the Student Testing System **(but no more than 30 minutes prior or the system will time out).** When a test administrator creates a test session, a unique session ID is randomly generated. This session ID must be provided to the students before they log on and should be written down.

The process for administering online tests is as follows:

1. The test administrator selects tests and starts a test session.
2. Students sign in and request approval for tests.
3. The test administrator reviews students' requests and approves them for testing.
4. Students complete and submit their tests.

These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST only. **Do not use these instructions for administration of the CSA.** The *Directions for Administration of the CAAs for ELA and Mathematics* and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.

5. The test administrator stops the test session and logs off.

For information about the testing process from a student's perspective, refer to the subsections *Signing In to the Student Testing Site* and *Features of the Student Testing Application*.

> ⚠️ **Warning:** These instructions are for the administration of the Smarter Balanced Summative Assessments and the CAST only. Using these instructions to administer a different assessment is a security incident that must be reported using the STAIRS/Appeals process .

1. Test Administrator   Navigate to the CAASPP website on a web browser.

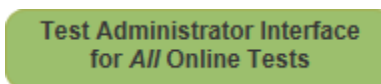**2. Test Administrator**   Select the [**Test Administrator Interface**] button, as shown in Figure 25.

Figure 25. [Test Administrator Interface for All Online Tests] button

These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST only. **Do not use these instructions for administration of the CSA.** The *Directions for Administration of the CAAs for ELA and Mathematics* and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.

3. Test Administrator   Log on to the Test Administrator Interface using the sign-in credentials, as shown in Figure 26.
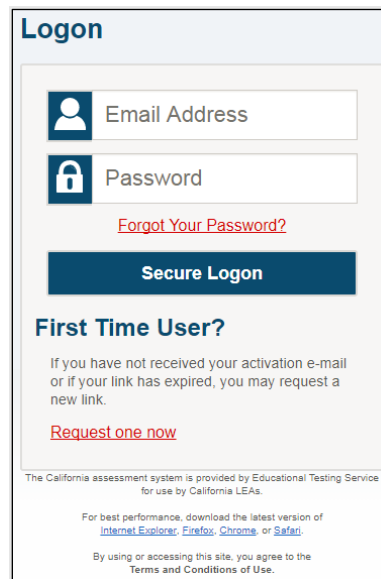

Figure 26. Test Administrator Interface *Logon* screen

4. Test Administrator   If the test administrator is associated with multiple institutions, an "Important!" message appears at logon. The test administrator must select the appropriate institution from the drop-down list in this message and select the [**Go**] button, as shown in Figure 27. The test administrator may only select one institution at a time. The test administrator will only be able to administer tests available for the selected institution. To select a different institution, the test administrator must log off and then log back on.
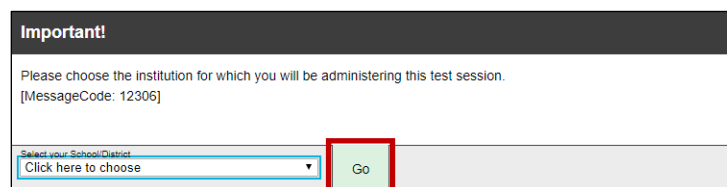

Figure 27. Message from the Test Administrator Interface

These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST only. **Do not use these instructions for administration of the CSA.** The *Directions for Administration of the CAAs for ELA and Mathematics* and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.

5. Test Administrator   The ***Test Selection*** window, as shown in [Figure 28](#), color-codes tests and groups them into various categories. A test group, such as "Smarter Balanced Summative Assessments," may include one or more subgroups. All test groups and subgroups appear collapsed by default.
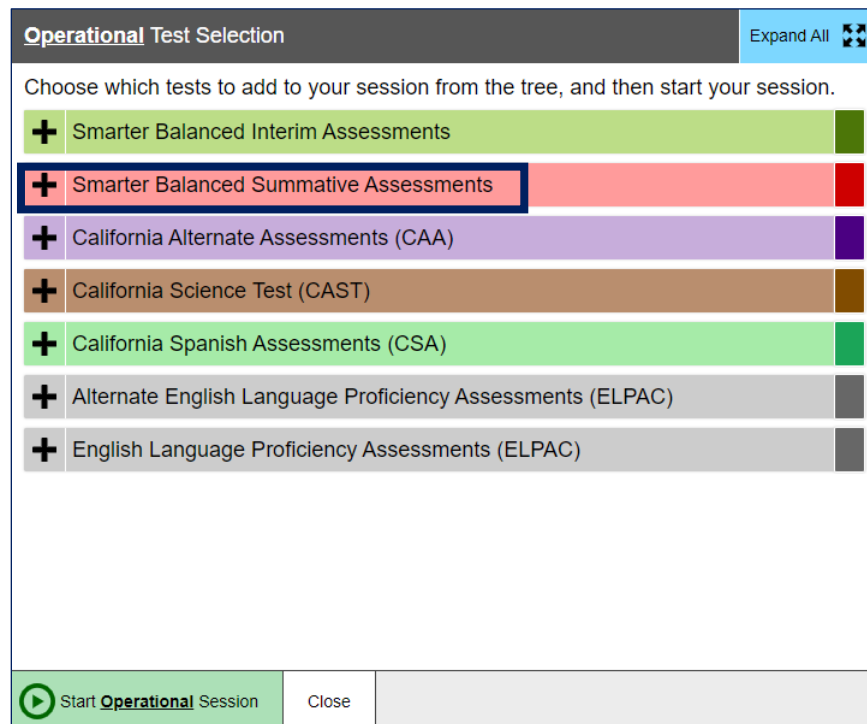

Figure 28. *Operational Test Selection* window

6. Test Administrator   To select tests for the session, do one of the following:

   a. To expand a collapsed test group, select the [**Plus**] plus-sign [➕] icon (or [**Expand All**])

   b. To collapse a test group, select the [**Minus**] minus-sign [➖] icon (or [**Collapse All**]).

   c. To select individual tests, mark the checkbox for each test to be included.

7. Test Administrator   Select the [**Start Operational Session**] button, as shown in [Figure 29](#).

These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST only. **Do not use these instructions for administration of the CSA.** The *Directions for Administration of the CAAs for ELA and Mathematics* and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.

Figure 29. *Operational Test Selection* **screen**

These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST only. **Do not use these instructions for administration of the CSA.** The *Directions for Administration of the CAAs for ELA and Mathematics* and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.

California Assessment of Student Performance and Progress

Scripts for Administering the Smarter Balanced Summative Assessments and the California Science Test |
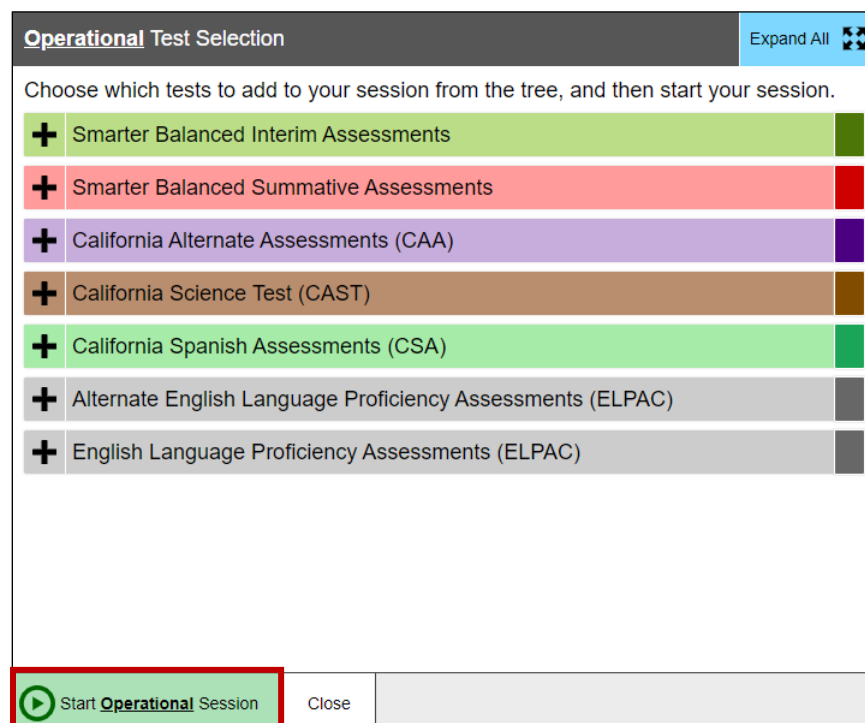Administer an Online Test Session

8. Test Administrator

If the test administrator is administering a Smarter Balanced assessment, there will be a warning letting the test administrator know that a summative assessment is about to be administered. If the test administrator selects [**OK**], as shown in Figure 30, the test administrator can either continue with the test administration or exit from the Test Administrator Interface if a summative assessment was selected unintentionally.
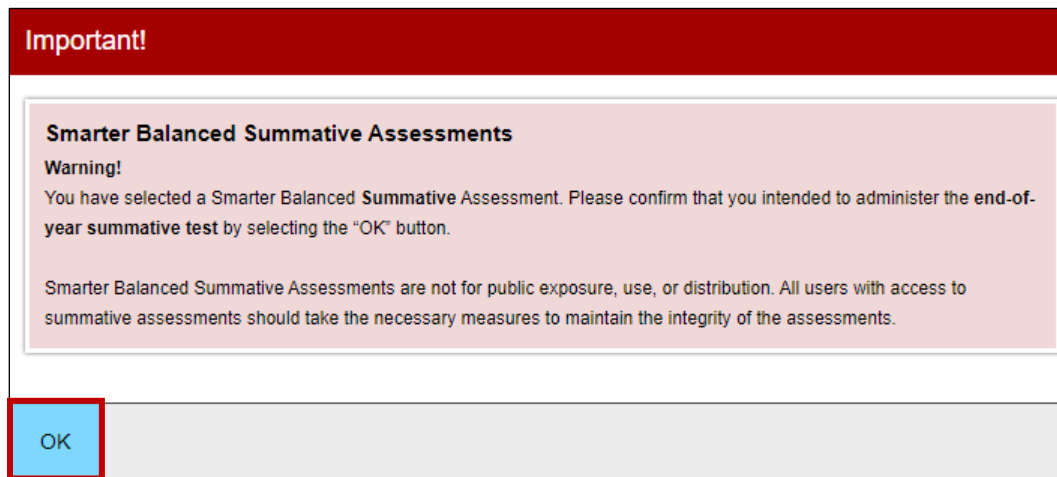

Figure 30. Smarter Balanced Summative Assessment confirmation box

9. Test Administrator

Inform students of the test session ID. The session ID is automatically generated upon selecting [**OK**] in the previous step. Write the session ID, as shown in Figure 31, on a place to which all students can clearly refer.

Figure 31. Session ID on the Test Administrator Interface

These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST only. **Do not use these instructions for administration of the CSA.** The *Directions for Administration of the CAAs for ELA and Mathematics* and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.

10. Test Administrator Read the following SAY box.

SAY:

Today, you will take the [Smarter Balanced—insert grade, ELA/mathematics, and CAT/PT; *or* **[grade five, eight, or high school] California Science Test. You will be given a test session ID that is required to start the test. Before logging on, let's go over some test rules.**

You must answer each question on the screen before selecting NEXT. If you are unsure of an answer, provide what you think is the best answer. If you would like to review that answer at a later time, mark the question for review before going on to the next question. You may go back and change the answer during this test session.

You may pause at any point in the test by selecting PAUSE rather than NEXT after answering a question. Please raise your hand if you need a break and ask permission before selecting PAUSE.

---

11. Test Administrator Read the following SAY box for the **CAT portion** or the **CAST** only.

SAY:

If you pause your test for more than 20 minutes, you will not be able to go back and change your answers to any questions, even the ones you marked for review. You may check your answers to any questions before you pause your test.

---

12. Test Administrator Read the following SAY box for the mathematics CAT in grades six through eleven, the CAST, and the ELA PT only.

SAY:

Please keep in mind that this test is divided into segments. When you get to the end of a segment, you will be told to review your answers before moving on. Once you submit your answers and move on to the next segment, you will not be able to return to any of the questions in the previous segment.

These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST only. **Do not use these instructions for administration of the CSA.** The *Directions for Administration of the CAAs for ELA and Mathematics* and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.

13. Test Administrator   Read the following SAY box and all subsequent SAY boxes to everyone.

SAY:

Your answers need to be your own work. Please keep your eyes on your own test and remember, there should be no talking. If you have a cell phone, smartwatch, or other non-approved electronic devices, please turn off the device and put it away.

If you finish your test early, please raise your hand and sit quietly.

---

14. Test Administrator   Logon tickets may be provided to each student. The logon tickets should provide the students' SSID. Note that logon tickets are secure testing materials and should be securely destroyed after testing.

14. Student Log on to the Student Testing Site through the secure browser.

15. Test Administrator   Direct students to sign in using the Student Sign In screen. It is not necessary to read the italicized sentences to students testing over multiple days who have already heard these instructions at least once.

SAY:

Now we are ready to log on. Once you have logged on, you will have to wait for me to approve the test before you start. I'll be checking that you have correctly entered the test session ID and other information.

Enter your legal first name, not your nickname, followed by your SSID number. Then enter the test session ID. _Raise your hand if you need help typing this information on your keyboard._

SAY:

Now select SIGN IN. Once you have successfully logged on, you will see a screen with your first name and other information about you. If all of the information on your screen is correct, select YES to continue. If any of the information is incorrect, please raise your hand and show me what is incorrect.

These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST only. **Do not use these instructions for administration of the CSA.** The _Directions for Administration of the CAAs for ELA and Mathematics_ and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.

15. Student Sign in using the *Student Sign In* screen, as shown in .
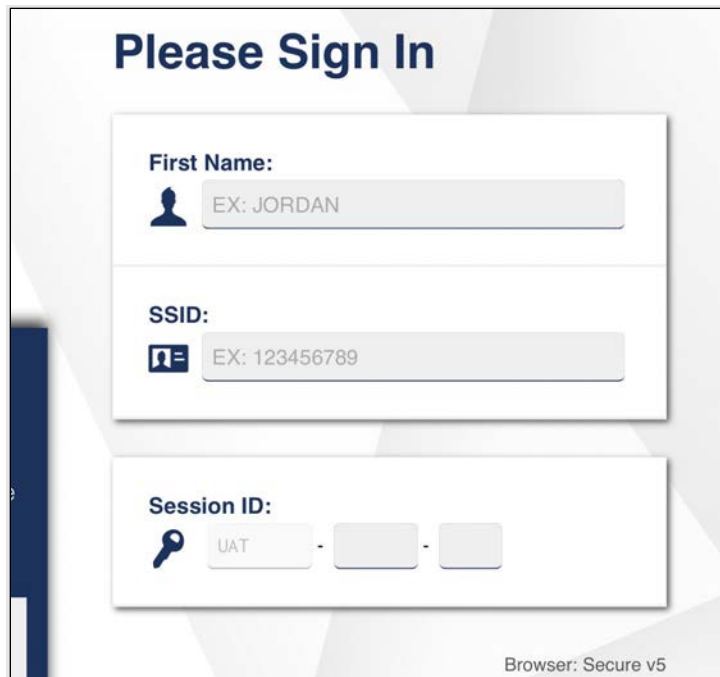

Figure 32. *Student Sign In* screen

16. Test Administrator Ensure that all students have successfully entered their information.

These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST only. **Do not use these instructions for administration of the CSA.** The *Directions for Administration of the CAAs for ELA and Mathematics* and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.

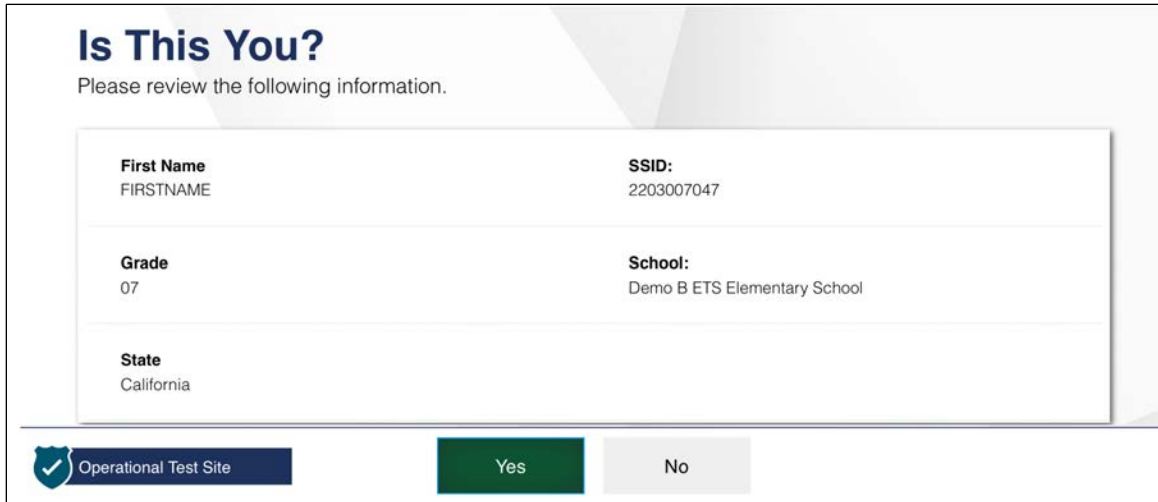**16. Student** Verify identity by selecting [**No**] or [**Yes**], as shown in Figure 33.

Is This You?
Please review the following information.

First Name FIRSTNAME	**SSID:** 2203007047
Grade 07	**School:** Demo B ETS Elementary School
State California	

Operational Test Site

Yes   No

Figure 33. *Is This You?* screen

17. Test Administrator   Inform students of the test type (for example, ELA CAT, Mathematics PT, science) in which they are participating today.

17. Student Select the test to take.

SAY:

On the next screen, select the [INSERT NAME OF TEST (i.e., ELA Grade 4 CAT)], and then select START TEST. After you have selected your test, you will see a screen with a moving bar and message saying that you are waiting for test administrator approval. Please wait quietly while I check and approve each of your tests.

Only the tests that the test administrator selected for the test session for which students are eligible are selectable by students. Because students may be able to select from more than one test—for example, a PT and a CAT in both ELA and mathematics—the test administrator should direct students to select the appropriate test name based on the intended assessment (ELA, mathematics, or science) and type (CAT or PT). The test administrator should contact the CAASPP test site coordinator if unsure of the content area or assessment that is being administered.

The sample shown in Figure 34 is from the practice and training test interface.

These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST only. **Do not use these instructions for administration of the CSA.** The *Directions for Administration of the CAAs for ELA and Mathematics* and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.

18. Student Select the test to take, as shown in Figure 34.

Your Tests
Select the test you need to take.

Grade: 8

Smarter Balanced Practice Tests

Start Grade 8 ELA Practice Test
This is opportunity 1 of 99

Start Grade 8 ELA Performance Task
This is opportunity 1 of 99

Start Grade 8 Math Practice Test
This is opportunity 1 of 99

Start Grade 8 Math Performance Task
This is opportunity 1 of 99

Smarter Balanced Training Tests

Start Grades 6-8 ELA Training Test
This is opportunity 1 of 99

Start Grades 6-8 Math Training Test
This is opportunity 1 of 99

California Alternate Assessment (CAA) Training Tests

Start CAA Grades 3-11 ELA Training Test
This is opportunity 1 of 99

Start CAA Grades 3-11 Math Training Test
This is opportunity 1 of 99

Start CAA Grades 5, 8, and High School
Science Training Test
This is opportunity 1 of 99

California Alternate Assessment (CAA) Practice Tests

Start CAA Grade 8 ELA Practice Test
This is opportunity 1 of 99

Start CAA Grade 8 Math Practice Test
This is opportunity 1 of 99

California Science Test (CAST) Training Test

Start CAST Grade 8 Training Test
This is opportunity 1 of 99

California Science Test (CAST) Practice Test

Start CAST Grade 8 Practice Test
This is opportunity 1 of 99

California Spanish Assessment (CSA) Training Test

Start CSA Grade 6-8 Training Test
This is opportunity 1 of 99

Return to Login

Figure 34. *Your Tests* selection screen

These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST only. **Do not use these instructions for administration of the CSA.** The *Directions for Administration of the CAAs for ELA and Mathematics* and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.

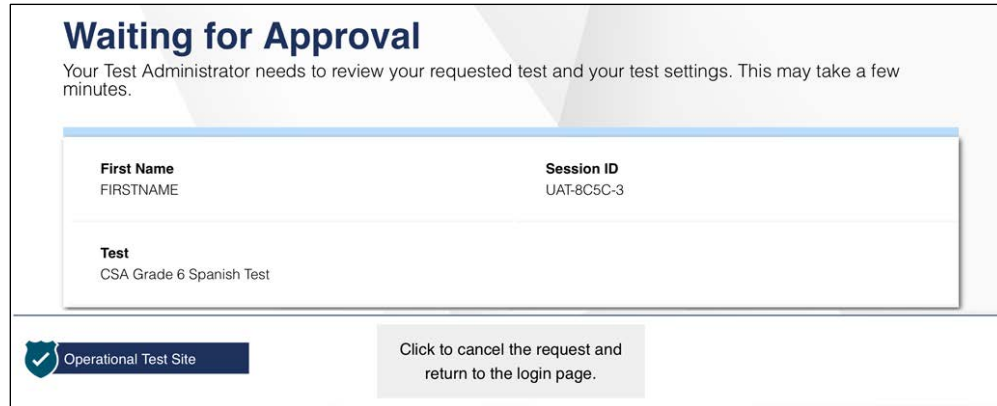**19. Student** Wait for the test administrator's approval, as shown in Figure 35.

Waiting for Approval
Your Test Administrator needs to review your requested test and your test settings. This may take a few minutes.

First Name	Session ID
FIRSTNAME	UAT-8C5C-3

Test
CSA Grade 6 Spanish Test

Operational Test Site

Click to cancel the request and
return to the login page.

Figure 35. *Waiting for Approval* **dialog box**

20. Test Administrator

Approve students to test by selecting the [**Approve**] check mark [✔] icon in the *Actions* column for individual students or the [**Approve All Students**] button, as shown in Figure 36, for each group of tests. Select the [**Details**] eye [👁] icon, also in Figure 36, to view the student's settings for the current test. "Custom" in the *Details* column indicates the student has been assigned test settings.

If a student's test settings are incorrect, deny the student, the test administrator should contact the LEA CAASPP coordinator or CAASPP test site coordinator to correct the test settings in TOMS, and test the student on another day. **Ensuring the test settings are correct before the student begins testing is critical to avoid the need for a test reset that may result in additional testing for the student later.**

The test administrator should also ensure that students selected the correct assessment; students who are awaiting approval for an incorrect assessment should be denied approval. These students should log on again and select the correct test.

These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST only. **Do not use these instructions for administration of the CSA.** The *Directions for Administration of the CAAs for ELA and Mathematics* and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.
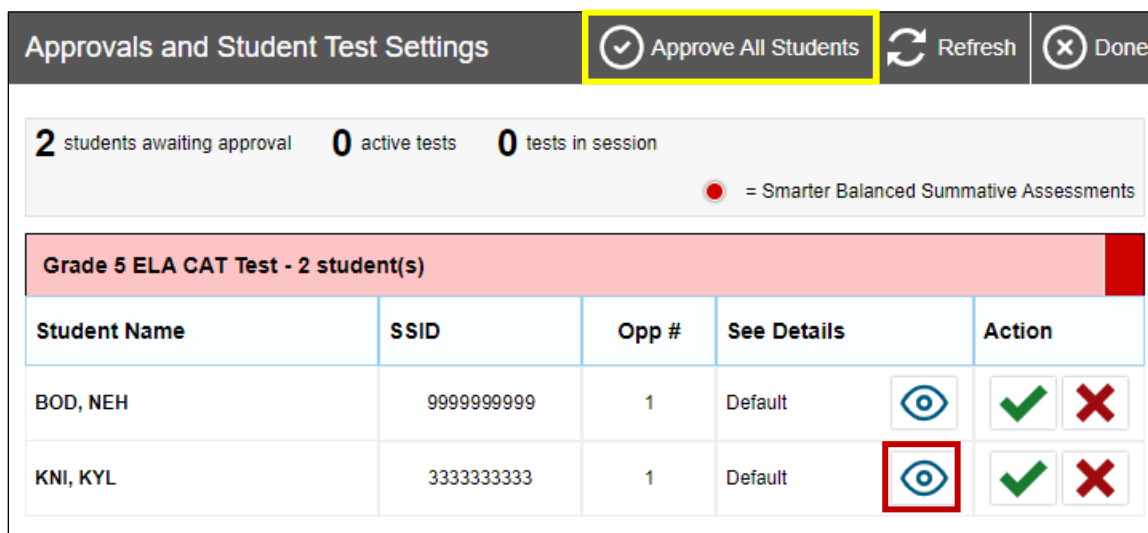
Figure 36. *Approvals and Student Test Settings* **screen**

| **21. Test Administrator** | Have students taking an ELA assessment or using text-to-speech run the sound check. Then, have students who are using the speech-to-text resource in any assessment run a sound check. |

SAY:

Next you should see a screen that prompts you to check that the sound and video on your computer are working. Put your headsets on and select the triangle PLAY button. If you hear the music and see the moving musical notes, select the [I could play the video and sound] button. If not, raise your hand.

21. Student If beginning a test with listening items, complete the audio checks with headphones. Test with the listening items audio and video check, as shown in Figure 37.

SAY (only for students taking any assessment using the text-to-speech resource):

Next you should see a screen that prompts you to check that the sound on your computer is working. Put your headsets on and select the icon of the speaker in the circle to hear the sound. If you hear the chime, select YES. If not, raise your hand.

These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST only. **Do not use these instructions for administration of the CSA.** The *Directions for Administration of the CAAs for ELA and Mathematics* and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.

21. Student If beginning a test with text-to-speech, complete the audio checks with headphones. Test with text-to-speech audio check, as shown in Figure 37.

Audio/Video Checks
Your test uses multi-media features. Please perform the following checks before continuing.

Sound and Video Playback Check

Make sure audio playback is working.

Make sure video and audio playback are working. To play the sample video and sound, press the play button.

Next Step:

If you were able to play the video and its sound, choose **I could play the video and sound**. If not, choose **I could not play the video or sound**.

| I could play the video and sound | I could not play the video or sound |

Text-to-Speech Sound Check
Make sure text-to-speech is working.

Press the speaker button. You should hear a voice speak the following sentence: "This text is being read aloud."

Sound Settings

Current Voice Pack: Microsoft Anna - English (United Stat ▼

Use the sliders to adjust the available Text-to-Speech settings.

Volume 10

Pitch 10

Rate 10

Next Step:

If you heard the voice clearly, choose **I heard the voice**. If not, choose **I did not hear the voice**. To continue testing without checking text-to-speech, choose **Skip TTS Check**.

| I heard the voice | I did not hear the voice | Skip TTS Check |

Figure 37. *Sound, Video, and Text-to-Speech Playback Check* screen

These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST only. **Do not use these instructions for administration of the CSA.** The *Directions for Administration of the CAAs for ELA and Mathematics* and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.

22. Test Administrator   If audio issues occur, do the following:

- Ensure headphones are securely plugged in to the correct jack or USB port.

- If the headphones have a volume control, ensure the volume is not muted.

- Ensure that the audio on the device is not muted (often via a control panel or settings window).

If the student is still experiencing issues, contact the CAASPP test site coordinator or school technology coordinator.

23. Test Administrator   Tell students how to take the test.

SAY:

Before your test appears, you will see a tutorial page listing the test tools and buttons that you may use during the test or that will appear on the test. You can also find this information during your test by selecting the HELP button.

When you are ready to begin your test, select BEGIN TEST NOW at the bottom of the page.

These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST only. **Do not use these instructions for administration of the CSA.** The *Directions for Administration of the CAAs for ELA and Mathematics* and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.

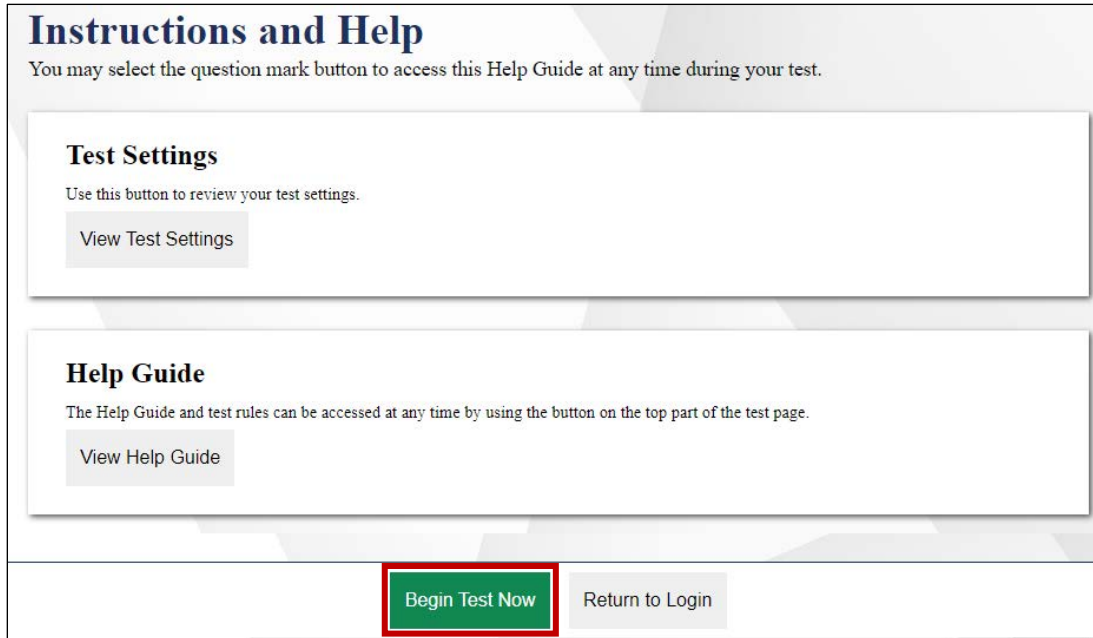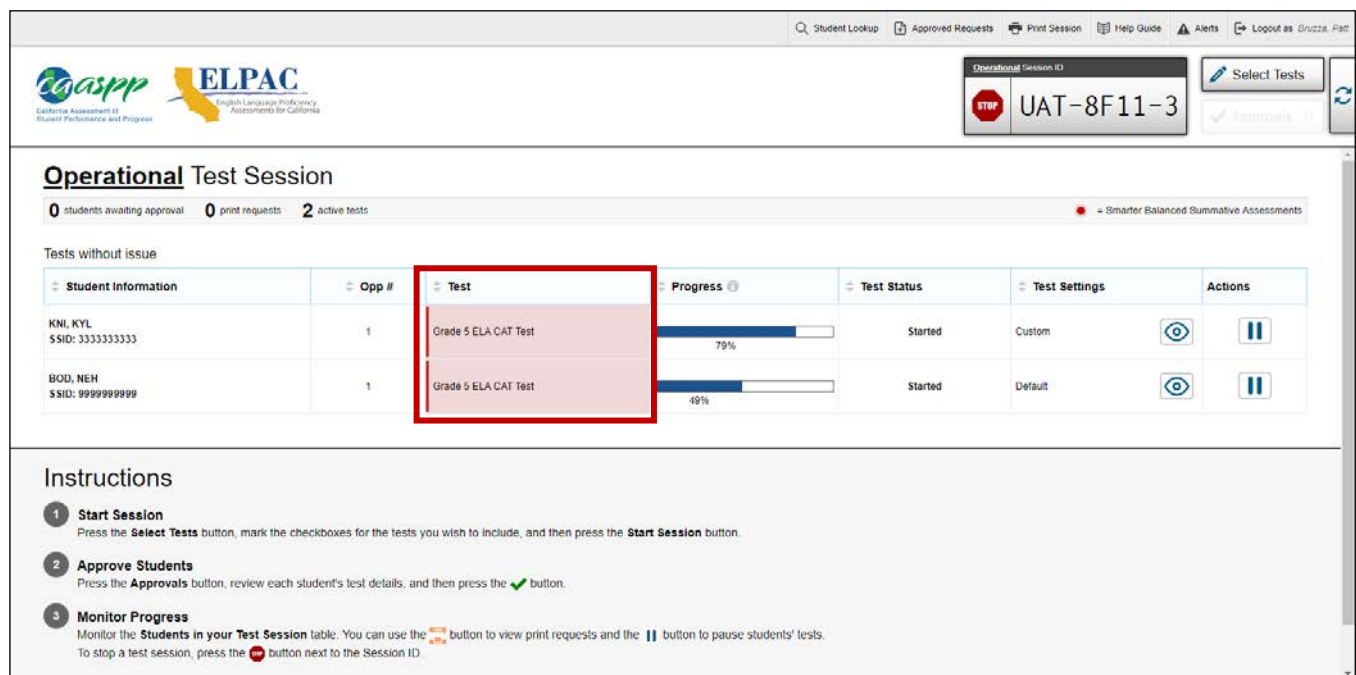**22. Student** Select [**Begin Test Now**], as shown in Figure 38, to begin testing.

Figure 38. *Instructions and Help* **screen**

24. Test Administrator Continue with the instructions in the next subsections, *Monitoring Student Progress* and *Ending a Test Session*.

These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST only. **Do not use these instructions for administration of the CSA.** The *Directions for Administration of the CAAs for ELA and Mathematics* and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.

Monitoring Student Progress

Test Selection

It is very important that test administrators monitor student progress throughout the test session. This includes verifying that students are participating in the appropriate content area and type of test (CAT, CAST, or PT). The test administrator monitors the test each student is taking by referring to the *Students in Your Operational Test Session* table in the Test Administrator Interface, shown in Figure 39. Note that the list of student names can be sorted by column headings.

In the event a student is taking an incorrect test, the test administrator should pause the student's test. The test administrator should then instruct the student to log off and log on again to select the correct test. The *Test* column is called out in Figure 39.

Figure 39. Monitoring student progress in the Test Administrator Interface

These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST only. **Do not use these instructions for administration of the CSA.** The *Directions for Administration of the CAAs for ELA and Mathematics* and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.

> If a student is unable to return to and complete the test that the student logged off before it expires in 10 calendar days (PT) or 45 calendar days (CAT or CAST), the LEA CAASPP coordinator or CAASPP test site coordinator must use the STAIRS/Appeals process to first, report the incident, and then, to submit an Appeal to re-open the test.
>
> **Warning:** If the student has already begun to test with incorrect test settings, the test settings would have to be corrected in TOMS by the CAASPP test site coordinator or LEA CAASPP coordinator. To reset the test, the LEA CAASPP coordinator or CAASPP test site coordinator must report the incident using the STAIRS/Appeals process. Then, if warranted, the coordinator would file an Appeal. The CDE will determine the impact of resetting a test due to incorrect test settings and will either approve or deny a request to reset within two business days of receiving the request.

In the rare event that a student starts a test unintentionally (for example, selected a PT instead of a CAT, or selected mathematics instead of ELA), the test's expiration timeline will be activated. If a student is unable to return to and complete the test before it expires in 10 days (PT) or 45 days, the CAASPP test site coordinator or LEA CAASPP coordinator must use the STAIRS/Appeals process to first, report the incident, and then, to submit an Appeal to re-open the test.

Test Security

Once students have started the Smarter Balanced assessment or CAST, the test administrator should monitor the room to ensure that all conditions of test security are maintained. If the test administrator or test examiner witnesses or suspects the possibility of a test security incident, the CAASPP test site coordinator and LEA CAASPP coordinator should be contacted immediately in accordance with the security guidance provided in this manual.

Student Directions During Testing

While the Test Administrator Interface is designed to refresh automatically every minute, the test administrator can refresh it manually at any time by selecting the [**Refresh Now**] button at the top left corner of the page.

> **Warning:** Do **not** use the web browser's [**Refresh**] button to refresh the Test Administrator Interface.

These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST only. **Do not use these instructions for administration of the CSA.** The *Directions for Administration of the CAAs for ELA and Mathematics* and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.

If the test administrator notices that a student is off task, the test administrator may say the following statement to the student, **verbatim,** to keep the student focused.

SAY:

It is important that you do your best. Do you need to pause the test and take a break?

If a student is concerned about an item, direct the student to review a tutorial by reading the following script **verbatim**.

SAY:

Try your best and choose the answer that makes the most sense to you. If you are unsure about how a question works, you can review a tutorial by selecting the "i" button on the right side of the screen.

Allowing the students to practice on the training test and practice test prior to testing is strongly encouraged to ensure that students are able to manipulate each item type and use the various tools and resources during testing.

> ⚠️ **Warnings: Always write down the session ID for possible future use:**
>
> - If the test administrator is using the Test Administrator Interface and navigates to TOMS or the Test Administrator Practice or Training website, the session will stop, and all students in the session will be logged off. The session cannot be resumed. A new session will have to be created, and the students will have to log on to the new session to resume testing. When starting a new session, give the new session ID to the students so they can log on and resume testing.
>
> - If the Test Administrator Interface or Test Administrator Practice Site web browser is accidentally closed while students are still testing, the session will remain open until it times out after 30 minutes. The test administrator can open the web browser and navigate back to the Test Administrator Interface. The test administrator will be prompted to enter the active session ID.

These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST only. **Do not use these instructions for administration of the CSA.** The *Directions for Administration of the CAAs for ELA and Mathematics* and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.

- As a security measure, test administrators are automatically logged off of the Test Administrator Interface after 30 minutes of test administrator user inactivity and student inactivity in the test session, which will result in closing the test session. If this occurs, the test administrator will have to create a new session and the students will have to log on to the new session to resume testing. When starting a new session, the test administrators should give the students the new session ID so they can log on and resume testing. Please note that students will not be able to return to CAT or science items from previous sessions, even if the responses were marked for review.

Ending a Test Session

When there are approximately 10 minutes left in the test session, the test administrator should give students a brief warning.

SAY:

We are nearing the end of this test session. Please review your answers, including any questions you marked for review now. Do not submit your test unless you have answered all of the questions.

[The following should be read for the ELA CAT portion only]

If you are working on a set of questions for a reading passage, please finish all of the questions in that set.

SAY:

If you need additional time let me know.

These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST only. **Do not use these instructions for administration of the CSA.** The *Directions for Administration of the CAAs for ELA and Mathematics* and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.

Read ONLY to Students in Grade Eleven Taking Smarter Balanced Summative Assessments:

> ⚠️ **Alert:** Students in grade eleven taking a CAT will get an additional question at the end of their test sessions for both ELA and mathematics, such as is shown in Figure 40. This question appears where students are reminded of any test questions flagged for review.
>
> - This question is not part of the assessment, but is presented to allow students the option of selecting whether they will share their scores on the CAASPP Smarter Balanced Summative Assessments with the CSU system and participating CCCs as part of the EAP. Please read the text in the next box if administering a test to students in grade eleven. Otherwise, skip the text in that box and continue with the test administration.
>
> - **Students must answer this question after each of the content-area assessments to have the results of that test reported to the CSU and participating CCCs. Agreeing to release the results of one content-area assessment to the EAP is *not* agreement to release the results of the other content-area assessment; the student must agree individually to both to have both sets of results reported to the EAP. Sending results to the CSU does not impact admission decisions.**

These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST only. **Do not use these instructions for administration of the CSA.** The *Directions for Administration of the CAAs for ELA and Mathematics* and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.

Figure 40. Sample EAP question for the CAASPP Smarter Balanced for ELA

SAY: EAP SECTION—READ TO STUDENTS IN GRADE ELEVEN ONLY

The Early Assessment Program (EAP) will assist the California State University (CSU) system and the California Community Colleges (CCC) system in providing you information on your readiness for college-level written communication and mathematics/quantitative reasoning prior to starting your senior year. The results are used to determine your placement in appropriate coursework once you have been admitted. The release of CAASPP results will not affect your application for admission.

These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST only. **Do not use these instructions for administration of the CSA.** The *Directions for Administration of the CAAs for ELA and Mathematics* and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.

Please carefully read the statement presented as the last question in this test session. If you do not wish your results to be sent to the CSU and CCC, select "Do Not Release." If you are considering or plan to enroll at CSU or CCC, select "Release" and then select the [Submit Test] button. Your Smarter Balanced results for this test will be provided to both institutions by selecting the Release circle and then submitting. If you do not select to release your results, you may be requested to provide a copy of your results to the institution at a later time. Even if you have already answered this question at the end of an ELA or mathematics test you have already taken, you need to answer it for this test to have the EAP results of both tests reported.

Your CAASPP Student Report will provide a website, where additional information is available on what your EAP results mean.

END OF EAP SECTION

Continue Reading to ALL Students:

After answering the last item in each segment, each student is presented with a screen prompting the student to review answers (marked and unmarked) for all items available to the student or prior to submitting the test. Mark for Review is provided as a reminder to a student that the student had a question or concern about a particular item, but the student is permitted to review all items—marked or unmarked—within the constraints of the pause rule.

After answering the last question, students must submit their tests. If students would like to review their answers before submitting their test, they should select [**REVIEW MY ANSWERS**] and then [**SUBMIT TEST**] after they finish reviewing. Once a student selects [**SUBMIT TEST**], the student will not be able to review answers.

SAY:

This test session is now over. If you have not finished, select PAUSE, and you will be able to finish at another session.

[For the CAT portion and CAST only if the length of time pausing the test is greater than 20 minutes, e.g., the student will continue testing on another day]

SAY:

Remember, if you are not finished and need to pause your test for more than 20 minutes, you will not be able to go back to the questions from this test session, including questions marked for review. You will also not have access to the notes you entered in the Digital Notepad.

These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST only. **Do not use these instructions for administration of the CSA.** The *Directions for Administration of the CAAs for ELA and Mathematics* and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.
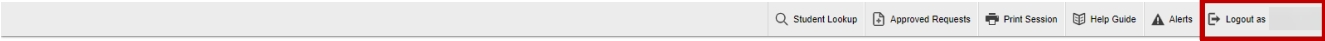
> **SAY:**
>
> **If you have answered all the questions on your test and have finished reviewing your answers, select SUBMIT TEST. I will now collect any scratch paper or other materials.**

Test administrators should select [**Stop Session**] to end the test session and pause any student test in the session that is still in progress. When finished, test administrators can log off the Test Administrator Interface by selecting the [**Logout**] button at the top right. Test administrators should also collect any scratch paper (and graph paper for mathematics in grades six and up).

Logging Off

Use caution when logging off the Test Administrator Interface as this will log the test administrator or test examiner off other related systems (e.g., Completion Status, Interim Assessment Hand Scoring, and TOMS). To log off the Test Administrator Interface, select the [**Logout**] button in the top-right corner of the screen on the Single Sign-On system banner (shown in Figure 41).

Figure 41. Single Sign-On system banner

The test administrator or test examiner's session will be closed, and the test administrator or test examiner will be directed to the CAASPP website after logging off. The test administrator or test examiner will not be able to resume the test session.

> **Alert:** This scenario also occurs when a test administrator or test examiner navigates to another site from the Test Administrator Interface. If the test administrator or test examiner needs to access TOMS or another application, the test administrator or test examiner is encouraged to open a separate web browser window and use that window for other applications.
>
> - If a test administrator or test examiner unintentionally logs off the Test Administrator Interface while students are still testing, all in-progress tests will be paused, and the students will be logged off. The test administrator or test examiner cannot resume the original session. The test administrator or test examiner will need to log back on, start a new session, and provide the new session ID to students who need to log back on and resume testing.

These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST only. **Do not use these instructions for administration of the CSA.** The *Directions for Administration of the CAAs for ELA and Mathematics* and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.

Troubleshoot Issues During Testing

> **Resource in This Subsection:**
>
> - *CAASPP and ELPAC Technical Specifications and Configuration Guide for Online Testing* web document—http://www.caaspp.org/rsc/pdfs/CAASPP-ELPAC.tech-specs-and-config-guide.2019-20.pdf

This subsection describes how to troubleshoot some situations in which a student cannot connect to a test.

Resolving Secure Browser Error Messages

This subsection provides possible resolutions for the following messages that students may receive when signing in.

- **Secure Browser Not Detected:** The system automatically detects whether a device is using the secure browser to access the online testing system. The system will not permit access to a test other than through the secure browser; under no condition may a student access a test using a nonsecure browser.

- **You Cannot Login with This Browser:** This message occurs when the online testing system cannot determine if the student is taking the test through the correct secure browser. To resolve this issue, ensure the latest version of the secure browser is installed and that the student launched the secure browser instead of a standard web browser. If the latest version of the secure browser is already running, then log the student off, restart the device, and try again.

- **Looking for an Internet Connection:** This message occurs when the secure browser cannot connect to the test delivery system. This is most likely to occur if there is a network-related problem. The easiest thing to check is if the network cable is plugged in (for wired connections) or if the Wi-Fi connection is live (for wireless connections). Also check if the secure browser must use specific proxy settings; if so, those settings must be part of the command that launches the secure browser.

These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST only. **Do not use these instructions for administration of the CSA.** The *Directions for Administration of the CAAs for ELA and Mathematics* and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.

- **Test Environment Is Not Secure:** This message can occur when the secure browser detects a forbidden application running on the device (refer to the subsection *Security of the Test Environment*). If this message appears on an iPad, ensure that either Autonomous Single App Mode (ASAM) or Automatic Assessment Configuration is enabled. Refer to the *CAASPP and ELPAC Technical Specifications and Configuration Guide for Online Testing* or contact the technology coordinator to determine if testing with ASAM.

These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST only. **Do not use these instructions for administration of the CSA.** The *Directions for Administration of the CAAs for ELA and Mathematics* and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.

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These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST only. **Do not use these instructions for administration of the CSA.** The *Directions for Administration of the CAAs for ELA and Mathematics* and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.

Chapter 9. Scripts for Administering the California Spanish Assessment

Additional Resource for This Chapter:

- CAASPP List of Acronyms and Initialisms web page—
http://www.caaspp.org/about/abbreviations.html

Test Directions Overview

> **Notes:**
>
> - **These instructions on how to begin a test session apply to administration of the CSA.**
> - **The scripts that are read to students are in Spanish. The user must read the correct script for the test being administered.**

Tasks

RECOMMENDATION: Consider printing this section to be used on the day of testing.

Before administering a test session, verify that the following tasks have been completed:

- ☐ Verify the security of the testing environment prior to beginning a test session. (Refer to the subsection *Security of the Test Environment*.)
  - – **Student seats are arranged in a way so they cannot see each other's answers.**
  - – **All displayed instructional materials (e.g., vocabulary charts, etc.) are covered or taken down.**
  - – **Post "TESTING IN PROGRESS—DO NOT DISTURB" signs outside of the testing room.**
- ☐ Ensure that students do not have access to digital, electronic, or manual devices (e.g., cellphones, smart watches) during testing.
- ☐ Make sure each testing device or workstation has headphones.
- ☐ Verify that students have access to and use of the additional required resources specific to each assessment and content area (e.g., scratch paper for all tests, headphones for ELA, graph paper for mathematics grades six and above). Refer to the subsection *Additional Required Resources* for a complete list.
- ☐ **Recommended:** Launch secure browsers on all testing devices before students sit down to test.

To ensure that all students are tested under the same conditions, the test administrator should adhere strictly to the script for administering the test unless a student is assigned the non-embedded designated support for Simplified Test Directions. The script can be found in

These instructions apply to administration of the CSA only. **Do not use these instructions for administration of the Smarter Balanced Summative Assessments or the California Science Test.** The *Directions for Administration of the CAAs for ELA and Mathematics* and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.

the shaded boxes in chapter 9. When asked, the test administrator should answer questions raised by students but should never help the class or individual students with specific test items. **No test items can be read to any student for any content area, unless the student is assigned a Read-Aloud non-embedded designated support or accommodation as listed in the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines*.**

Please remember that the script must be followed exactly and used each time a test is administered, except for students who are assigned the Simplified Test Directions non-embedded designated support as described in the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines*.

If the class is resuming a test and the test administrator is sure that all students are able to log on without hearing the logon directions again, the test administrator may skip the italicized portions of the directions.

All directions that a test administrator needs to read to students are indicated by the word "SAY" and are in boxes so they stand out from the regular text. They should be read exactly as they are written, using a natural tone and manner (except for students assigned the Simplified Test Directions non-embedded designated support). If the test administrator makes a mistake in reading a direction, the test administrator should stop and say, "He hecho un error. Eschuchen de nuevo. (I made a mistake. Listen again.)" Then the direction should be reread.

The test administrator should try to maintain a natural classroom atmosphere during the test administration. Before each test begins, the test administrator should encourage students to do their best.

Any time a student logs on to the testing system, the test administrator should follow this script.

These instructions apply to administration of the CSA only. **Do not use these instructions for administration of the Smarter Balanced Summative Assessments or the California Science Test.** The *Directions for Administration of the CAAs for ELA and Mathematics* and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.

Administer an Online Test Session

WARNING

The CDE recommends that test administrators exercise extreme caution when selecting an assessment for a test session. To help with differentiating the tests, the assessments each have a differently colored background with a white-text label.

Online Assessments:

- **Red—Smarter Balanced Summative Assessments**
- **Indigo—California Alternate Assessments (CAA)**
- **Brown—California Science Test (CAST)**
- **Green—Smarter Balanced Interim Assessments**
- **Mint—California Spanish Assessment (CSA)**

Online Practice and Training Tests:

- **Pink—Smarter Balanced practice tests**
- **Purple—Smarter Balanced training tests**
- **Teal—CAAs for English language arts/literacy (ELA), mathematics, and science training tests**
- **Blue—CAAs for ELA, mathematics, and science practice tests**
- **Gray—CAST training tests**
- **Orange—CAST practice test**
- **Green—CSA training tests**

If a test administrator has mistakenly selected and administered the summative assessment when intending to administer an interim assessment or practice or training test, the LEA CAASPP coordinator or CAASPP test site coordinator must report the incident using the CAASPP STAIRS/Appeals process.

These instructions apply to administration of the CSA only. **Do not use these instructions for administration of the Smarter Balanced Summative Assessments or the California Science Test.** The *Directions for Administration of the CAAs for ELA and Mathematics* and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.

Open the Test Administrator Interface and Approve Students for Testing—All Assessments

The test administrator must create a test session before students can log on to the Student Testing Site. In order for a student to take a specific test, it must be included in the test session.

This section contains information on how to start a test session, add tests to the session, verify students' test settings, approve students for testing, and monitor their progress.

> ⚠️ **Warning: Check students' information and test settings before test sessions.**
>
> - Students who require test settings other than the default must have their settings updated in the TOMS before testing begins. For information about test settings, including accommodations, refer to the chapter describing student test settings in the *CAASPP and ELPAC TOMS User Guide* and the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines.* Both documents are linked on the CAASPP website.
>
> - *If there is a student whose test settings are incorrect, do not approve the student for testing.* Contact the LEA CAASPP coordinator or CAASPP test site coordinator (as appropriate) to have the student's information updated in TOMS and reschedule the student's testing.

Beginning an Assessment

Follow these instructions to administer the CSA unless a student is assigned the non-embedded designated support for Simplified Test Directions. The test administrator must create a test session before students can log on to the Student Testing System **(but no more than 30 minutes prior or the system will time out).** When a test administrator creates a test session, a unique session ID is randomly generated. This session ID must be provided to the students before they log on and should be written down.

The process for administering online tests is as follows:

1. The test administrator selects tests and starts a test session.
2. Students sign in and request approval for tests.
3. The test administrator reviews students' requests and approves them for testing.
4. Students complete and submit their tests.
5. The test administrator stops the test session and logs off.

These instructions apply to administration of the CSA only. **Do not use these instructions for administration of the Smarter Balanced Summative Assessments or the California Science Test.** The *Directions for Administration of the CAAs for ELA and Mathematics* and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.

For information about the testing process from a student's perspective, refer to the subsections *Signing In to the Student Testing Site* and *Features of the Student Testing Application*.

> ⚠️ **Warning:** These instructions are for the administration of the CSA only. Using these instructions to administer a different assessment is a security incident that must be reported using the STAIRS/Appeals process .

1. Test Administrator   Navigate to the CAASPP website on a web browser.

2. Test Administrator   Select the [**Test Administrator Interface for *All* Online Tests**] button, as shown in Figure 42.
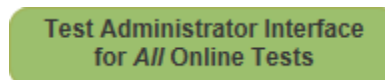

Figure 42. [Test Administrator Interface for All Online Tests] button

3. Test Administrator   Log on to the Test Administrator Interface using the sign-in credentials, as shown in Figure 43.
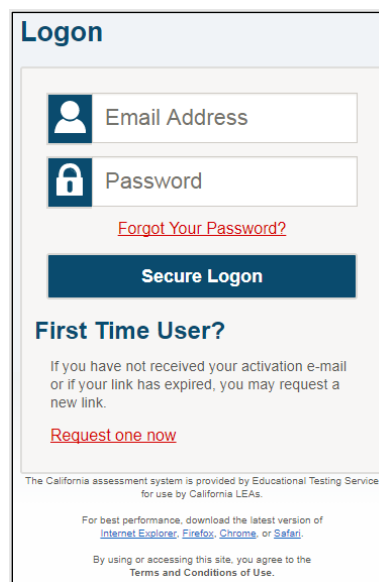

Figure 43. Test Administrator Interface *Logon* screen

These instructions apply to administration of the CSA only. **Do not use these instructions for administration of the Smarter Balanced Summative Assessments or the California Science Test.** The *Directions for Administration of the CAAs for ELA and Mathematics* and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.

4. Test Administrator   If the test administrator is associated with multiple institutions, an "Important!" message appears at logon. The test administrator must select the appropriate institution from the drop-down list in this message and select the [**Go**] button, as shown in Figure 44. The test administrator may only select one institution at a time. The test administrator will only be able to administer tests available for the selected institution. To select a different institution, the test administrator must log off and then log back on.
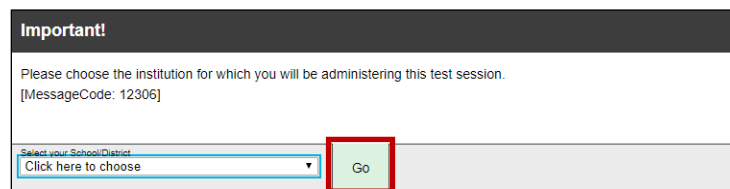
Important!

Please choose the institution for which you will be administering this test session.
[MessageCode: 12306]

Select your School/District
Click here to choose ▼   Go

Figure 44. Message from the Test Administrator Interface

5. Test Administrator   The *Test Selection* window, as seen in Figure 45, color-codes tests and groups them into various categories. A test group, such as "Smarter Balanced Interim Assessments," may include one or more subgroups. All test groups and subgroups appear collapsed by default.

These instructions apply to administration of the CSA only. **Do not use these instructions for administration of the Smarter Balanced Summative Assessments or the California Science Test.** The *Directions for Administration of the CAAs for ELA and Mathematics* and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.
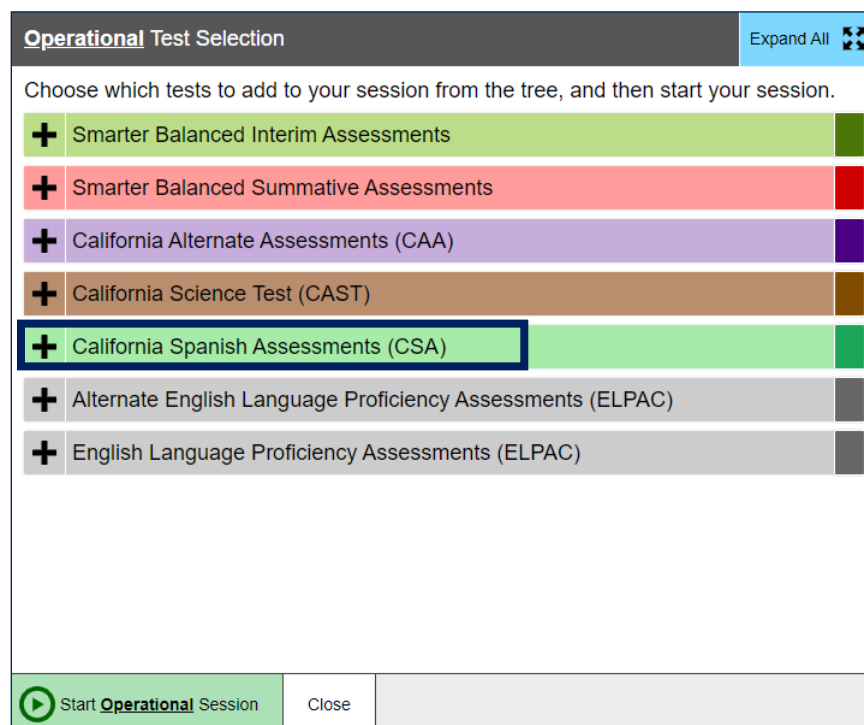
Figure 45. *Operational Test Selection* window

6. Test Administrator   To select tests for the session, do one of the following:

   a.   To expand a collapsed test group, select the [**Plus**] plus-sign [➕] icon (or [**Expand All**])

   b.   To collapse a test group, select the [**Minus**] minus-sign [➖] icon (or [**Collapse All**]).

   c.   To select individual tests, mark the checkbox for each test to be included.

   d.   To select all the tests in a test group, mark the checkbox for that group.

7. Test Administrator   Select the [**Start Operational Session**] button, as displayed in [Figure 46](#).

These instructions apply to administration of the CSA only. **Do not use these instructions for administration of the Smarter Balanced Summative Assessments or the California Science Test.** The *Directions for Administration of the CAAs for ELA and Mathematics* and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.
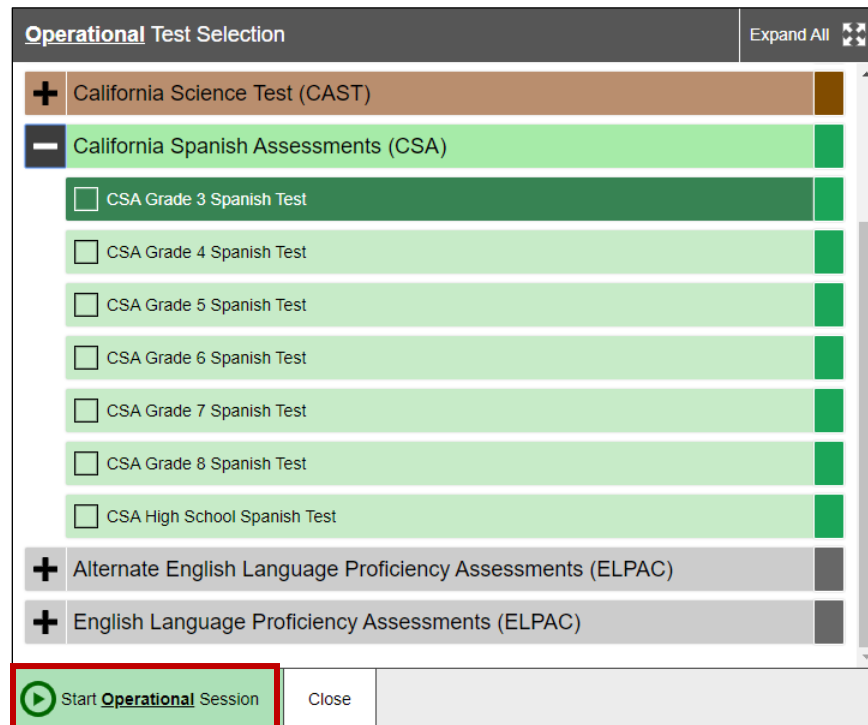
Figure 46. *Operational Test Selection* **screen**

8. Test Administrator	Inform students of the test session ID. The session ID is automatically generated upon selecting [**OK**] in the previous step. Write the session ID, as shown in Figure 47, in a place to which all students can clearly refer.

Figure 47. Session ID on the Test Administrator Interface

9. Test Administrator	Read the following SAY box.

SAY:

Hoy tomarán la prueba de California en español para el grado [grado]. Yo les daré el número de identificación de la sesión que se requiere para iniciar la prueba. Antes de iniciar la prueba, revisaremos algunas reglas que hay que seguir.

These instructions apply to administration of the CSA only. **Do not use these instructions for administration of the Smarter Balanced Summative Assessments or the California Science Test.** The *Directions for Administration of the CAAs for ELA and Mathematics* and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.

> **Deben responder a cada pregunta en la pantalla antes de seleccionar [SIGUIENTE]. Si no están seguros de la respuesta, contesten lo que piensen que es la mejor respuesta. Si desean revisar la respuesta más adelante, marquen la pregunta para revisarla antes de pasar a la siguiente sección. Podrán regresar y cambiar la respuesta durante esta parte de la prueba.**
>
> **Podrán hacer una pausa en cualquier punto de la prueba seleccionando [PAUSA] en lugar de Siguiente después de contestar una pregunta. Levanten la mano si necesitan hacer una pausa en la prueba y pidan permiso antes de seleccionar [PAUSA].**

10. Test Administrator	Read the following SAY box and all subsequent SAY boxes to everyone.

> **SAY:**
>
> **Por favor, tengan en cuenta que esta prueba está dividida en dos secciones. Cuando lleguen al final de una sección, se les pedirá que revisen sus respuestas antes de continuar. Una vez que terminen con sus respuestas y pasen a la sección siguiente, no podrán regresar a ninguna de las preguntas de la sección anterior.**
>
> **Sus respuestas deben ser su propio trabajo. Por favor, mantengan los ojos en su prueba y recuerden, no deben hablar durante la prueba. Si tienen un teléfono celular o smartwatch, deben guardarlo y mantenerlo apagado.**
>
> **Si terminan la prueba antes del tiempo indicado, por favor levanten la mano y permanezcan sentados en silencio.**

11. Test Administrator	Logon tickets may be provided to each student. The logon tickets should provide the students' SSID. Note that logon tickets are secure testing materials and should be securely destroyed after testing.
11. Student	Log on to the Student Testing Site through the secure browser.
12. Test Administrator	Direct students to sign in using the Student Sign In screen. It is not necessary to read the italicized sentences to students testing over multiple days who have already heard these instructions at least once.

These instructions apply to administration of the CSA only. **Do not use these instructions for administration of the Smarter Balanced Summative Assessments or the California Science Test.** The *Directions for Administration of the CAAs for ELA and Mathematics* and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.

SAY:

Ya estamos listos para iniciar la sesión. Cuando hayan empezado la sesión, tendrán que esperar hasta que yo inicie la prueba antes de comenzar. Estaré comprobando que hayan introducido correctamente la identificación de la sesión de prueba y el resto de la información.
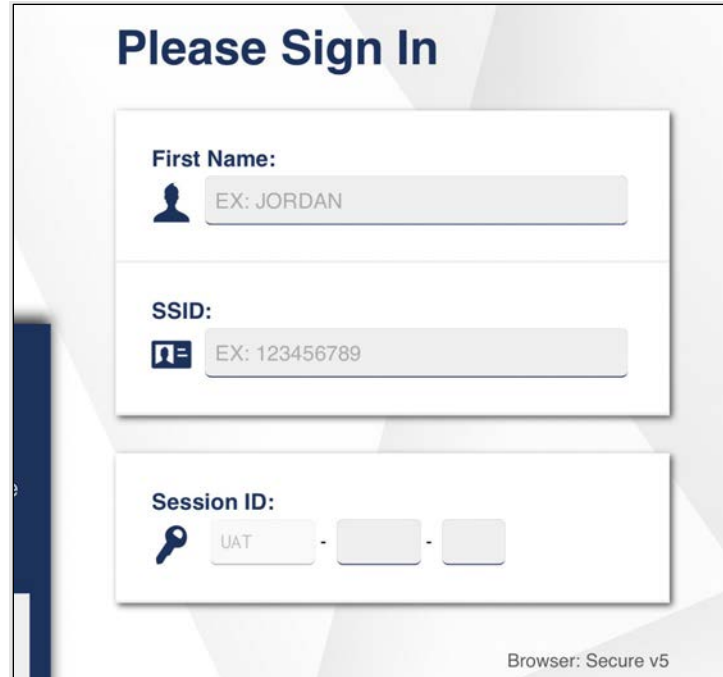
Incluyan su nombre completo, no sus apodos, seguido de su número de estudiante SSID. A continuación, introduzcan la identificación para la sesión. *Levanten la mano si necesitan ayuda para escribir esta información en el teclado.*

SAY:

Ahora seleccionen [SIGN IN]. Cuando se haya iniciado la sesión correctamente, verán una pantalla con su nombre y más información personal. Si toda la información en la pantalla está correcta, seleccionen [Yes] para continuar. Si la información está incorrecta, levanten la mano y muéstrenme lo que está incorrecto.

These instructions apply to administration of the CSA only. **Do not use these instructions for administration of the Smarter Balanced Summative Assessments or the California Science Test.** The *Directions for Administration of the CAAs for ELA and Mathematics* and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.

12. Student   Sign in using the Student Sign In screen, as shown in [Figure 48](#).

Figure 48.   *Student Sign In* **screen**

13. Test Administrator   Ensure that all students have successfully entered their information.

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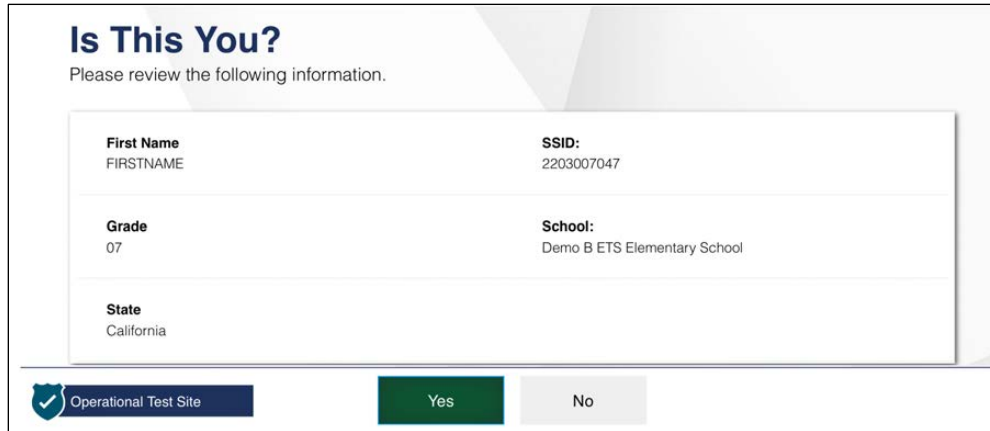**13. Student**   Verify identity by selecting [**No**] or [**Yes**], as shown in Figure 49.

Is This You?

Please review the following information.

First Name	SSID:
FIRSTNAME	2203007047

Grade	School:
07	Demo B ETS Elementary School

State	
California	

Operational Test Site   Yes   No

Figure 49. *Is This You?* **screen**

14. Test Administrator   Inform students of the test type (for example, CSA) in which they are participating today.

SAY:

En la siguiente pantalla, seleccionen CSA [introducir grado]. Cuando hayan seleccionado su prueba, verán una pantalla con una barra en movimiento y un mensaje diciendo que están esperando la aprobación del administrador de la prueba. Por favor esperen en silencio mientras compruebo y apruebo cada una de sus pruebas.

Note: Only the tests that the test administrator selected for the test session for which students are eligible are selectable by students.

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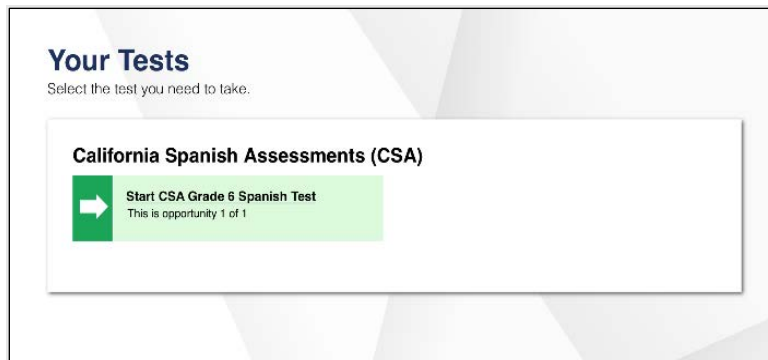| **14. Student** | Select the test to take, as displayed in Figure 50. |

Figure 50. *Your Tests* **selection screen**

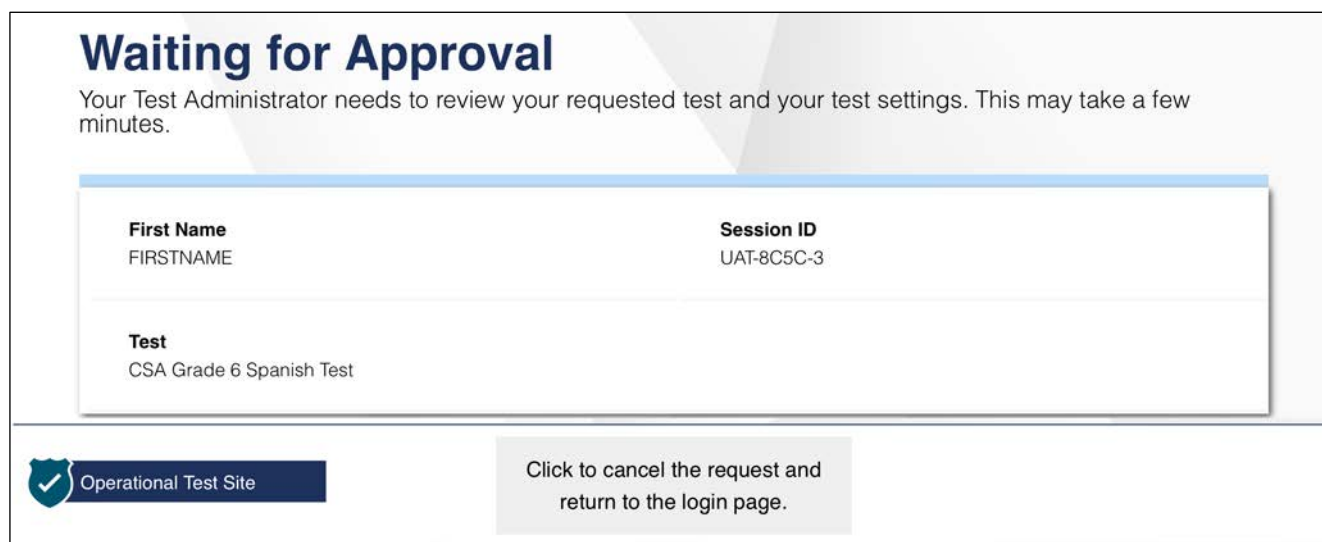| **15. Student** | Wait for the test administrator's approval, as displayed in Figure 51. |

Figure 51. *Waiting for Approval* **dialog box**

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15. Test Administrator   Approve students to test by selecting the [**Approve**] check mark [✔] icon in the *Actions* column for individual students or the [**Approve all Students**] button, as shown in <u>Figure 52</u>. Select the [**Details**] eye [👁] icon, also in <u>Figure 52</u>, to view and adjust the student's settings (universal tools) for the current test opportunity. "Custom" in the *Details* column indicates the student has been assigned test settings.

Note: If a student's test settings are incorrect, deny the student access to the test, contact the LEA CAASPP coordinator or CAASPP test site coordinator to correct the test settings in TOMS, and test the student on another day.
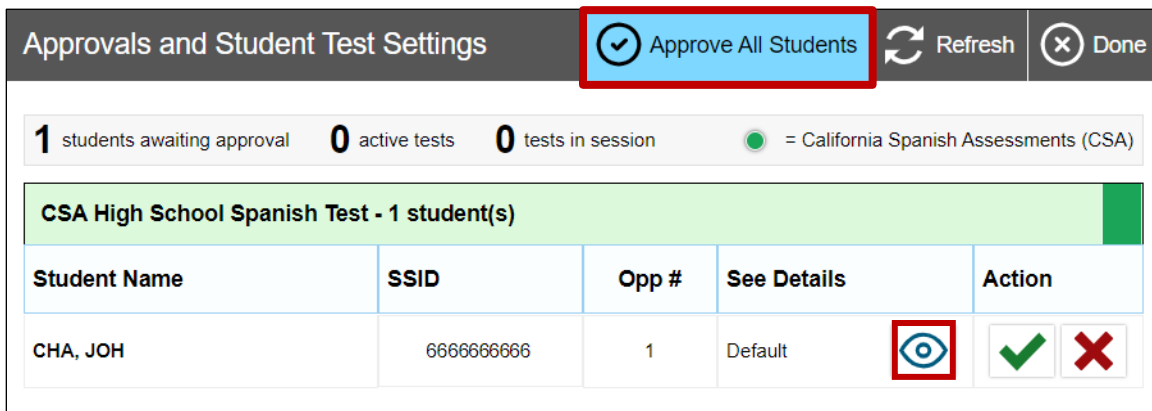

Figure 52. *Approvals and Student Test Settings* **screen**

18. Test Administrator   Have students run the sound check.

SAY:
A continuación, verán una pantalla que les pedirá que comprueben que el sonido y el video en sus computadoras están funcionando. Colóquense los auriculares y seleccionen el botón triangular PLAY. Si oyen la música y ven las notas musicales moviéndose, seleccionen el botón [SÍ, PUDE REPRODUCIR EL VIDEO Y SU SONIDO]. Si algo está incorrecto, levanten la mano.

SAY:
Si todo está correcto, haz clic en [CONTINUAR].

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18. Student Complete the audio checks with headphones. Test with the listening items audio and video check, as shown in Figure 53.
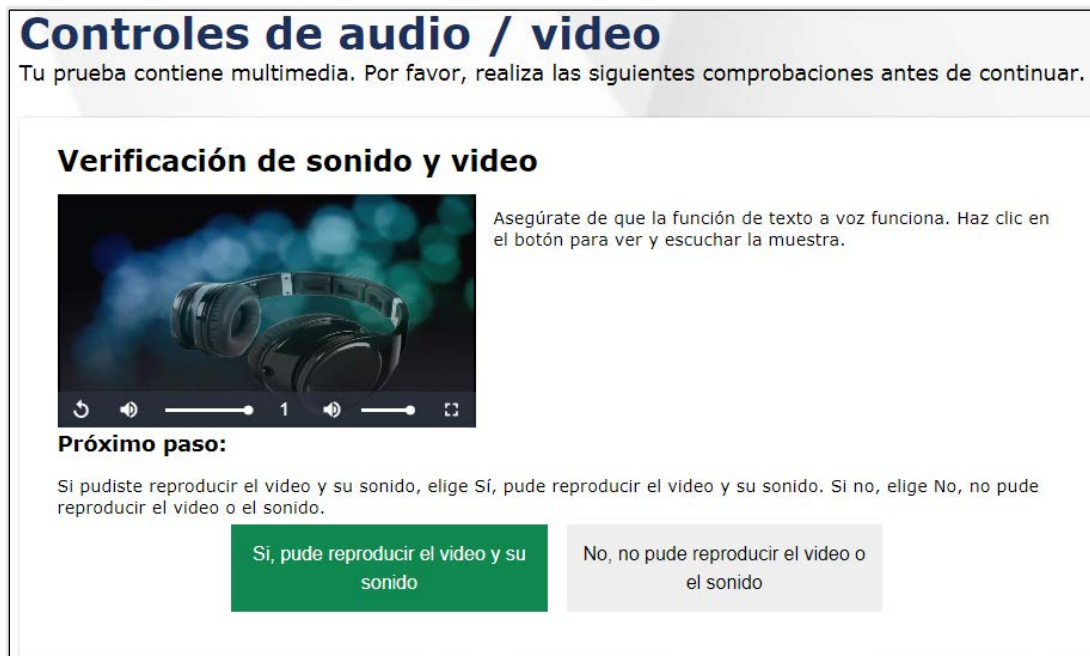

Controles de audio / video
Tu prueba contiene multimedia. Por favor, realiza las siguientes comprobaciones antes de continuar.

Verificación de sonido y video

Asegúrate de que la función de texto a voz funciona. Haz clic en el botón para ver y escuchar la muestra.

Próximo paso:

Si pudiste reproducir el video y su sonido, elige Sí, pude reproducir el video y su sonido. Si no, elige No, no pude reproducir el video o el sonido.

| Sí, pude reproducir el video y su sonido | No, no pude reproducir el video o el sonido |

Figure 53. *Sound and Video Playback Check* **screen**

19. Test Administrator If audio issues occur, do the following:

- Ensure headphones are securely plugged in to the correct jack or USB port.
- If the headphones have a volume control, ensure the volume is not muted.
- Ensure that the audio on the device is not muted (often via a control panel or settings window).

If the student is still experiencing issues, contact the CAASPP test site coordinator or school technology coordinator.

20. Test Administrator Tell students how to take the test.
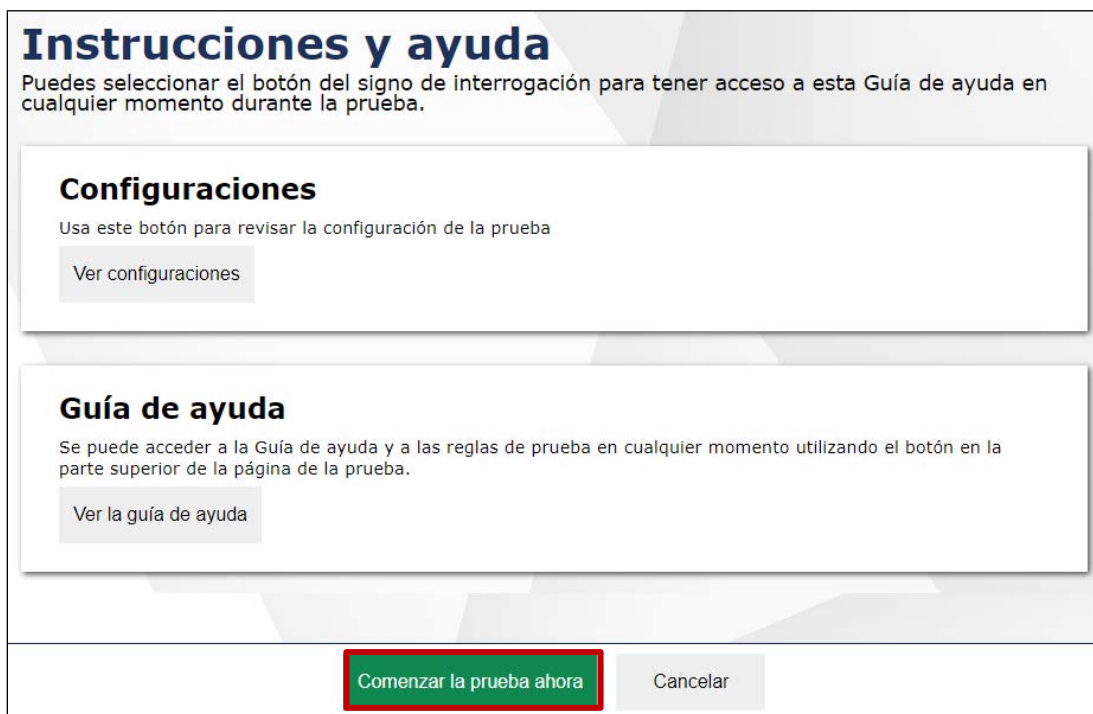
These instructions apply to administration of the CSA only. **Do not use these instructions for administration of the Smarter Balanced Summative Assessments or the California Science Test.** The *Directions for Administration of the CAAs for ELA and Mathematics* and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.

SAY:

Antes de que aparezca la prueba en la pantalla, podrán ver una página de tutorial que les permitirá ver las herramientas de la prueba y los botones que se pueden utilizar durante la prueba o que aparecerán en la prueba. Si seleccionan el botón [VER LA GUÍA DE AYUDA] ahora mismo, podrán ver la página del tutorial. También pueden encontrar esta información durante la prueba seleccionando el botón de ayuda [?] en la esquina superior derecha de la pantalla.

Si quieren ver sus configuraciones ahora mismo, seleccionen el botón [VER CONFIGURANCIONES].

Cuando estén listos para comenzar su prueba, seleccionen [COMENZAR LA PRUEBA AHORA] en la parte inferior de la pantalla.

21. Student Select [**Comenzar la prueba ahora**], as shown in Figure 54, to begin testing.

Figure 54. *Instrucciones y ayuda* **screen**

These instructions apply to administration of the CSA only. **Do not use these instructions for administration of the Smarter Balanced Summative Assessments or the California Science Test.** The *Directions for Administration of the CAAs for ELA and Mathematics* and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.

21. Test Administrator   Walk students through the three survey questions. If students are unsure of the response that they need to input, help them provide the correct answer. Do not let any student move ahead when going through the survey questions. Make sure all students are on the same survey question, and that they are providing the appropriate response. The SAY text for the survey questions that follow is provided in both English and Spanish.

SAY:

This is the first segment of the test. There are three survey questions you will need to answer with my guidance. These questions are very important. Once we are done with question three of the survey, you may continue testing.

Esta es la primera sección de la prueba. Hay tres preguntas de una encuesta que deberán contestar con mi ayuda. Estas preguntas son muy importantes. Una vez que hayan contestado las tres preguntas, podrán continuar con la prueba.

Question one asks, "Did you receive instruction in Spanish the current school year?" If you do not know which answer to select, please raise your hand and I will help you with the answer. " If you do not know which answer to select, please raise your hand and I will help you with the answer.

La pregunta uno dice: «¿Recibiste educación en español durante el presente año escolar?» Si no saben qué respuesta elegir, por favor levanten la mano y les ayudaré con la respuesta.

Now we are all on question two. Question two asks, "Which program were you enrolled in?" If you do not know which answer to select, please raise your hand and I will help you with the answer.

Ahora estamos todos en la pregunta dos. La pregunta dos dice: «¿En qué tipo de programa escolar estuviste matriculado/inscrito?» Si no saben qué respuesta elegir, por favor levanten la mano y les ayudaré con la respuesta.

We are now on question three of the survey. The question asks, "What percentage of your school day instruction was provided in Spanish?" If you do not know which answer to select, please raise your hand and I will help you with the answer.

If you have four periods in the day and you take a course that is taught in Spanish, select the option that indicates "25%." If you are in program where you are in class for six hours and you are taught in Spanish for two hours, select the option that indicates "33%."

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Ahora estamos todos en la pregunta tres de la encuesta. La pregunta tres dice: «¿Qué porcentaje de tu educación diaria recibiste en español?» Si no saben qué respuesta elegir, por favor levanten la mano y les ayudaré con la respuesta.

Now that we have completed the survey, you may proceed with the test.

Ahora que hemos completado la encuesta, pueden continuar con la prueba.

22. Test Administrator   Continue with the instructions in the next subsections, *Monitoring Student Progress* and *Ending a Test Session*.

Monitoring Student Progress
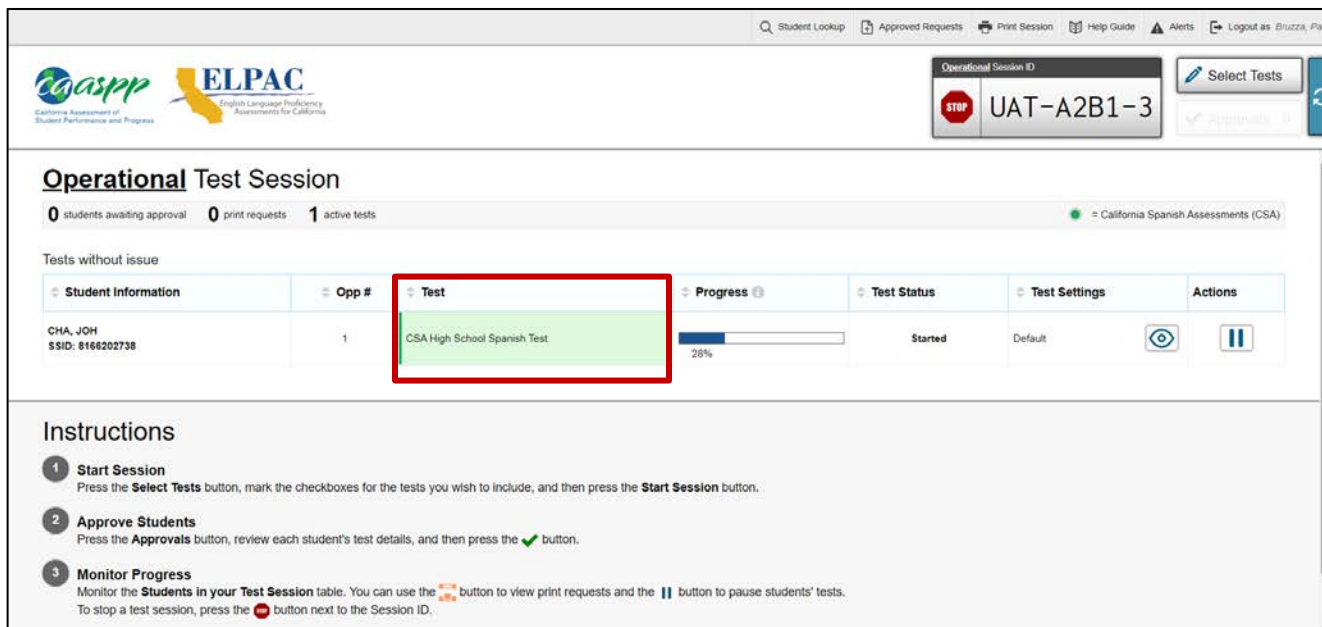
Test Selection

It is very important that test administrators monitor student progress throughout the test session. This includes verifying that students are participating in the appropriate content area and type of test (CSA). The test administrator monitors the test each student is taking by referring to the *Students in Your Operational Test Session* table in the Test Administrator Interface, shown in Figure 55. Note that the list of student names can be sorted by linked (underlined) column headings.

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In the event a student is taking an incorrect test, the test administrator should pause the student's test. The test administrator should then instruct the student to log off and log on again to select the correct test. The *Test* column is indicated in Figure 55.

Figure 55. Monitoring student progress in the Test Administrator Interface

> **Note:** If a student is unable to return to and complete the test that the student logged off before it expires on July 15, the LEA CAASPP coordinator or CAASPP test site coordinator must use the STAIRS/Appeals process in TOMS to first, report the incident, and then, to submit an Appeal to reopen the test.
>
> **Warning:** If the student has already begun to test with incorrect test settings, the test settings would have to be corrected in TOMS by the CAASPP test site coordinator or LEA CAASPP coordinator. To reset the test, the LEA CAASPP coordinator or CAASPP test site coordinator must report the incident using the STAIRS/Appeals process. Then, if warranted, the coordinator would file an Appeal. The CDE will determine the impact of resetting a test due to incorrect test settings and will either approve or deny a request to reset within two business days of receiving the request.

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Test Security

Once students have started the CSA, the test administrator should monitor the room to ensure that all conditions of test security are maintained. If the test administrator witnesses or suspects the possibility of a test security incident, the CAASPP test site coordinator and LEA CAASPP coordinator should be contacted immediately in accordance with the security guidance provided in this manual.

Student Directions During Testing

While the Test Administrator Interface is designed to refresh automatically every minute, the test administrator can refresh it manually at any time by selecting the [**Refresh Now**] button at the top left corner of the page.

> **Warning:** Do **not** use the web browser's [**Refresh**] button to refresh the Test Administrator Interface.

If the test administrator notices that a student is off task, the test administrator may say the following statement to the student, **verbatim,** to keep the student focused.

SAY:

Es importante que lo hagas lo mejor que puedas. ¿Necesitas hacer una pausa en la prueba y tomar un descanso?

If a student is concerned about an item, direct the student to review a tutorial by reading the following script **verbatim**.

SAY:

Hazlo lo mejor que puedas y elije la respuesta que más sentido tiene. Si no estás seguro de cómo funciona una pregunta, puedes revisar el tutorial haciendo clic en el botón "i" en el lado derecho de la pantalla.

Allowing the students to practice on the training test and practice test prior to testing is strongly encouraged to attempt to ensure that students are able to familiarize themselves with each item type and use the various tools and supports during testing.

> **Warnings: Always write down the session ID for possible future use:**
> - If the Test Administrator Interface is accidentally closed while students are still testing, the session will remain open until it times out after 30 minutes. The test

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administrator can open the web browser and navigate back to the Test Administrator Interface. The test administrator will be prompted to enter the active session ID.

- If the Test Administrator Interface or Test Administrator Practice Site web browser is accidentally closed while students are still testing, the session will remain open until it times out after 30 minutes. The test administrator can open the web browser and navigate back to the Test Administrator Interface. The test administrator will be prompted to enter the active session ID.

- As a security measure, test administrators are automatically logged off of the Test Administrator Interface after 30 minutes of test administrator user inactivity and student inactivity in the test session, which will result in closing the test session. If this occurs, the test administrator will have to create a new session and the students will have to log on to the new session to resume testing. When starting a new session, the test administrators should give the students the new session ID so they can log on and resume testing.

Ending a Test Session

When there are approximately 10 minutes left in the test session, the test administrator should give students a brief warning.

SAY:
Nos estamos acercando al final de esta sesión de la prueba. Por favor, revisen ahora las preguntas que han completado o que han seleccionado para revisar. No envíen su prueba a menos de que hayan contestado todas las preguntas.

SAY:
Si están trabajando en un grupo de preguntas para un mismo pasaje de lectura, por favor contesten todas las preguntas de ese grupo.

SAY:
Avísenme si necesitan más tiempo.

After answering the last item in each segment, each student is presented with a screen prompting the student to review answers (marked and unmarked) for all items available to the student or prior to submitting the test. Mark for Review is provided as a reminder to a student

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that the student had a question or concern about a particular item, but the student is permitted to review all items—marked or unmarked—within the constraints of the pause rule.

After answering the last question, students must submit their tests. If students would like to review their answers before submitting their test, they can do so by selecting [**TERMINAR PRUEBA**]. Once students have reviewed their answers, students must select [**FINALIZAR PRUEBA**] to submit their tests. Once students have selected [**FINALIZAR PRUEBA**], they will not be able to review their answers.

SAY:

Esta sesión de prueba se ha terminado. Si no han terminado la prueba, seleccionen PAUSA y podrán terminarla en otra sesión.

[Para la prueba CSA: podrán regresar y cambiar sus respuestas cuando regresen a la prueba, siempre y cuando regresen a la prueba dentro del tiempo permitido para la CSA].

Si han contestado a todas las preguntas y han terminado de revisar sus respuestas, seleccionen [FINALIZAR PRUEBA]. Ahora recogeré sus materiales.

Test administrators should select [**Stop Session**] to end the test session and pause any student test in the session that is still in progress. When finished, test administrators can log off the Test Administrator Interface by selecting the [**Logout**] button at the top right. Test administrators should also collect any used scratch paper.

Logging Off

Use caution when logging off the Test Administrator Interface as this will log the test administrator off other related systems (e.g., Completion Status, Interim Assessment Hand Scoring, and TOMS). To log off the Test Administrator Interface, select the [**Logout**] button in the top-right corner of the screen on the Single Sign-On system banner (shown in Figure 56).

Q Student Lookup   Approved Requests   Print Session   Help Guide   Alerts   Logout as
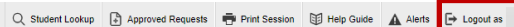
Figure 56. Single Sign-On system banner

The test administrator's session will be closed, and the test administrator will be directed to the CAASPP website after logging off. The test administrator will not be able to resume the test session.

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> ⚠️ **Alert:** This scenario also occurs when a test administrator navigates to another site from the Test Administrator Interface. If the test administrator needs to access TOMS or another application, the test administrator is encouraged to open a separate browser window and use that window for other applications.
>
> - If a test administrator unintentionally logs off the Test Administrator Interface while students are still testing, all in-progress tests will be paused, and the students will be logged off. The test administrator cannot resume the original session. The test administrator will need to log back on, start a new session, and provide the new session ID to students who need to log back on and resume testing.

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Troubleshoot Issues During Testing

> **Resource in This Subsection:**
>
> - *CAASPP and ELPAC Technical Specifications and Configuration Guide for Online Testing* web document—http://www.caaspp.org/rsc/pdfs/CAASPP-ELPAC.tech-specs-and-config-guide.2019-20.pdf

This subsection describes how to troubleshoot some situations in which a student cannot connect to a test.

Resolving Secure Browser Error Messages

This section provides possible resolutions for the following messages that students may receive when signing in.

- **Secure Browser Not Detected:** The system automatically detects whether a device is using the secure browser to access the online testing system. The system will not permit access to a test other than through the secure browser; under no condition may a student access a test using a nonsecure browser.

- **You Cannot Login with This Browser:** This message occurs when the online testing system cannot determine if the student is taking the test through the correct secure browser. To resolve this issue, ensure the latest version of the secure browser is installed and that the student launched the secure browser instead of a standard web browser. If the latest version of the secure browser is already running, then log the student off, restart the device, and try again.

- **Looking for an Internet Connection:** This message occurs when the secure browser cannot connect to the test delivery system. This is most likely to occur if there is a network-related problem. The easiest thing to check is if the network cable is plugged in (for wired connections) or if the Wi-Fi connection is live (for wireless connections). Also check if the secure browser must use specific proxy settings; if so, those settings must be part of the command that launches the secure browser.

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- **Test Environment Is Not Secure:** This message can occur when the secure browser detects a forbidden application running on the device (refer to the subsection *Security of the Test Environment*). If this message appears on an iPad, ensure that either ASAM or Automatic Assessment Configuration is enabled. Refer to the *CAASPP and ELPAC Technical Specifications and Configuration Guide for Online Testing* or contact the technology coordinator to determine if you are testing with ASAM.

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Chapter 10. Overview of the Student Testing Application

Additional Resource for This Chapter:

- CAASPP List of Acronyms and Initialisms web page—
  http://www.caaspp.org/about/abbreviations.html

Signing In to the Student Testing Site

Resources in This Section:

- CAASPP website—http://www.caaspp.org/
- Wikipedia Unicode input web page—https://en.wikipedia.org/wiki/Unicode_input

This section describes the student sign-in process for the student testing application. Students follow this procedure when starting a new test or resuming a paused test.

Notes: Students must sign in to the appropriate testing site:

- For sessions created in the Test Administrator Interface, students sign in to the student testing application using the secure browser.

- For sessions created in the Test Administrator Training Site, students sign in to the Student Training Site. Students can access the Student Training Site via the [**Practice & Training Tests**] button on the CAASPP website web page, or via their secure browser by selecting the [Training Test] link.

If students do not know their exact information as it appears in CALPADS, a test administrator or test examiner can retrieve it in the Test Administrator Site (refer to the subsection *How to Look Up Students*).

Step 1: Signing Students In

To sign students in to a test session:

1. Launch the secure browser on the student's testing device. The *Student Sign-In* screen appears (refer to Figure 57).
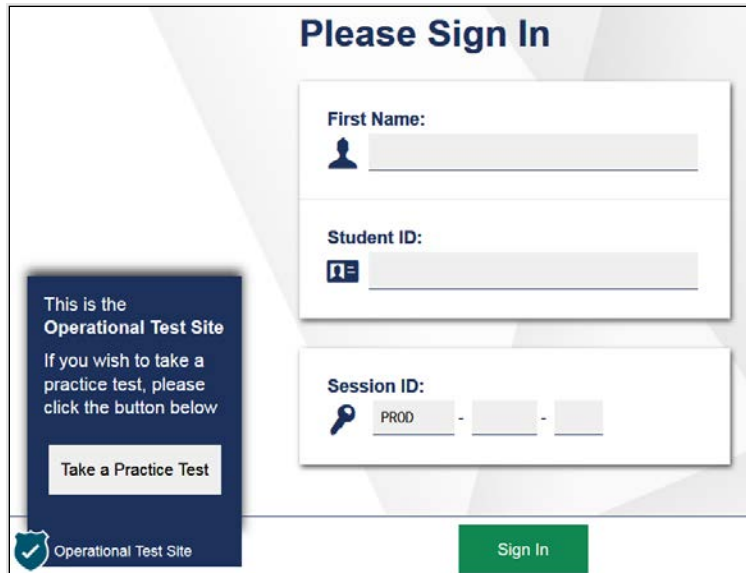

Figure 57. *Student Sign-In* screen

2. Students enter the following information:

   a. In the *First Name* field, students enter their first name as it appears in CALPADS.

   b. In the *SSID* field, students enter their SSID as it appears in CALPADS.

   c. In the *Session ID* field, students enter the session ID as it appears on the Test Administrator Site (and indicated in Figure 58).

Figure 58. Sample session ID

3. Students select the [**Sign In**] button. The *Is This You?* page appears (shown in Figure 59).

To enter special characters that appear in a student's name:

1. If there is a special character in the student's first name, the student must use the Unicode character equivalent for that character. Follow these guidelines. The Wikipedia topic *Unicode input* provides more information about entering Unicode characters and contains links to additional resources.

- **Windows:** Press [**Alt**] + number pad [**####**]. For example, press the [**Alt**] + keypad [0201] to create the "É" in "JOSÉ."

- **Chrome:** Press [**Ctrl**] + [**Shift**] + [**U**] until an underlined "U" is displayed, and then key in the key sequence for the character. For example, after the underlined "U," type [**00C9**] + [**Enter**] or [**Space**] to create the "É" in "JOSÉ."

- **macOS and iOS:** Hold the standard character key until the Unicode accent characters are displayed. For example, holding down "A" will provide eight accented versions of the "A."

- **Linux:** Press [**Ctrl**] + [**Shift**], type [**U**], and then type the hexadecimal digits.

Common Student Sign-in Errors

The test delivery system generates an error message if a student cannot sign in. The following are the most common student sign-in issues:

- **Session does not exist:** The student entered the Session ID incorrectly or signed in to the wrong site. Verify that the student correctly entered the active Session ID. Also, verify that both the test administrator or test examiner and the student are using the correct sites. For example, students signed in to the Student Training Site cannot access sessions created in the Test Administrator Interface.
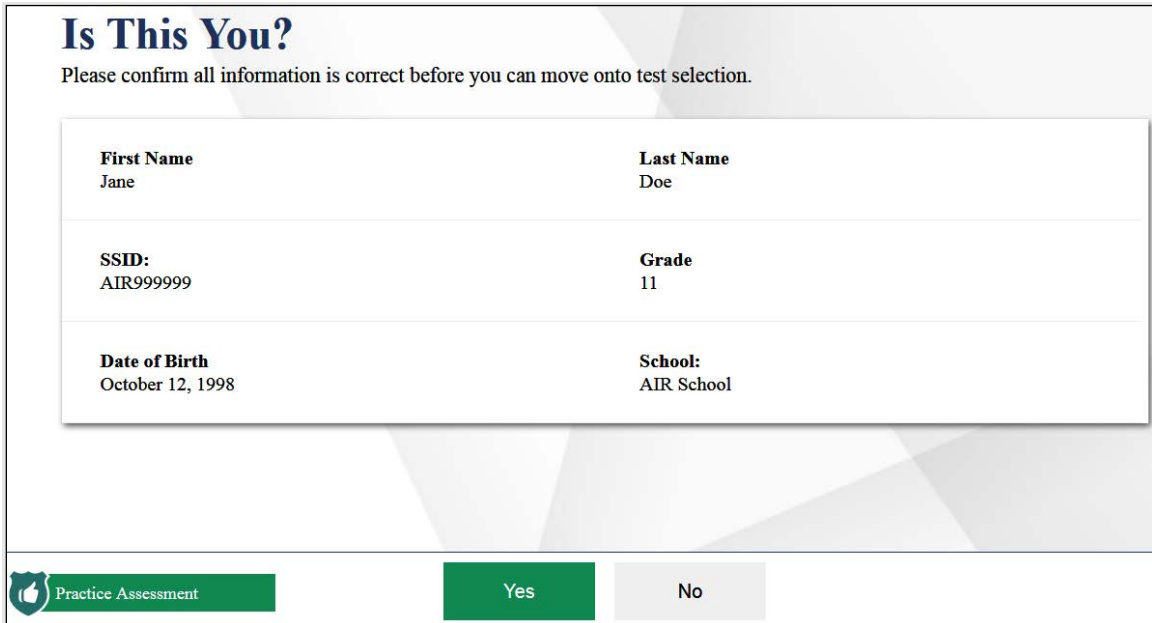
> **Note:** As shown in Figure 57, a message displayed in the bottom-left corner of the *Student Sign-In* page indicates which site the student is on, the practice site or the operational site. If a student is on the wrong site, the student can select the button included in the message to proceed to the correct site.

- **Student information is not entered correctly:** Verify that the student has entered the student's name exactly as it appears in the Student Lookup tool. Spaces or accented characters must also be included; special characters in names may be added by typing the Unicode character (for example, by pressing the [Alt] + keypad [0201] to create the "É" in "JOSÉ" on Windows devices). Refer to the subsection *How to Look Up Students* for additional information about using Unicode characters.

- **Student information is not entered correctly:** Verify that the student used a correct SSID and did **not** preface the SSID with "CA-" as had been required in previous years. If this does not resolve the error, use the Student Lookup tool to verify the student's information. Refer to the subsection *How to Look Up Students* for additional information.

- **Session has expired:** The Session ID corresponds to a closed session. Ensure that the student enters the correct Session ID and verify that the session is open. For more information about test sessions, refer to the subsection *Creating a Test Session*.

- **Student is not associated with the school:** The student is not associated with the school, or the test administrator or test examiner is not associated with the student's school.

Step 2: Verifying Student Information

After students sign in, the *Is This You?* page (i.e., screen) appears ([Figure 59](#)). Students verify their personal information on this page.

Is This You?

Please confirm all information is correct before you can move onto test selection.

First Name	Last Name
Jane	Doe

SSID:	Grade
AIR999999	11

Date of Birth	School:
October 12, 1998	AIR School

Practice Assessment | Yes | No

Figure 59. *Is This You?* page

To verify personal information:

1. If all the information is correct, students select [**Yes**]. The *Your Tests* page appears ([Figure 60](#) on the next page).

2. If any of the information displayed is incorrect, the student must not proceed with testing. The student should select [**No**]. A test administrator or test examiner must notify the CAASPP test site coordinator that the student's information is incorrect.

> ⚠ **Warning:** Incorrect student demographic information must be updated before the student begins testing. Tell the LEA CAASPP coordinator or CAASPP test site coordinator (as appropriate) that the student's information needs to be updated. Students should not begin testing until their information is correct.

Step 3: Selecting a Test

The *Your Tests* page (i.e., screen) displays all the tests that a student is eligible to take (refer to [Figure 60](#)). Students (or the test examiner for the CAA) can only select tests that have been selected by the test administrator or test examiner and still need to be completed.

Tests are shaded in a light color with an arrow icon pointing at the test name. When starting a new test opportunity, the arrow is solid. When resuming a test opportunity, the arrow is striped.
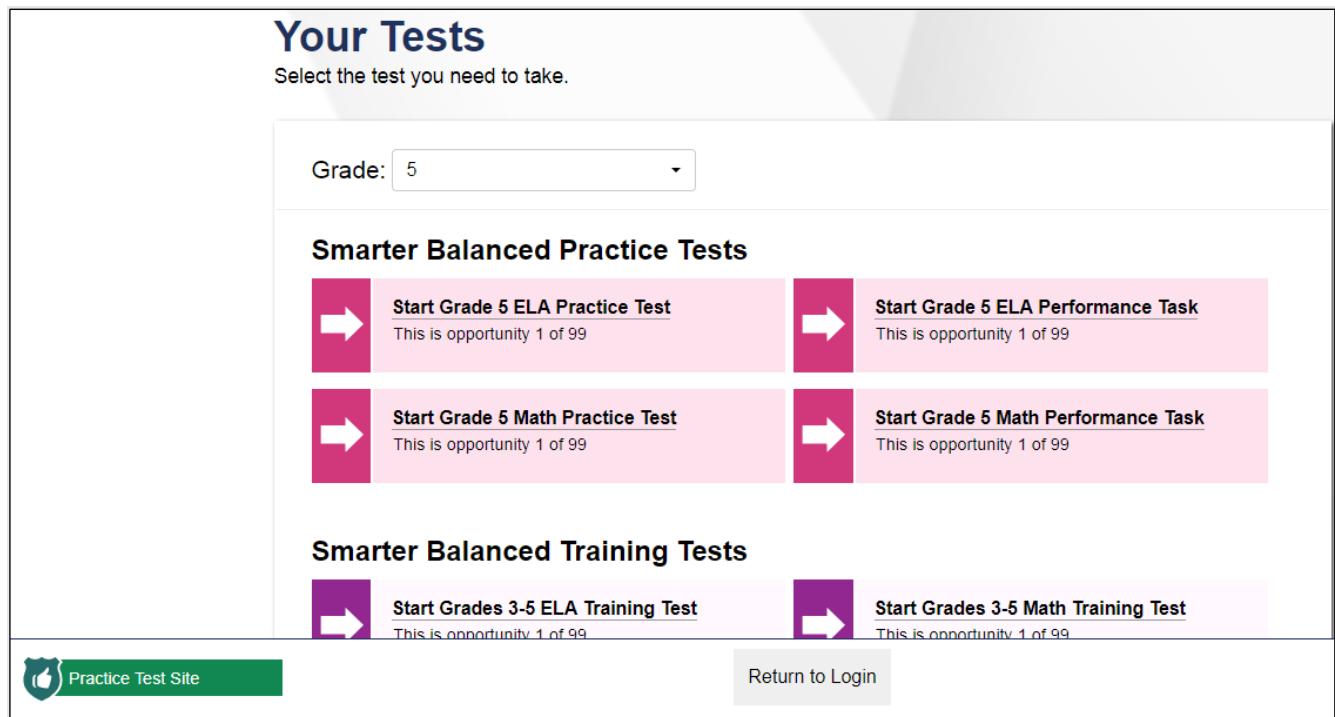

Figure 60. Sample *Your Tests* page

To select an available test:

1. Students or the test examiner (for a CAA) select the required test name. The request is sent to the test administrator or test examiner for approval, and the *Waiting for Approval* message appears (Figure 61).
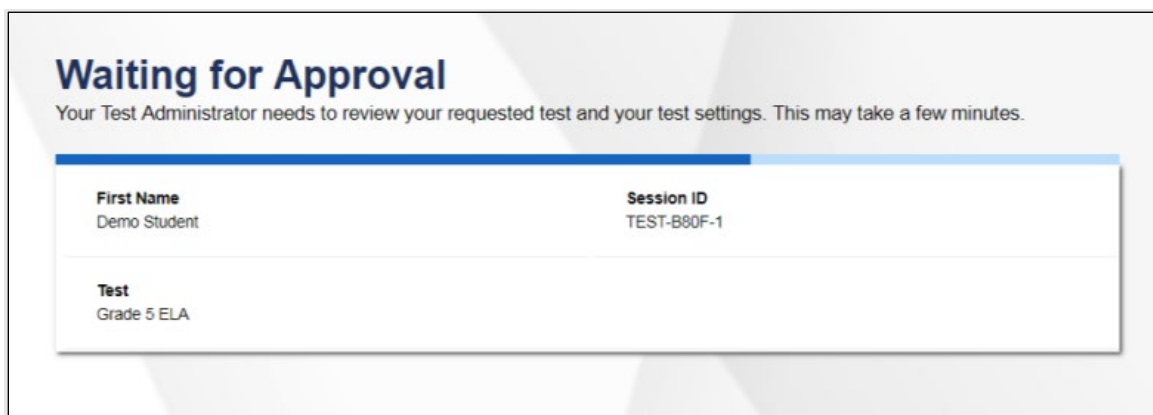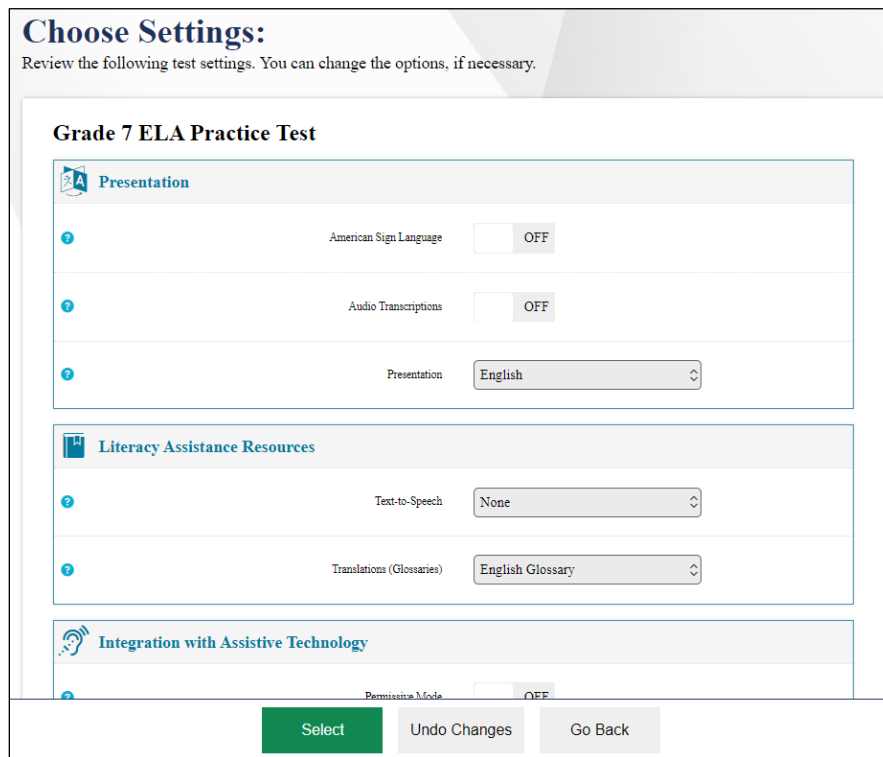

Figure 61. *Waiting for Approval* dialog box

2. If a student's required test is not displayed, the student should select [**Back to Login**]. Verify the test session includes the correct tests and add additional tests, if necessary.

Step 4: Verifying Test Information

After the test administrator or test examiner approves the student for testing, the student (or the test examiner, for a CAA) should verify the test information and settings on the *Your Test Settings* page (i.e., screen) (refer to [Figure 62](#) for the *Choose Settings* screen that is available in a practice test).

Choose Settings:
Review the following test settings. You can change the options, if necessary.

Grade 7 ELA Practice Test

Presentation

    American Sign Language   OFF

    Audio Transcriptions   OFF

    Presentation   English

Literacy Assistance Resources

    Text-to-Speech   None

    Translations (Glossaries)   English Glossary

Integration with Assistive Technology

    Permissive Mode   OFF

Select   Undo Changes   Go Back

Figure 62. *Choose Settings* **page**

To verify test information:

1. If the settings are correct, students (or the test examiner, for a CAA) select [**Select**].

2. If the settings are incorrect, students (or the test examiner, for a CAA) select [**Go Back**]. The test administrator or test examiner must report the incorrect test settings to the CAASPP test site coordinator, who will update them as required in TOMS and reschedule the student's testing. After a student's test settings are corrected, the student must sign in and request approval again.

Step 5a: Text-to-Speech Check

The *Text-to-Speech Sound Check* page (i.e., screen) appears if a student has the text-to-speech setting ([Figure 63](#)). On this page, students verify that text-to-speech is working properly on their device. Students can only use text-to-speech within a supported secure browser.
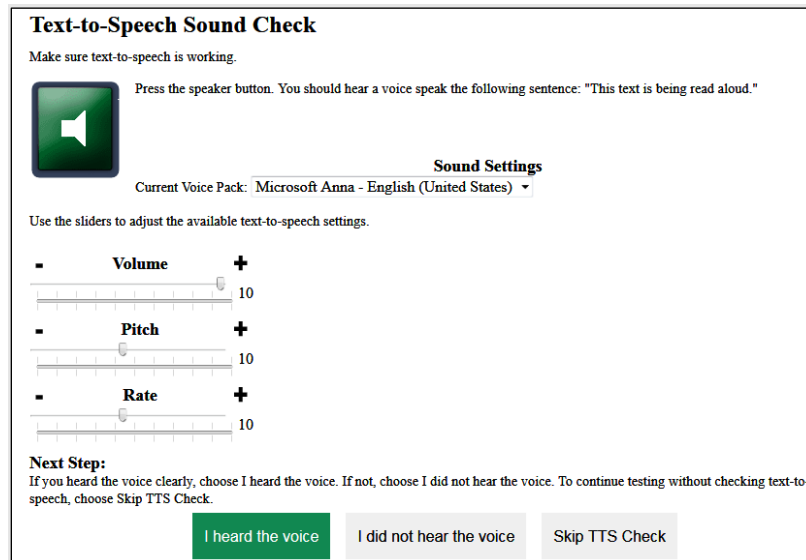
Text-to-Speech Sound Check

Make sure text-to-speech is working.

Press the speaker button. You should hear a voice speak the following sentence: "This text is being read aloud."

Sound Settings
Current Voice Pack: Microsoft Anna - English (United States)

Use the sliders to adjust the available text-to-speech settings.

- **Volume** +
  10
- **Pitch** +
  10
- **Rate** +
  10

Next Step:
If you heard the voice clearly, choose I heard the voice. If not, choose I did not hear the voice. To continue testing without checking text-to-speech, choose Skip TTS Check.

[I heard the voice]   [I did not hear the voice]   [Skip TTS Check]

Figure 63. *Text-to-Speech Sound Check* page

> **Note:** When text-to-speech is enabled, students may adjust the volume, pitch, and rate settings once the test begins by selecting the Settings menu (cog wheel icon, [⚙]) in the upper-right corner of the screens. They do not have to exit the test to do so.

To check text-to-speech functionality:

1. Students select the [**TTS Speaker**] speaker [🔈] icon and listen to the audio.

    a. If the voice is clearly audible, students select [**I heard the voice**].

    b. If the voice is not clearly audible, students adjust the settings using the sliders and select the [**TTS Speaker**] icon again.

    c. If students still cannot hear the voice clearly, they select [**I did not hear the voice**] and close the secure browser. A test administrator can work with students to adjust their audio or headset settings (for more information, refer to the subsection *Troubleshooting Audio Issues*). They can sign in again when the issue is resolved.

    d. To continue without testing text-to-speech, students select [**Skip TTS Check**].

Step 5b: Sound and Video Check

The *Audio/Video Checks* page (i.e., screen) appears for tests with listening questions (refer to [Figure 64](#)). Students verify that they can see the sample video and hear the sample audio. The screen is in Spanish for the CSA.
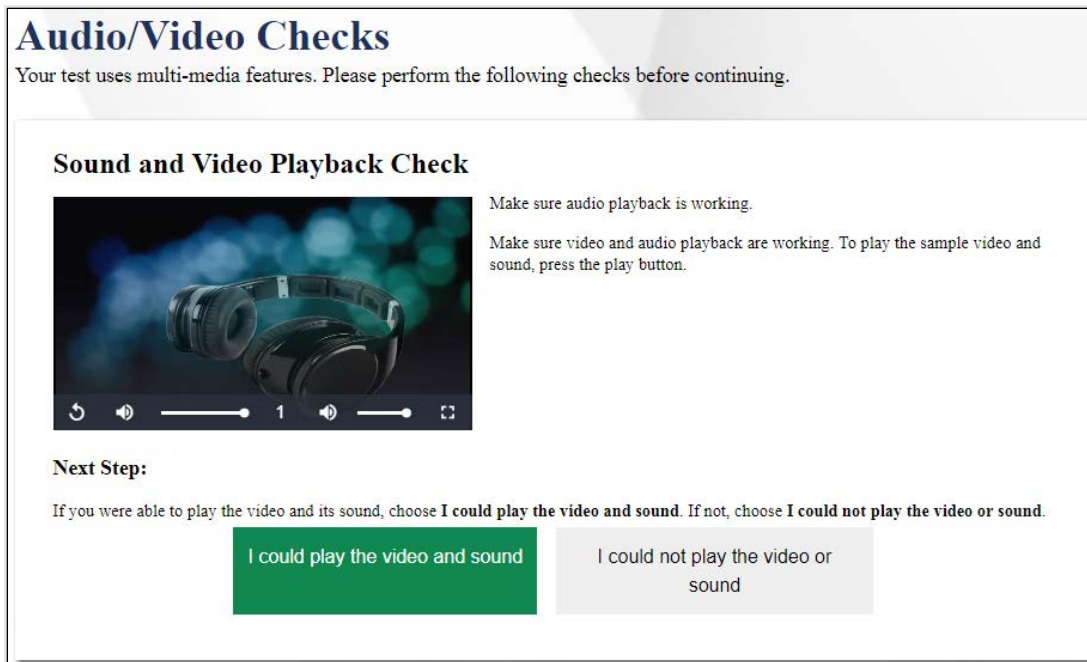

Figure 64. *Audio/Video Checks* **page**

To check audio and video settings:

1. Students play the video and listen to the audio by selecting the [**Play**] arrow [▶] icon.

2. Depending on the sound and video quality, students do one of the following:

    a. If the student can see the video and hear the sound, students select [**I could play the video and sound**]. The *Instructions and Help* page appears.

    b. If the student cannot see the video and hear the sound, students select [**I could not play the video or sound**]. The *Video Playback Problem* page appears, giving students two options:

        • Students can select [**Try Again**]. They will return to the *Sound and Video Playback Check* page.

        • Students can select [**Log Out**]. A test administrator or test examiner should troubleshoot the device and headphones or move the student to another device with working audio and video.

Troubleshooting Audio Issues

Prior to testing, ensure that audio is enabled on each device and that headsets are functioning correctly. If audio issues occur, do the following:

- Ensure headphones are securely plugged in to the correct jack or USB port.

- If the headphones have a volume control, ensure the volume is not muted.

- Ensure that the audio on the device is not muted (often via a control panel or settings window).

If the student is still experiencing issues, contact the CAASPP test site coordinator or school technology coordinator.

Step 6: Viewing Test Instructions and Starting the Test

The *Instructions and Help* page (i.e., screen) is the last step of the sign-in process (refer to Figure 65). Students may review this page to understand how to navigate the test and use test tools.
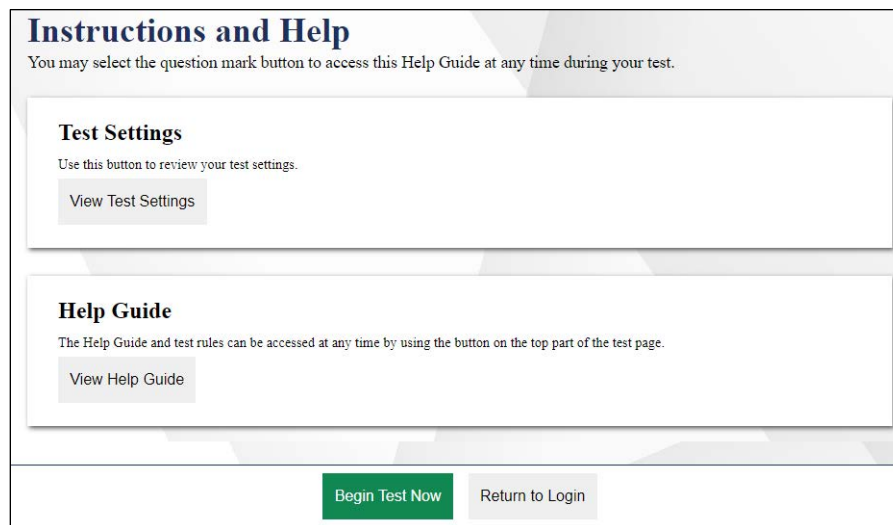
Figure 65. *Instructions and Help* **page**

To proceed and begin the test:

1. After reviewing this page, students select [**Begin Test Now**]. The test opportunity officially begins or resumes.

Features of the Student Testing Application

> **Resources in This Section:**
> - CDE Student Accessibility web page—
>   https://www.cde.ca.gov/ta/tg/ca/accesssupport.asp
> - *CAASPP and ELPAC Accessibility Guide for Online Testing* web document—
>   http://www.caaspp.org/rsc/pdfs/CAASPP-ELPAC.accessibility-guide.2019-20.pdf

This section describes the layout of the student testing application and the available testing tools. Note that tools and features vary depending on the test being taken; not all tools are available for all tests.

Test Layout

Figure 66 shows the main sections of the layout for a test page (i.e., screen) that includes a stimulus.
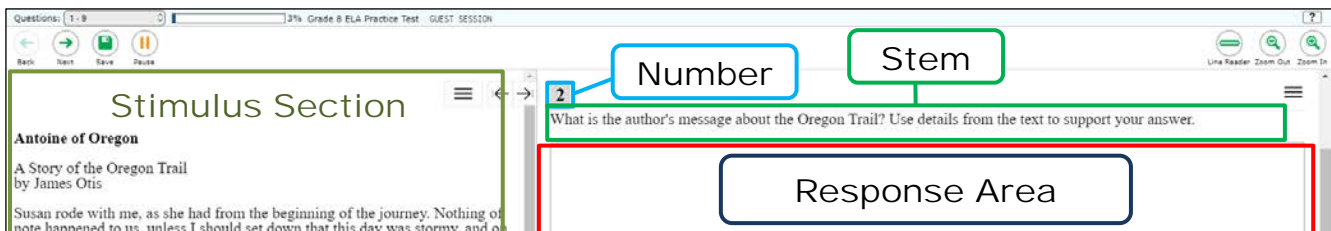
Figure 66. Test layout

A test page can include the following sections:

- The *Global Menu* section displays the global navigation and tool buttons. The banner above the Global Menu displays the *Questions* drop-down list, test information, [**Help**] question mark [**?**] button, and [**System Settings**] cog wheel [⚙] button.

- The *Stimulus* section appears only for questions associated with a stimulus. A stimulus is a reading passage or other testing material (such as a video or graphic) that students review in order to answer associated questions. This section contains the stimulus content (such as a reading passage or graphic), context menu, and expand passage tool.

- The *Question* section contains one or more test questions (also known as "items"). Each question includes a number, context menu, stem, and response area.

For more information about the global menu and context menus, refer to the subsection *Using Menus and Tools*.

Test Tools

This section provides an overview of the test delivery system's available tools.

Figure 67 shows the primary features and tools available in the test delivery system.

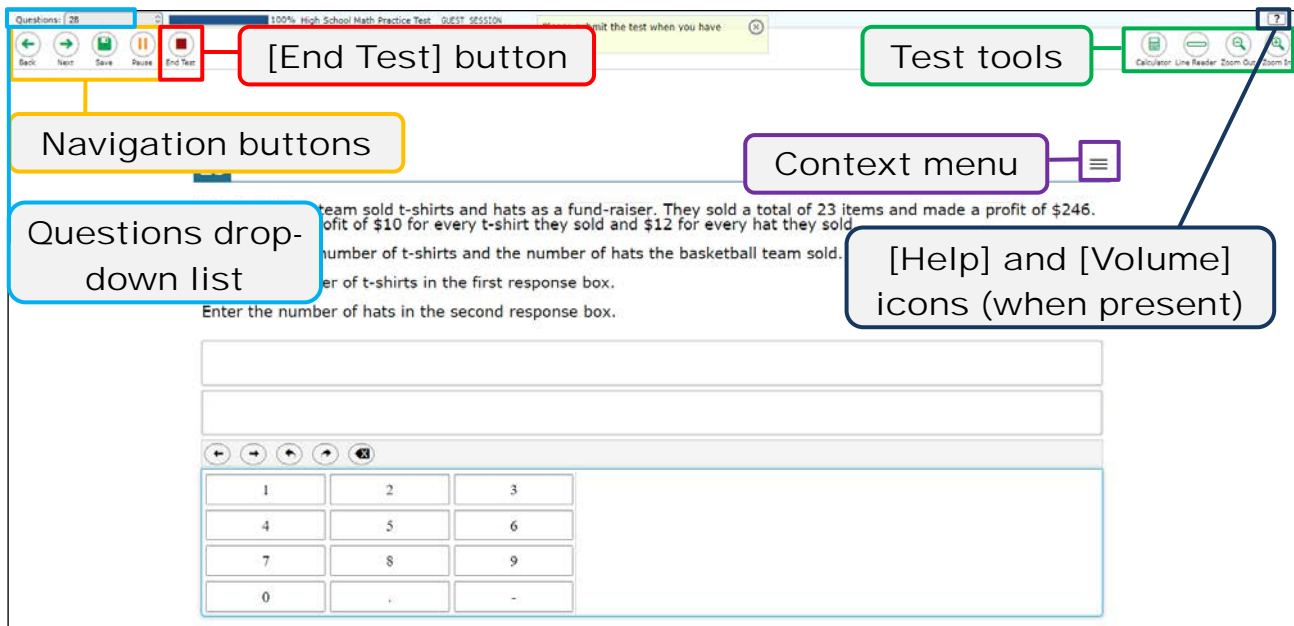**Figure 67. Test page**

> **Note:** Some tools are available for all tests, while others are only available for a particular subject, accessibility resource, or type of question.

Table 16 and Table 17 list the student testing application's available global tools and context menu tools, respectively.

Table 16. Global Tools

Global Tool	Instructions
Help [?]	To view the on-screen *Help Guide* window, the student selects the [**Help**] question mark [?] icon in the upper-right corner.
Calculator	To use the on-screen calculator, the student selects the [**Calculator**] [ ] icon.
Dictionary	To look up definitions and synonyms in the Merriam-Webster dictionary or thesaurus, the student selects the [**Dictionary**] open book [ ] icon.
Formula XY²	To view the on-screen formula (also called *science reference*) sheet, the student selects [**Formula**] in the global menu.
Line Reader	The student moves an on-screen horizontal line that surrounds each line of text with shading after selecting the [**Line Reader**] line icon.
Masking	The student takes the following steps to temporarily cover a distracting area of the test page: 1. Select the [**Masking**] square [ ] icon. 2. Select and drag across the distracting area. 3. Release the mouse button. 4. To close the Masking tool, select [**Masking**] again.
Notes	To open the on-screen notepad, the student selects the [**Notes**] paper/pencil [ ] icon.
Periodic Table	To view the on-screen periodic table, the student selects [**Periodic Table**] in the global menu.
Print-on-Demand	To print a test item when Print-on-Demand has been enabled, the student selects the [**Print Page**] printer [ ] icon.

Table 16 *(continuation)*

Global Tool	Instructions
Print Passage [🖨]	To print a passage, the student selects the [**Print Passage**] printer [🖨] icon.
System Settings [⚙]	To adjust audio volume or the rate and pitch of speech for Text-to-Speech during the test, the student selects the [**System Settings**] cog wheel [⚙] icon in the upper-right corner.
Transcripts [📄]	To view a transcript of the audio content for the current test page, the student selects the [**Transcripts**] button in the global menu. The text in transcripts can be read by a screen reader.
Zoom buttons [🔍➕] [🔍➖]	To enlarge the text and images on a test page, the student selects the [**Zoom In**] magnifying glass (plus) [🔍] icon. The student can zoom in up to four levels. To undo zooming, select [**Zoom Out**] magnifying glass (minus) [🔍] icon.

Table 17. Context Menu Tools and Stimulus Tools

Tool Name	Instructions
American Sign Language (ASL)	To view audio content translated into ASL via an on-screen video, the student selects *American Sign Language* from the context menu.
	The student takes the following steps to view ASL videos:
	1. From the context menu, select **American Sign Language** [American Sign Language / Highlight Selection].
	• If only one ASL video is available, the video opens automatically.
	• If multiple ASL videos are available, sign language [🖐] icons appear next to the test content for each video. The student may select the icon for the test content to translate into ASL.
Closed Captioning	Questions and stimuli with audio elements automatically display closed captions for students testing with the appropriate accommodations.

Table 17 *(continuation one)*

Global Tool	Instructions
Expand Item or passage	Test questions (items) in the right pane of the testing screen can be expanded to cover the width of the whole screen. When used in conjunction with the Expand Passage universal tool—that is, Expand Passage is not turned off by the test administrator—the student can use this tool to expand either passages or questions. (This tool is the default expansion tool in the CAAs for ELA and mathematics.) • To expand the passage section, the student selects the right arrow icon [→|] below the global menu. To collapse the expanded passage section, the student selects the left arrow icon [|←] in the upper-right corner. • To expand the question section, the student selects the left arrow icon [|←] below the global menu. To collapse the expanded question section, the student selects the right arrow icon [→|] in the upper-left corner.
Glossary (Word List)	To open the glossary, the student selects a word or phrase that has a border around it.
Highlighter	To highlight text, the student selects the text on the screen and then select *Highlight Selection* from the context menu. To remove highlighting, the student selects *Reset Highlighting* from the context menu. Text in images cannot be highlighted. This tool is not available while the Line Reader tool is in use. Highlighting persists only during a single test session.
Mark for Review	To mark a question for review, the student selects *Mark for Review* from the context menu. The question number displays a flap in the upper-right corner, like this: **1**; and a [**Mark for Review**] flag-check icon [🚩✓] appears next to the number. The *Questions* drop-down list displays "(marked)" `1 (marked) ⇕` for the selected question.

Table 17 *(continuation two)*

Global Tool	Instructions
Notepad	To enter notes for a question, the student selects *Notepad* from the context menu. After the student enters a note, the [**Notepad**] note [✏️] icon appears next to the question number. The student can access notes only for a question on that question's test page.
Print Item	To send a print request for an individual question, the student selects *Print Item* from the context menu. After sending the request, the [**Printer**] [🖨️] icon appears next to the question number.

Strikethrough	For selected-response questions, the student can cross out an answer option to focus on the options the student thinks might be correct. There are two options for using this tool:
	
	1. Option A:
	   a. To activate Strikethrough mode, the student opens the context menu and select *Strikethrough*.
	   b. The student selects each answer option to strike out.
	   c. To deactivate Strikethrough mode, the student presses the [Esc] key or select outside the question's response area.
	2. Option B:
	   a. the student right-clicks an answer option and select *Strikethrough*.

Text-to-Speech	To listen to passages and questions, the student selects a speak option from the context menu.
Tutorial	To view a short video demonstrating how to respond to a particular question type, the student selects *Tutorial* from the context menu.

Using Menus and Tools

This section describes how to use the global and context menus to access on-screen tools. This section also provides further details for using some of the student testing application tools.

> **Note:** Students can access tools using a mouse or keyboard commands. For information about keyboard commands, refer to Table 20.

About the Global Menu

The global menu at the top of the test page contains navigation buttons on the left and tools on the right (refer to Figure 68).
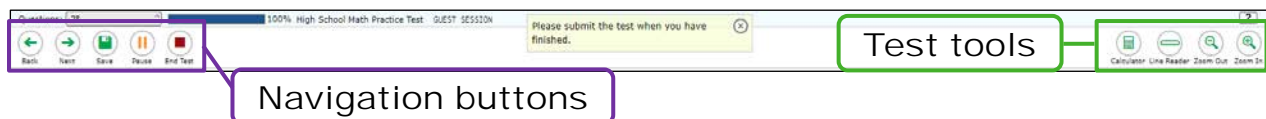
Figure 68. Global menu

To open a test tool in the global menu:

1. The student selects the button for the tool. The selected test tool activates.

About the Context Menus

Each test question may include several elements, such as the question number and answer options (refer to Figure 66). The context menu for each element (including the stimulus) only contains tools applicable to that element (refer to Figure 69.
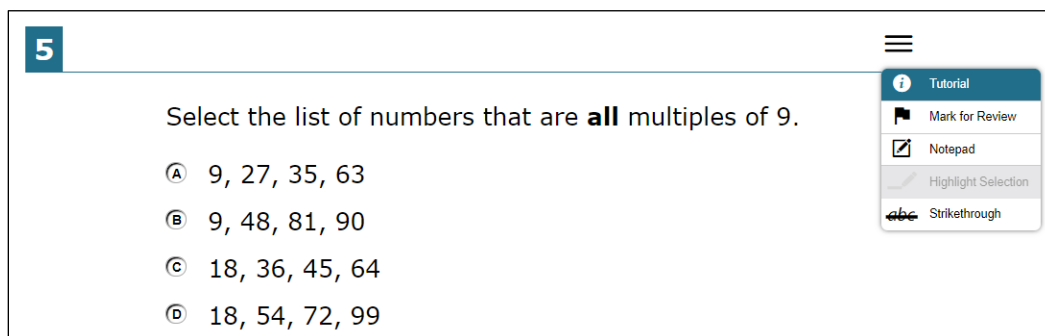
Figure 69. Context menu for a mathematics question

Opening a Context Menu for Passages and Questions

Students can access context menus by right-clicking elements or by selecting elements and then selecting the context menu button.

To access the context menu for a passage or question:

1. The student selects the [**Context Menu**] parallel line [☰] icon in the upper-right corner of the passage or question. The context menu opens.

2. The student selects a tool to activate or open it.

Opening a Context Menu for Answer Options

Students can use the context menu to access tools for answer options in a multiple-choice or multiselect question.

To access an answer option's context menu:

1. To open the context menu, the student performs one of the following actions:

   - If the student is using a **two-button mouse**, right-click an answer option.

   - If the student is using a **single-button mouse**, select an answer option while pressing the [Ctrl] key.

   - If the student is using a **Chromebook**, select an answer option while pressing the [Alt] key.

   - If the student is using a **tablet**, tap the answer option and then tap the [**Context Menu**] icon; this selects the answer option until selecting a different option.

2. The student selects a tool from the context menu. Figure 70 shows a context menu for a sample ELA item.
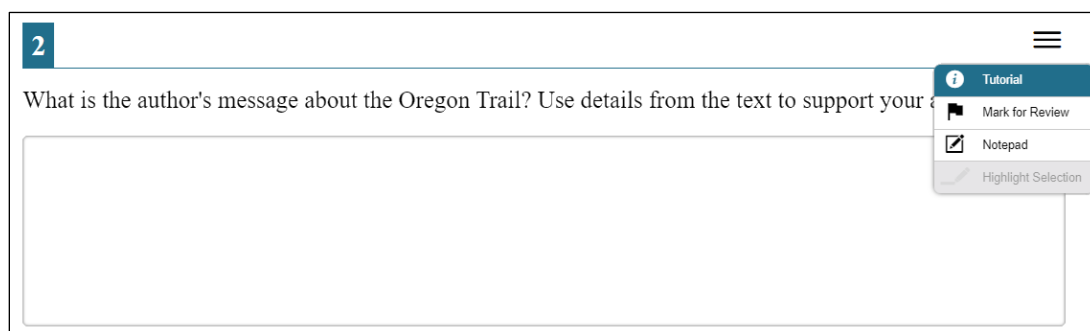
Figure 70. Context menu for ELA question *(sample screen)*

About the Masking Tool

Students who have masking as a designated support can use the Masking tool to allow them to hide sections of the test page they find distracting (Figure 71).
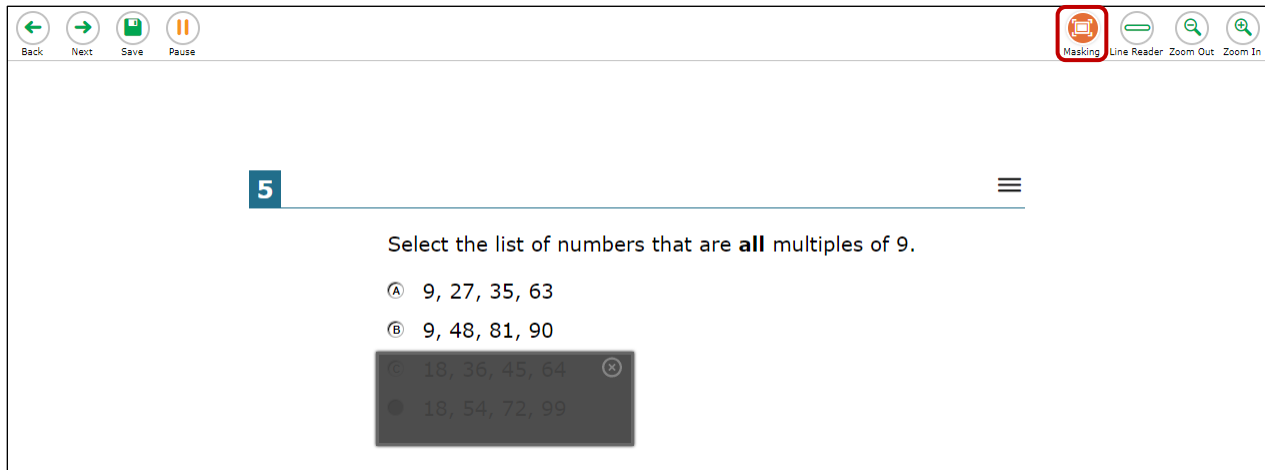
Figure 71. Test page with masked area *(sample screen)*

To mask an area of a test page:

1. To activate the Masking tool, the student selects [**Masking**] in the global menu. The button changes color and becomes orange.

2. The student selects and drag across the distracting area of the test page using the mouse (desktop or laptop) or a finger (tablet).

3. The student releases the mouse button or lifts a finger. The selected area becomes dark gray. The tool remains active until the student deactivates it.

To deactivate the masking tool:

1. The student selects [**Masking**] in the global menu again. The button becomes green. Any masked areas remain on the screen until the student removes them.

To remove a masked area from a test page:

1. The student selects the [**X**] in the upper-right corner of a masked area. Note that this does *not* delete any masked areas on the screen.

About the Line Reader Tool

A student moves an on-screen horizontal line that surrounds each line of text with shading after selecting the [**Line Reader**] line icon (indicated in Figure 72). To move the line reader, the student selects (clicks) anywhere on the next line to be shaded.
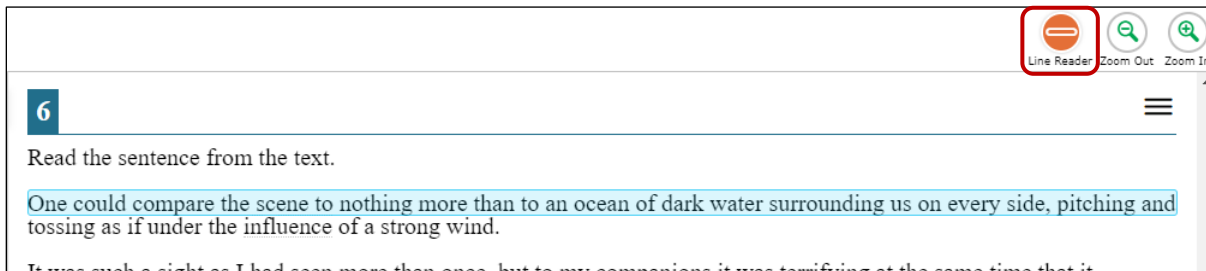
Figure 72. Line Reader *(sample screen)*

- This universal tool applies to both items and passages.

- Selecting an answer option with the line reader universal tool also will cause an option such as a radio button or check box to be selected.

  - If the student selects the "Option B" radio button in a vertical list of answer options, selecting (clicking) Option B's text will both shade the line of text in the line reader *and* select that answer option as the student's response to the test question (Figure 73). Students must select a line of text away from a radio button answer option—in a passage or the test question, for example—to unselect the selected line as the focus of the line reader universal tool. However, that answer option is still selected as the student's response unless or until the student selects a different option.
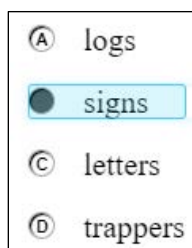
Figure 73. Line Reader with a radio button

  - If the student selects the "Option E" check box in a vertical list of answer options, selecting (clicking) Option E's text will both shade the line of text in the line reader *and* select that answer option as one of the student's responses to the test question (Figure 74). Students must select a line of text away from a check box answer option—in a passage or the test question, for example—to unselect the selected line as the focus of the line reader universal tool. However, that answer option is still selected as one of the student's responses unless or until the student selects the check box to unselect it.
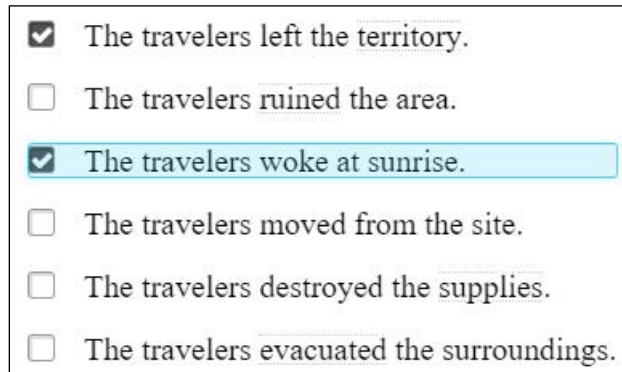
Figure 74. Line Reader with a check box

About Text-to-Speech

Students testing with text-to-speech can listen to passages, questions, and answer options (refer to Figure 75). text-to-speech is only available for operational testing when using the secure browser and only when assigned as an embedded accommodation (Smarter Balanced for ELA and CSA reading passages) or designated support (mathematics, ELA, CAST, and CSA items). Text-to-speech is only available for the practice tests in conjunction with a supported Chrome or Firefox web browser.

For information about configuring text-to-speech, refer to the *CAASPP and ELPAC Accessibility Guide for Online Testing*.
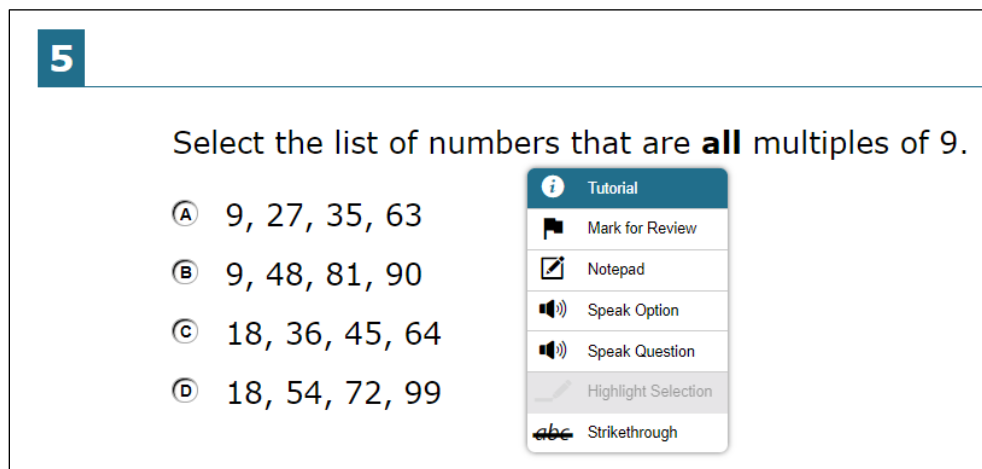
Figure 75. Speak tool options for questions

To listen to content with the text-to-speech tool:

- To listen to a passage, students open the passage context menu and select a Speak option. Students can also select a portion of text to listen to, such as a word or phrase. To do this, students select the text, open the passage context menu, and select *Speak Selection*.

> ⚠️ **Alert:** When listening to passages, students can pause text-to-speech and then resume it at the point where it was paused. However, this feature is not available on mobile devices. Students testing on mobile devices can resume a paused text-to-speech passage by selecting the remaining text to be read aloud and selecting *Speak Selection* from the context menu.

- To listen to a question or answer options, students open the question context menu and select one of the following Speak options:
  - To listen only to the question, the student selects *Speak Question*.
  - To listen to a multiple-choice question and all answer options, the student selects *Speak Question and Options*.
  - To listen only to an answer option, the student selects the answer option and then selects *Speak Option* from the context menu. The student can also right-click the answer option and select *Speak Option*.

Text Response Formatting Toolbar

In addition to the standard test tools described in the subsection *Test Tools*, students can use a formatting toolbar for part 2 of the ELA PT above the response field for text response questions (refer to Figure 76). The formatting toolbar allows students to apply styling to text and use standard word-processing features.
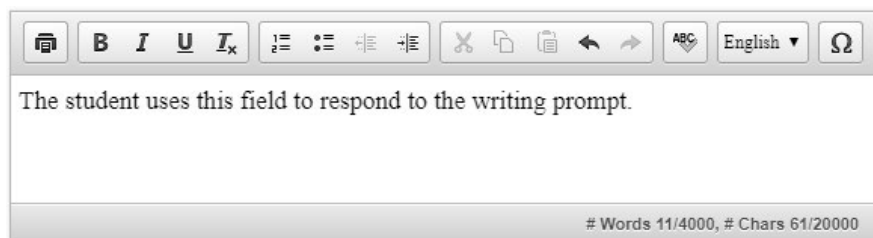
Figure 76. Text response question with Formatting toolbar
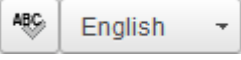
> 📄 **Notes:**
> - The lower-right corner of the response field displays the word count and character count for the student's response.
> - The [**Print**] printer icon shown in Figure 76 is available in practice and training tests only and allows a text response for a practice or training test item to be printed. Neither the icon nor the functionality is available in summative assessments.

Table 18 provides an overview of the formatting tools available.

Table 18. Description of Formatting Tools

Tool	Description of Function
B *I* U	**Bold**, **italicize**, or **underline** selected text.
I_x	**Remove** formatting that was applied to the selected text.
	Insert a numbered or bulleted list.
	Indent a line of selected text.
	Decrease indent of text.
	Cut selected text.
	Copy selected text.
	Paste copied or cut text.
	Undo the last edit to text or formatting in the response field.
	Redo the last undo action.
English	Use **spell check** to identify potentially misspelled words in the response field. The drop-down list allows the student to set a **language** for this tool.
Ω	Add **special characters** in the response field.

Spell Check

The spell check tool identifies words in the ELA PT response field that may be misspelled (refer to [Figure 77](#)).
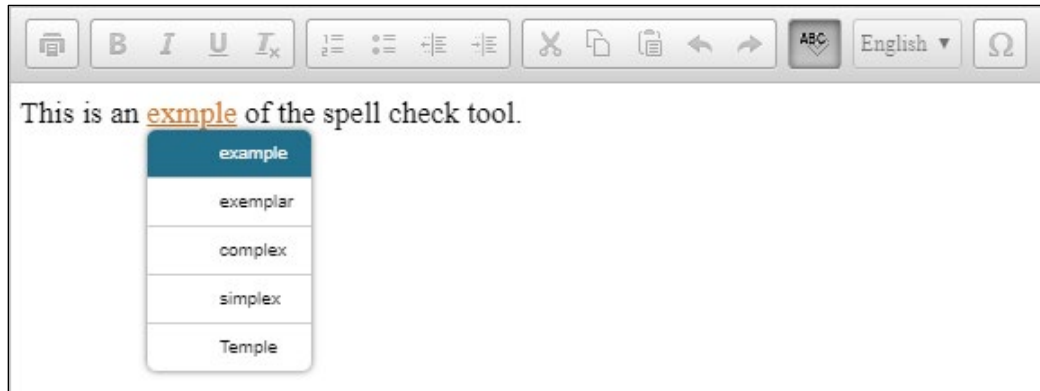
Figure 77. Spell Check tool

To use spell check:

1. The student selects a language for the spell check tool from the drop-down list, if necessary.

2. In the toolbar, the student selects the [**Spell Check**] a-b-c [ABC] icon. Potentially incorrect words change color and become underlined.

3. The student selects a misspelled word. A list of suggestions appears.

4. The student selects a replacement word from the list. If none of the replacement words are correct, the student closes the list by selecting anywhere outside it.

5. To exit spell check, the student selects the [**Spell Check**] a-b-c [ABC] icon again.

> **Alert:** The spell check tool does not identify misspelled words in real time (as they are typed on the screen). To check for misspelled words, the student must enable spell check mode. All words that are potentially misspelled will be indicated. The spell check menu will display the most likely alternatives based on the misspelled word.

Special Characters

Students can add mathematical characters, accented characters, and other symbols to their ELA PT responses.

To add a special character:

1. In the toolbar, the student selects the [**Special Characters**] omega [Ω] icon.
2. In the window that pops up, the student selects the required character (refer to Figure 78).
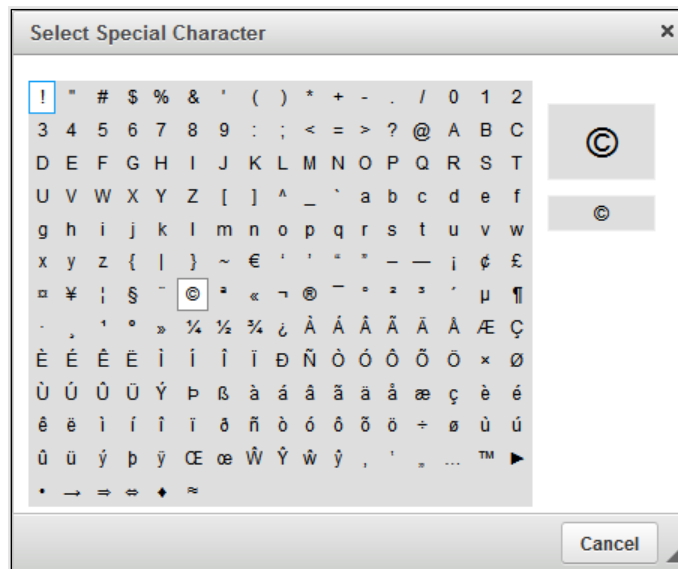
Figure 78. *Select Special Character* **window**

Keyboard Navigation for Students

Students can use keyboard commands to navigate between test elements, features, and tools.

> **Notes:**
> - Keyboard commands require the use of the primary keyboard. They should not use keys in a numeric keypad.
> - Some keyboard commands are only available when using a supported desktop secure browser.

Sign-In Pages and In-Test Pop-ups

Table 19 lists keyboard commands for selecting options on the sign-in pages (i.e., screens) or pop-up windows that appear during a test.

Table 19. Keyboard Commands for Sign-In Pages and Pop-Up Windows

Keyboard Command	Function
[Tab]	Move to the next option
[Shift] + [Tab]	Move to the previous option
[Enter]	Select the active option
[Spacebar]	Mark check box
Arrow keys	Scroll through drop-down list options
Esc	Close pop-up window

Keyboard Commands for Test Navigation

Table 20 lists keyboard commands for navigating tests and responding to questions.

Table 20. Keyboard Commands for Test Navigation

Description of Function	Keyboard Command
Scroll up	[↑] (up arrow)
Scroll down	[↓] (down arrow)
Scroll to the right	[→] (right arrow)
Scroll to the left	[←] (left arrow)
Move to the next element	[Tab]
Move to the previous element	[Shift] + [Tab]
Select an answer option	[Spacebar]
Go to the next test page	[Ctrl] + [→] (right arrow)
Go to the previous test page	[Ctrl] +[←] (left arrow)
Open the global menu	[Ctrl] + [G]
Open a context menu	[Ctrl] + [M]
Close pop-up window	[Esc]

Keyboard Commands for Global and Context Menus

Students can use keyboard commands to access tools in the global and context menus. For more information about tools in the global menu, refer to Table 16. For more information about tools in the context menu, refer to Table 17.

Global Menu

To access the global menu tools using keyboard commands:

1. The student presses [Ctrl] + [G]. The global menu list opens.

2. To move between options in the global menu, the student uses the [Up] or [Down] arrow key.

3. To select an option, the student presses [Enter].

4. To close the global menu without selecting an option, the student presses [Esc].

Context Menus

1. To navigate to an element, the student presses [Tab].
2. To navigate in reverse, the student presses [Shift] + [Tab].

To open the context menu for an element:

1. The student presses [Ctrl] + [M]. The context menu for the selected element opens.

2. To move between options in the context menu, the student uses the [Up] or [Down] arrow key.

3. To select an option, the student presses [Enter].

4. To close the context menu without selecting an option, the student presses [Esc].

To select text and open context menu options:

1. The student navigates to the element containing the text to be selected.

2. The student presses [Ctrl] + [M] to open the context menu.

3. If multiple options are available, the student uses the arrow keys to navigate to [Enable Text Selection].

4. The student presses [Enter]. A flashing cursor appears at the upper-left corner of the active element.

5. To move the cursor to the beginning of the text the student wants to select, the student uses the arrow keys.

6. The student presses [Shift] and an arrow key to select text. The text the student selects appears shaded.

7. The student presses [Ctrl] + [M] again and then chooses the tool to use for the selected text.

Keyboard Commands for Grid Questions

Technology-enhanced questions with the grid response area ([Figure 79](#)) may have up to three main sections:

- **Answer Space:** The grid area where students enter the response

- **Button Row:** Action buttons may appear above the answer space. Buttons may include [**Delete**], [**Add Point**], [**Add Arrow**], [**Add Line**], [**Add Circle**], [**Add Dashed Line**], and [**Connect Line**]

- **Object Bank:** A panel containing objects students can move to the answer space

$$3^\square \bullet 3^\square = 3^\square$$
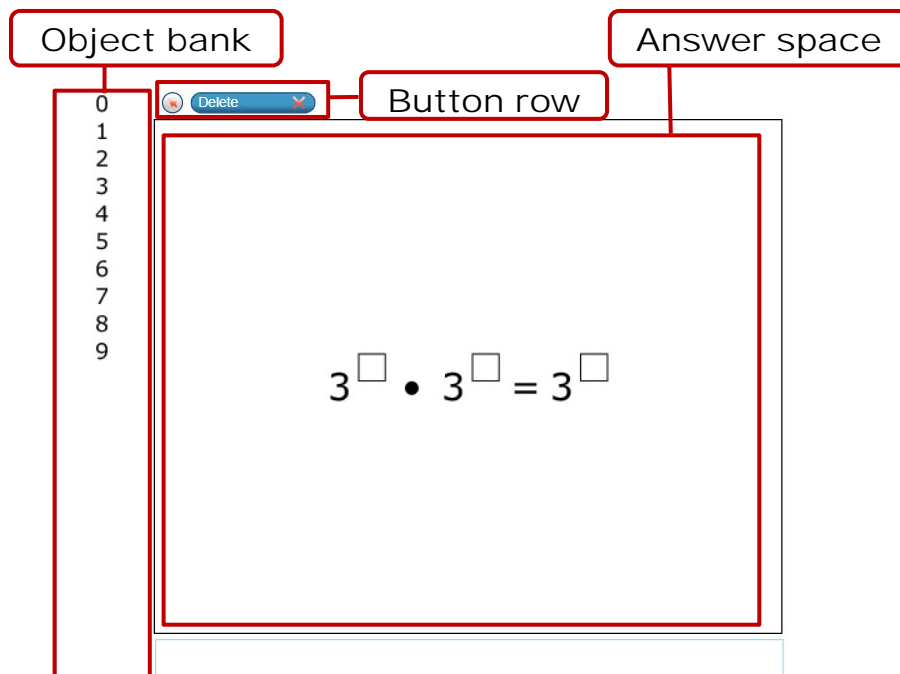
Figure 79. Grid question

To move between the main sections:
1. To move clockwise, the student presses [Tab].
2. To move counterclockwise, the student presses [Shift] + [Tab].

To add an object to the answer space:
1. With the object bank active, the student uses the arrow keys to move between objects. The active object has a blue background.

2. To add the active object to the answer space, the student presses [Space].

To use the action buttons:

1. With the button row active, the student uses the left and right arrow keys to move between the buttons. The active button is white.

2. To select a button, the student presses [Enter].

3. The student presses [Space] to apply the point, arrow, or line to the answer space.

To move objects and graph elements in the answer space:

1. With the answer space active, the student presses [Enter] to move between the objects. The active object displays a blue border.

2. The student presses [Space].

3. The student presses an arrow key to move the object. To move the object in smaller increments, the student holds [Shift] while pressing an arrow key.

Keyboard Commands for Equation Questions

Equation questions allow students to use keyboard commands to open a menu listing the special characters they can insert into the response area.

To insert special characters in the response area:

1. With the focus in the text field of the response area, the student presses [Alt] + [7]. The *Special Characters* window opens.

2. To move between options in the context menu, the student uses the [Up] or [Down] arrow key.

3. To add the selected option to the response area, the student presses [Enter].

Proceeding Through a Test

Students can respond to questions, pause a test, review previously answered questions, and submit a test. The following sections describe each of these tasks.

Viewing Stimuli

When a test question is associated with a stimulus, students should review that stimulus before responding to the question.

About Reading Passages

When the stimulus is a reading passage, the content is read on the left side of the page (i.e., screen) (indicated in Figure 80).
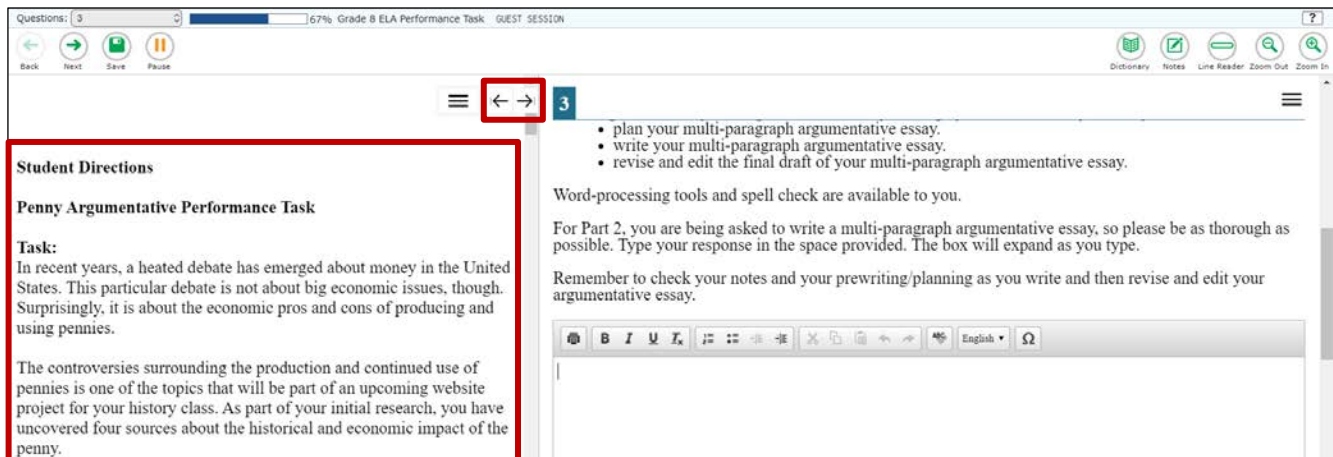
Figure 80. Sample reading passage

Between the passage and the test question (stem) are two arrows. To expand the passage section, select the [**Expand Passage**] right-arrow [→] icon. The section will expand and overlap the question section for easier readability. To expand the test question section, select the [**Expand Question**] left-arrow [←] icon.

To collapse the expanded passage, select the [**Collapse Passage**] left-arrow [←] icon. To collapse the expanded test question, select the [**Collapse Question**] right-arrow [→] icon.

About Videos

When the stimulus is a video, students can use standard video features to control the playback. These are shown in Figure 81.

Figure 81. Video Playback Features

- To play a video, select the [**Play**] triangle [▶] icon in the lower-left corner.

- To jump to a different point in the video, drag the slider to the required location.

- To adjust the speed at which the video plays, select the [**Speed**] 1x [1x] icon, and then select the required speed from the menu that appears.

- To mute or unmute the video, select the [**Volume**] speaker [🔊] icon in the lower-right corner.

- To expand the video to full screen mode, select the [**Screen Size**] expand [⤢] icon in the lower-right corner. To exit full screen mode, select the [**Screen Size**] icon again.

Responding to Test Questions

Students answer test questions depending on the question's type.

- **Multiple-choice questions:** Students select a single answer option.

- **Multiselect questions:** Students select one or more answer options.

- **Technology-enhanced questions:** Students follow the instructions given for each question. Technology-enhanced questions require students to do one of the following tasks:

- Select one or more choices from a list of answer options.
- Use an on-screen keypad to generate an answer.
- Select graphic objects or text excerpts on the screen.
- Place points, lines, or bars on a graph.
- Drag and drop text or graphic objects around on the screen.
- Enter text in a text box or table.
- Match answer options together.
- Modify a highlighted word or phrase in a reading selection.
- Enter input parameters to run an on-screen simulation.

> **Note:** Students can use the Student Practice and Training Test Site to familiarize themselves with the question types that may appear on tests.

Some test pages (i.e., screens) may have only one question, and others may have more. Some questions may consist of multiple parts that students must answer. After students respond to all the questions on a page, they select [**Next**] to proceed to the next page.

All responses are saved automatically. Students can also manually save their responses to questions by selecting [**Save**] in the global menu.

Selecting the "No Response" Option (CAA for Science Only)

When a student taking a CAA for Science embedded PT does not orient to a test question, a test examiner may select the *Mark as No Response* option on the context menu. Using this option provides information about the student's testing experience. This option is highlighted in the context menu shown in Figure 82.
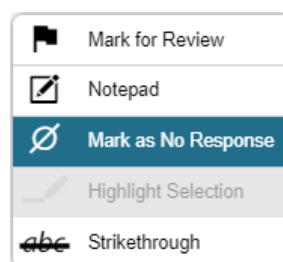
Figure 82. Context menu with the *Mark as No Response* option

Pausing Tests

> **Note:** A test administrator may want to remind students taking Smarter Balanced CATs and the CAST that if their tests are paused for more than 20 minutes, they may be unable to change answers to previously answered items. For more information, refer to the *Pause Rules* subsection.

Students can pause the test at any time. Pausing a test logs the student off the test.

To pause a test:

1. The student selects the [**Pause**] parallel line [‖] icon in the global menu. A confirmation message appears.

2. The student selects the [**Yes**] button. This logs the student off. The *Student Sign In* page appears.

3. To resume testing, the student repeats the sign-in process. Refer to the subsection *Signing In to the Student Testing Site*.

> **Alert:** When students are testing on Chromebooks, the test administrator or test examiner should make sure students pause the test before closing the lid of the Chromebook. If the lid is closed before the test pauses, whomever opens the Chromebook next will be able to see the last question the student was viewing (and any response that was entered).

Reviewing Questions in a Test

Students may return to a previous question and modify their response if the test was not paused for more than 20 minutes. Refer to the *Pause Rules* subsection for more information.

Students can use the [**Back**] left-arrow [←] icon or the *Questions* drop-down list to return to questions they want to review. The drop-down list displays "(marked)" for any questions marked for review and the [**Mark for Review**] flag-check icon [⚑] (refer to Figure 83).
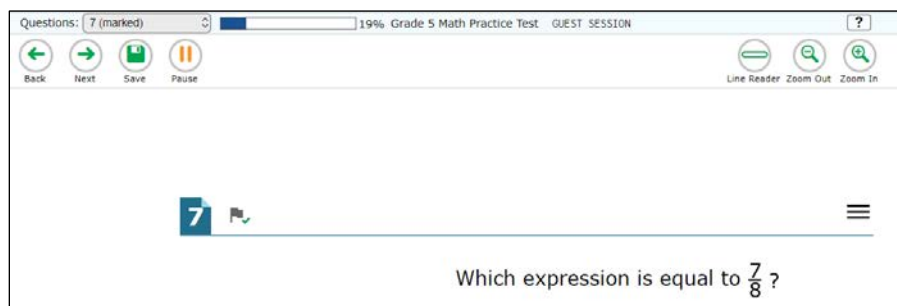
Figure 83. Question marked for review

Reaching the End of a Segment (Smarter Balanced, CSA) or Block (CAST)

In a segmented test, the *End Segment* page appears after students complete the last question in the current segment. This page allows students to review questions from the current segment or proceed to the next segment. A flag appears for any questions marked for review (refer to Figure 84). A warning icon appears for any unanswered questions.

Figure 84. *End Segment* page

To review questions:

1.   The student selects a question number.

To move to the next segment:

1.   The student selects [**Next**] in the global menu.

> ⚠️ **Alert:** If a student has paused a test within a segment and returns to the test after the 20-minute pause limit has expired, the student will not be able to review the previously answered items.
>
> 📄 **Note:** A test administrator may want to remind students that once they complete a segment and move on, they cannot return to the previous segment. For this reason, students taking a CAT or the CAST should review their responses before continuing to the next segment or block.

Submitting a Test

This section describes how students submit a test when they are finished answering questions.

Reaching the End of a Test

After students respond to the last test question but before they submit their test, the [**End Test**] red-square [■] icon appears in the global menu; refer to <u>Figure 85</u> for global menu options.

Figure 85. Global Menu with [End Test] button

To end a test:

1. The student selects the [**End Test**] icon. A confirmation message appears.
2. The student selects [**Yes**].

End Test Page

When students end a test, the *End Test* page appears (refer to Figure 86). This page allows students to review answers from the current test segment or block and submit the test for scoring. A [**Marked for Review**] flag icon appears for any questions marked for review. A warning icon appears if there are any unanswered questions.

Congratulations, you reached the end of the test!

If there are items available for review, they will be displayed in the box below. If the box is blank, no additional items are available for review. Please complete any remaining item reviews, then click Submit Test at the bottom of the screen.

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

1	2 🏳	3	4 🏳	5
6	7 🏳	8	9	10
11 🏳	12	13	14	15
16	17	18 🏳	19	20
21	22	23	24	25
26 🏳	27	28	29	30
31				

Submit Test

Figure 86. *End Test* page

To review answers:

1. The student selects a question number.
2. To return to the *End Test* page, the student selects [**End Test**] in the global menu.

To submit the test:
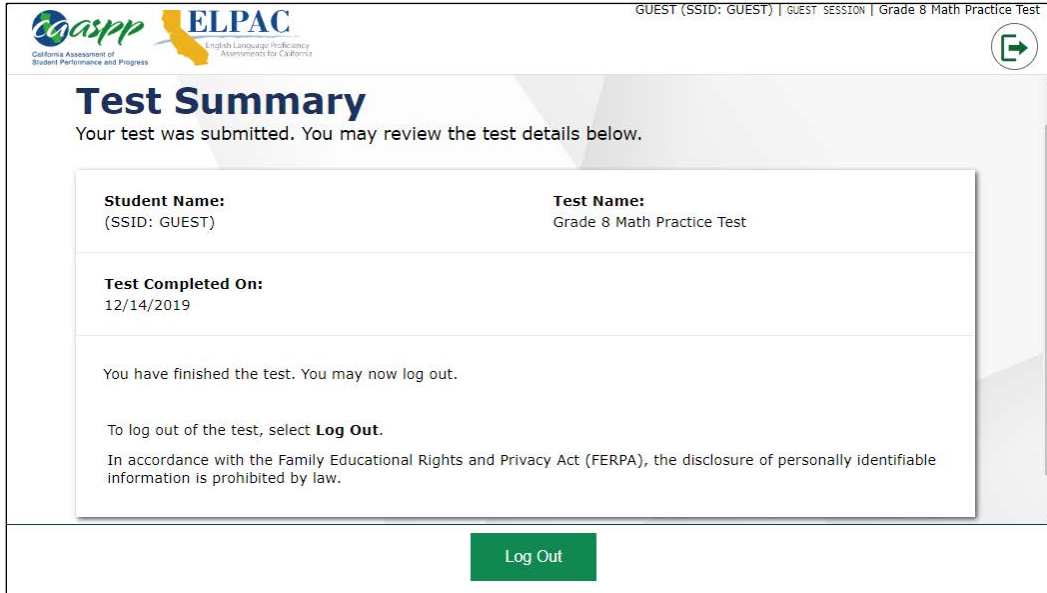
1. The student selects [**Submit Test**].

> ⚠ **Warning:** Once students select [**Submit Test**], they cannot return to the test or modify answers.

Test Summary Page

After students submit the test, the *Test Summary* page (i.e., screen) appears, displaying the student's name, the test name, and the completion date (refer to Figure 87).

Figure 87. *Test Summary* page

Closing the Student Testing Site on Tablets

After a test session ends, close the AirSecureTest application on student tablets.

To close the student testing application on iOS devices:

1.   The student double-taps the [**Home**] button. The multitasking bar appears.
2.   The student locates the AIRSecureTest app preview and slides it upward.

To close the student testing application on Android tablets:

1.   The student Taps the [**Menu**] stacked-boxes [⫶] icon in the upper-right corner.
2.   The student taps [**Exit**]. A confirmation message appears.
3.   The student taps [**Exit**].

To close the Student Testing Site on Chromebooks:

1.   The student selects [**Close Secure Browser**] in the upper-right corner.

This page is left blank intentionally.

Chapter 11. Appendices

Additional Resource for This Chapter:

- CAASPP List of Acronyms and Initialisms web page—
  http://www.caaspp.org/about/abbreviations.html

Appendix A: Frequently Used Terms

Table 21 defines terms that are specific to CAASPP testing in California.

Table 21. Frequently Used Terms

Term	Definition
Accommodation	Change in procedures or materials that increase equitable access during the CAASPP assessments. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Accommodations are available for students with documented IEPs or Section 504 plans. Approved accommodations do not compromise the learning expectations, construct, grade-level standard, or intended outcome of the assessments.
	Refer to the Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines,* linked on the CDE Student Accessibility Resources web page for complete information.
Appeal	Authorized users—LEA CAASPP coordinators and CAASPP test site coordinators—may submit and view requests for resetting, re-opening or invalidating students' summative assessments in accordance with state policy. These requests must result from a test security incident or incorrect test setting that impacted summative testing that is reported using the STAIRS/Appeals process. Appeal requests must be approved either by the CDE (Grace Period Extension, Invalidate, or Restore) or CalTAC (Reset and Re-open).
Block	There are five blocks that make up the whole of the CAST within the test delivery system. Blocks separate stand-alone items from PTs. When a student completes one block of the test, they will receive a message that indicates that once that block is completed it is no longer possible to return to that block.

Table 21 *(continuation one)*

Term	Definition
Break	There is no limit on the number of breaks or the length of a break that a student may be given according to the student's unique needs. However, for some portions of the test, breaks of more than 20 minutes will prevent the student from returning to items already attempted, completed, or flagged for review by the student, or incomplete free-response items. For a PT, the student can break for any amount of time and still return to any previously answered item within the PT's current segment only.
CAASPP Test Site Coordinator	School staff member responsible for monitoring the test schedule, process, test administrators, and test examiners. CAASPP test site coordinators are also responsible for ensuring that test administrators and test examiners have been appropriately trained and that testing is conducted in accordance with the test security and other policies and procedures established by the Smarter Balanced Assessment Consortium and the CDE. CAASPP test site coordinators must have submitted an electronically signed *CAASPP Test Security Agreement* in TOMS.
California Alternate Assessment (CAA)	The summative CAAs for ELA, mathematics, and science are administered to eligible students. The CAAs are for students with the most significant cognitive disabilities and whose IEP team has designated the use of an alternate assessment on all statewide summative assessments. Eligible students are those whose disability prevents them from taking the Smarter Balanced Summative Assessments for ELA and mathematics and the CAST.
California Science Test (CAST)	Online science assessment administered to students in grades five, eight, and a high school grade.
California Spanish Assessment (CSA)	Online optional assessment that measures student's skills in reading mechanics, writing, and listening. The CSA, which is presented in Spanish, is available to serve students who speak Spanish as their primary language, as well as those who are learning Spanish as an additional language.

Table 21 *(continuation two)*

Term	Definition
Computer Adaptive Test (CAT)	Based on student responses, the computer program selects the difficulty of items throughout the assessment. By adapting to the student as the assessment is taking place, these assessments present an individually tailored set of items to each student and provide more accurate scores for all students across the full range of the achievement continuum.
Designated Supports	Accessibility resource of the assessments available for use by any student for whom the need has been indicated by an educator (or team of educators working with the parent/guardian and student). Refer to the Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines,* linked on the CDE [Student Accessibility Resources] web page for complete information.
Digital Library Only	LEA or school personnel allowed access to the online Digital Library. This role is assigned to users who are not eligible for any other user role but need access to the Digital Library.
Educator – District	LEA personnel granted access by the LEA CAASPP coordinator to assessment results in the ORS for the entire LEA.
Educator – Test Site	LEA or school personnel granted access to assessment results in the ORS for an entire school.
Educator – Roster	LEA or school personnel granted access to assessment results in an associated roster in the ORS. Rosters of students are created and assigned to the user by the LEA CAASPP coordinator or test site coordinator. Note that unless the user has been assigned to a student roster, the user cannot review any student results in the ORS.
Embedded performance task (PT)	For the CAA for Science, a series of related test questions that are included into regular classroom instruction. After the student has responded to the items incorporated into a lesson, the test examiner applies a rubric to score the student's responses and then records the student's scores. Student responses are stored to demonstrate changes in the mastery of content over time.

Table 21 *(continuation three)*

Term	Definition
Full-write	A component of the ELA PT that requires the student to develop an informative or explanatory, narrative, or opinion or argumentative multiparagraph piece of writing for which the student engages the full writing process.
Grace Period Extension	An Appeal for CAT summative assessments that allows the student to review previously answered questions upon logging back on to the assessment after expiration of the pause rule. Note that for a PT, having the test administrator open a new testing session may be all that is needed to continue testing.
	Note: A Grace Period Extension will only be granted in cases where there was a disruption to a test session, such as a technical difficulty, fire drill, schoolwide power outage, earthquake, or other act beyond the control of the test administrator.
Invalidate	A specific Appeal for summative assessments in the Appeals system. Tests invalidated after filing an Appeal will be scored and scores will be provided on the Student Score Report (with a note that an irregularity occurred). The student(s) will be counted as participating in the calculation of the school's participation rate for federal accountability purposes. The score will be counted as "not proficient" for aggregation into the CAASPP results.
	Permission for an Invalidate Appeal is initiated by first reporting an incident and then submitting an Appeal using the STAIRS/Appeals process through TOMS. While the request was made to invalidate a student's summative assessment, the student may be permitted to finish it. Refer to the *Security and Test Administration Incidents and Appeals Procedure Guide* for more information on the Appeals process.
Interim Assessment Administrator Only	LEA or school personnel responsible for administering only the interim assessments to students.
Item	A test question or stimulus presented to a student to elicit a response.

Table 21 *(continuation four)*

Term	Definition
LEA CAASPP Coordinator	LEA-level staff member who is responsible for the overall administration of the summative assessments in an LEA. LEA CAASPP coordinators should ensure that the CAASPP test site coordinators, test administrators, and test examiners in their LEAs are appropriately trained and aware of policies and procedures. LEA CAASPP coordinators are designated by their district superintendents or the administrator of their independently testing charter school and must have submitted an electronically signed *CAASPP Test Security Agreement* in TOMS.
Pause	Action taken by a student, test administrator, or test examiner to temporarily halt the test during any part of the test, as needed. Pauses of more than 20 minutes in the CAT component of the test will prevent the student from returning to items already attempted, completed, flagged for review, or any combination of these statuses. For a PT, the student can pause for any amount of time and still return to any previously answered item within the PT's current segment only. More information on test pausing is available in the subsection *General Test Administration Information*.
Performance Task (PT)	A PT is an item type designed to provide students with an opportunity to demonstrate their ability to apply their knowledge and higher-order thinking skills to explore and analyze a complex, real-world scenario. It is a required portion of the test. (Note that there are no PTs for the online CAAs for ELA and mathematics.)

Table 21 *(continuation five)*

Term	Definition
Re-open	A specific appeal for summative assessments in the Appeals system. It applies to a test that has already been submitted or has expired and allows the student to access the previously closed test. For example, a summative assessment may be reopened if a student started a test and became ill and was unable to resume testing until after the testing opportunity expired. In the case of a student inadvertently accessing a summative assessment before the student was scheduled to take it, the LEA should open a STAIRS case in TOMS and keep it in the Draft status. The LEA will receive an email as a result of the delayed Appeal from ca-assessments@ets.org instructing the user to return to TOMS to submit the STAIRS case a few days before the student is scheduled to test. Permission for a re-open is initiated by first reporting an incident and then submitting an Appeal using the online STAIRS/Appeals process through TOMS. Refer to the *Security and Test Administration Incidents and Appeals Procedure Guide* for more information on the Appeals process.
Reading Passage/ Passage	A reading passage is a type of stimulus (refer to the definition of stimulus). When "reading passage" or "passage" is referenced on the Smarter Balanced assessment, it is to differentiate this type of stimulus from others on the assessment. Reading passage or passage is used when speaking about the reading passages that are part of the ELA assessment.
Reset	A specific appeal for summative assessments in the Appeals system. Resetting a student's test removes that test from the system and enables the student to start a new test. Any work previously done on the test would be lost. Valid reasons for a reset would be if a student's summative test event was administered inconsistently with the student's IEP (this would include both embedded and non-embedded accommodations) or if the student started a test and did not have a needed language resource (such as a language glossary). Permission for a reset is initiated by first reporting an incident and then submitting an Appeal using the online STAIRS/Appeals process in TOMS. Refer to the *Security and Test Administration Incidents and Appeals Procedure Guide* for more information on the Appeals process.

Table 21 *(continuation six)*

Term	Definition
Restore	A specific appeal for summative assessments in the Appeals system. Restore a test from the "Reset" status to its prior status. This action can only be performed on assessments that have been reset by the LEA. An LEA CAASPP coordinator must contact CalTAC to submit a Restore appeal on behalf of the LEA. The CDE approves a Restore Appeal and grants permission to restore a test(s).
Secure Browser	A web browser that is downloaded and installed on a device prior to a student beginning the test. The secure browser is specifically designed for use with the CAASPP online assessments to provide secure access and prevent students from accessing specific hardware and software functions (e.g., other web browsers, screenshot programs) that are not allowed during the assessments. The current version of the secure browser, 12.0, does *not* have auto update capability and must always be updated manually.
Security and Test Administration Incident Reporting System (STAIRS)/ Appeals Process	The STAIRS/Appeals process is the means by which LEAs and schools report a test security incident or other testing issue that interferes with the administration and completion of the summative assessments and then, if required, submit an Appeal request. The first step is reporting the incident using the STAIRS/Appeals process in TOMS*;* an Appeal cannot be requested without the submission of this data-entry screen. The system returns an email with a summary of the information submitted that the recipient should retain for at least a year. The STAIRS/Appeals process is used to report incidents that occur with summative assessments only.
Segment	A part of a test within the test delivery system. Depending on the test, segments typically separate items from others if the eligible tools are different (i.e., the mathematics test may have two segments—one segment that allows calculator use and another segment that does not). When a student completes a segment of the test, the student will receive a message that indicates that once that segment is submitted it is no longer possible to return to that segment.

Table 21 *(continuation seven)*

Term	Definition
Session	A timeframe in which students actively test in a single sitting. The length of a test session is determined by building or LEA administrators who are knowledgeable about the periods in the building and the timing needs associated with the assessment. Smarter Balanced recommends that session durations range between 40 and 120 minutes for the online Smarter Balanced Summative Assessments. However, all online CAASPP assessments, including the CAAs, are not timed, and an individual student may need more or less time overall. Further, individual students will have unique needs regarding the length of a test session. Smarter Balanced recommends the CAT portion of the Smarter Balanced ELA and mathematics assessments be administered in two sessions each. ***Note:*** *A test session does not need to end when a segment ends.*
Statewide Student Identifier (SSID)	A unique, non-personally-identifiable number linked to a given individual student within the California public kindergarten through grade twelve educational system. SSIDs are used to maintain data on individual students, such as linking students to statewide assessment scores and tracking students in and out of schools and LEAs in order to determine more accurate dropout and graduation rates.
Stimulus/Stimuli	Material or materials used in the test context that form the basis for students to answer connected test items. Many items or tasks for the assessments include a stimulus along with a set of questions to which the student responds. Stimulus materials are used in ELA and mathematics assessments to provide context for assessing students' knowledge and skills. Examples of stimuli include: traditional reading passages or texts viewed on a computer screen; images with audio presentations for students to listen to; simulated web pages for students to use for research or scenarios; and charts and graphs for mathematics items.

Table 21 *(continuation eight)*

Term	Definition
Test Administrator	LEA or school personnel responsible for administering summative assessments in a secure manner in compliance with the policies and procedures outlined in this manual. Test administrators are required to have submitted an electronically signed *CAASPP Test Security Affidavit* in TOMS.
Test Examiner	Credentialed or licensed LEA or school employee responsible for administering alternate summative assessments in a secure manner in compliance with the policies and procedures outlined in this manual and the secure *CAA DFA*. Test examiners are required to have submitted an electronically signed *CAASPP Test Security Affidavit* in TOMS.
Test Operations Management System (TOMS)	The management system used for the CAASPP assessments. This is the system through which users interact with and inform the test delivery system. This management system provides administrators with the tools to add and manage users and students participating in the Smarter Balanced assessments, including assigning tests and student test settings and user roles. This system uses a role-specific design to restrict access to certain tools and applications based on the user's designated role. The *CAASPP and ELPAC TOMS User Guide* is available on the TOMS web page on the CAASPP website.

Table 21 *(continuation nine)*

Term	Definition
Testing Breach	A security event that poses a threat to the validity of the summative assessments. Examples may include such situations as a release of secure materials or a security or system risk. These circumstances have external implications for the Consortium, the CDE, or both, and may result in a decision to remove the test item(s) from the available secure bank. The LEA CAASPP coordinator must report the breach immediately by calling either CalTAC at 800-955-2954 if the breach is due to social media exposure on the part of a student or adult or the CDE at 916-445-8765 for all other breaches. In addition, the coordinator must report the incident using the STAIRS/Appeals process within 24 hours. For more information on how to proceed using the STAIRS/Appeals process when an incident has occurred, please refer to the subsection *Using the Security and Test Administration Incident Reporting System* of this manual and the *CAASPP Security Incidents and Appeals Procedure Guide*.
Testing Impropriety	An unusual circumstance that has a low impact on the individual or group of students who are taking summative assessments and has a low risk of potentially affecting student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level. For specific details on how to proceed using the STAIRS/Appeals process when an incident has occurred, please refer to the subsection *Using the Security and Test Administration Incident Reporting System* of this manual and the *CAASPP Security Incidents and Appeals Procedure Guide*.
Testing Irregularity	An unusual circumstance that impacts an individual or group of students who are taking summative assessments and may potentially affect student performance on the tests, test security, or test validity. These circumstances can be corrected and contained at the local level, but reported using the STAIRS/Appeals process for resolution of the Appeal. For specific details on how to proceed using the STAIRS/Appeals process when an incident has occurred, please refer to the subsection *Using the Security and Test Administration Incident Reporting System* of this manual and the *CAASPP Security Incidents and Appeals Procedure Guide*.

Table 21 *(continuation 10)*

Term	Definition
Universal Tools	Available to **all** students based on student preference and selection. Refer to the Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines,* linked on the CDE Student Accessibility Resources web page for complete information.
Unlisted Resources	An instructional resource that a student regularly uses in daily instruction, assessment, or both that has not been previously identified as a universal tool, designated support or accommodation. Matrix One: CAASPP includes a list of unlisted resources that have already been identified and are preapproved. An LEA CAASPP or CAASPP test site coordinator must register that a student will be assigned one of these preapproved unlisted resources by completing the Unlisted Resources screen for that student in TOMS.

Appendix B: Online Item Types

> **Resource in This Section:**
> - CAASPP Online Practice and Training Tests Portal web page—
>   http://www.caaspp.org/practice-and-training/

Online Item and Response Types

As students engage with the online assessments, they will be asked test questions that require them to respond in several ways, some of which may be new to students.

There are several resources that teachers and students can use to get ready for the test, including a practice test and a training test. As pointed out in appendix C of this manual, it is **highly recommended** that **ALL** students access the Training Test web page before taking the test. Doing so will provide students an opportunity to view and practice each of the item types.

The practice tests and training tests for CAASPP assessments are available on the CAASPP Online Practice and Training Tests Portal web page.

Summary of Online Item Types and How to Provide Responses—General Assessments

Table 22 lists the different item types and briefly describes each one.

> **Note:** Not all assessments will necessarily include all item types.

Table 22. Online Item and Scoring Types—General Assessments

Content Area	Type of Item	Brief Description of How to Respond
Science	Associate	table format; select entry to create pairings
CSA	Composite	two or more item parts from the machine-scored list
Science	Custom	manipulate collection of interactive items and custom interactive stimuli in a set with multiple-scored interactive components (e.g., simulations)

Table 22 *(continuation one)*

Content Area	Type of Item	Brief Description of How to Respond
Mathematics	Equation (EQ)	enter equation or numeric response using on-screen panel containing mathematical characters
ELA	Essay/Writing Extended Response (WER)	keyboard entry
ELA	Evidence Based Selected Response (EBSR)	two-part item: Part A; Respond to an MC item; Part B: Cite the evidence that supports the answer to Part A either MC, MS, or Hot Text
Mathematics	Grid Item (GI) – Drag and Drop	drag-and-drop single or multiple elements into a background image
Mathematics	Grid Item (GI) – Graphing	plot points, draw lines, or both
Mathematics and science	Grid Item (GI) – Hot Spot	select certain areas of an image
CSA	Grid Item (GI) – Multiple Select	select a single cell in a table
CSA	Grid Item (GI) – Single Select	select two or more cells in a table
ELA, science	Hot Text (HTQ)	select sections of text, or drag-and-drop sections of text
Science and CSA	Inline Choice List	multiple-options selected response
CSA	Inline Test Choices, Multiple Select	select multiple words or phrases
CSA	Inline Test Choices, Single Select	select a single word or phrase
ELA, mathematics, and science	Match Interaction (MI)	match text or images in rows to values in columns

Table 22 *(continuation two)*

Content Area	Type of Item	Brief Description of How to Respond
CSA	Match, Multiple Select	drag and drop two or more choices into the appropriate locations
CSA	Match, Single Select	drag and drop a single choice into the appropriate location
ELA, mathematics, science, and CSA	Multiple Choice (MC)	select a single option
ELA, mathematics, science, and CSA	Multiple Select (MS)	select two or more options
CSA	Numeric	select a single-entry box with a numeric value that may contain decimals or a slash line to represent a fraction
CSA	Set Leader	stimulus, such as a passage or image, with one or more questions assigned to it based on its content
ELA, mathematics, and science	Short Answer Text Response (SA)	keyboard entry
Mathematics	Table Interaction (TI)	keyboard entry into table cells
Science	Text Entry	keyboard alpha or numeric entry
CSA	Zone, Multiple Select	select two or more zones
CSA	Zone, Single Select	select a single zone

Summary of Online Item Types and How to Provide Responses—Alternate Assessments

The CAAs feature innovative and technology-enhanced items that are designed to be engaging for students and represent a variety of types and approaches. Table 23 gives details about these items, describing the type of functionality with which the student and test examiner will be presented. Test examiners administering the CAA for Science also have the option of selecting *Mark as No Response* for an item to which the student is not orienting.

Table 23. Online Item and Scoring Types—Alternate Assessments

Type of Item	Brief Description of How to Respond
Set Leader	This is a stimulus such as a passage or an image. The Leader has one or more questions assigned to it, based on its content.
Multiple Choice	These items consist of a question and list of choices; they may also include a stimulus or subset of a passage as the stimulus. • Single Select—The student must select the one correct choice to receive credit. • Multiple Select—The student must select all correct choices to receive credit. • Partial Credit—The student must respond to a stimulus by providing a direct response to the test examiner who then rates the response by assigning a weighted score, using the rubric provided in the *DFA*. • Multiple Attempt (Try-2)—The student makes an initial selection, and, if the response is incorrect, one option is removed leaving two remaining options from which to choose for a second attempt.
Inline Choice List	These items consist of questions with a drop-down list of choices to fill in the blank. • Single Select—The student must fill a single blank from a drop-down list for credit. • Multiple Select—The student must fill multiple blanks from a drop-down list for credit.
Numeric	The student responds by selecting a single-entry box with a numeric value. The numeric value may contain decimals or a slash line to represent a fraction.

Table 23 *(continuation one)*

Type of Item	Brief Description of How to Respond
Grid	These items consist of a table with descriptions or characteristics, which the student then selects a box in a column or row for true-and-false or yes-or-no type of questions. • Single Select—The student marks a single cell in a table for credit. • Multiple Select—The student marks two or more cells in a table. The question might only allow one selection per row or column, but it might also have no restrictions in the number of cells a student can mark.
Zones	These items have answer choices that are predefined "hotspots" on an image, word, or phrase within a sentence. When the student selects a spot, the selection is highlighted, shaded, or outlined in red. • Single Select—The student selects one zone for credit. • Multiple Select—The student selects two or more zones for credit.
Graph	These items allow students to plot points, lines, multisegment lines, or any combination of these on a graph. A Graph may have points or lines that appear when the graph first displays that the student cannot manipulate, or it may be interactive, and the student must manipulate them to respond.
In Line Text Choices	These items present a short passage or a paragraph that contains underlined words or phrases. These underlined words or phrases represent the choices a student can select. • Single Select—The student selects one term or phrase. • Multiple Select—The student selects two or more terms or phrases.

Table 23 *(continuation two)*

Type of Item	Brief Description of How to Respond
Bar-Picturegraph/Histogram	These items present a bar graph to the student to manipulate the bar height to represent an answer. • Single Select—The student manipulates one graph bar. • Multiple Select—The student manipulates two or more graph bars.
Composite	These items require a test taker to respond to a stimulus by using multiple item types in a single item with multiple response portions. Scoring is dependent on which item type combination is selected, and the raw weights for each part are combined to give an item score.
Match (drag-and-drop)	These items require the student to move objects such as words or images by selecting and dragging the objects into a specific order or to a specific location in a table, passage, or image. • Single Select—The student drags and drops a single choice into the appropriate location. • Multiple Select—The student drags and drops two or more choices into the appropriate locations. **Note:** Some of the questions in this test require "dragging and dropping" objects into certain designated areas on the screen. Most items were designed to snap into place; however, some were not. For the items that do not snap into place, please take care that the student is dropping the object precisely into the intended area(s) to ensure accurate system scoring. The object cannot overlap border lines or the edges of the intended area(s), and should rest squarely in the intended area(s). If the student is doing the dragging and dropping, please help the student ensure objects are dropped fully within the intended area.

Technical Skills to Access Embedded Resources

To access some of the embedded resources (such as strikethrough, highlighter, ASL videos, and text-to-speech) that are available to help work through these item types, students may need to access the **context menu.** Please note the method to access the context menu is dependent on the student's device type. Devices and methods are shown in Table 24.

Table 24. Context Menu for Selecting with the Right Mouse Button

Device Type	Method to Access the Context Menu
Windows-based desktop or laptop (two-button mouse)	Select with the right mouse button.
Mac OS-based desktop or laptop (one-button mouse)	Hold down the [**Ctrl**] key on keyboard and then select with the mouse button.
iPad tablet (touchscreen)	Tap on the menu in the upper-left corner of the secure browser application.
Android-based tablet (touchscreen)	Tap on the menu in the upper-left corner of the secure browser application.
Chromebook (trackpad)	Hold down the [**Alt**] key on the keyboard and tap the trackpad.

Appendix C: Practice and Training Tests

> **Resources in This Section:**
> - CAASPP Online Practice and Training Tests Portal web page—
>   http://www.caaspp.org/practice-and-training/
> - *CAASPP and ELPAC Accessibility Guide for Online Testing* web document—
>   http://www.caaspp.org/rsc/pdfs/CAASPP-ELPAC.accessibility-guide.2019-20.pdf
> - CAASPP Test Administrator and Test Examiner Resources for the Online Practice
>   and Training Tests web page—http://www.caaspp.org/ta-resources/practice-training.html
> - *Practice and Training Test User Guide* web document—
>   http://www.smarterbalanced.org/wp-content/uploads/2015/09/PracticeAndTrainingTest_UserGuide.pdf

In preparation for the test and to expose students to the various online assessment item-response types in ELA, mathematics, CSA, and science (refer to appendix B for item types), it is **highly recommended** that all students access the practice and training tests. Each resource offers students a unique opportunity to experience a test in a manner similar to what they will be presented with on the CAASPP assessments and prepares students for testing. These resources will not be automatically scored; however, for reference, scoring guides are available on the Test Administrator and Test Examiner Resources for the Online Practice and Training Tests web page.

Overview of the Practice Tests

Practice tests can be administered in one of two ways:

- Using the same procedures as the operational tests, with the Test Administrator Interface, secure browser, and individual student logon information.
- Using a standard supported web browser to access the practice tests directly, without use of the Test Administrator Interface or secure browser.

Smarter Balanced and CAST Practice Tests

The online practice tests allow educators and students to experience a full grade-level test and gain insight into the CAASPP online assessments. The practice tests, which are not adaptive, otherwise mirror the summative assessments but are not scored, although answer keys and scoring rubrics are available. Each grade-level test includes a variety of item response types and difficulty levels—approximately 30 items each in ELA and mathematics and 32 items in science. Additionally, there is an ELA and mathematics PT at each grade level (three through eight and eleven) and three science PTs in grades five and eight and high school.

The practice test also includes a comprehensive reflection of embedded universal tools, designated supports, and accommodations, which should also be provided to students with any non-embedded universal tools, designated supports, and accommodations as allowed on the summative assessments.

CAA for ELA and Mathematics Practice Tests

The CAA practice tests for ELA and mathematics allow students and test examiners to become familiar with grade-level CAA test questions. The practice tests provide a sample of the question types and grade-level content that appear on the CAA operational tests. There is a grade-specific CAA practice test available for each tested grade (three through eight and high school) and content area (ELA, mathematics, and science).

Practice tests for ELA and mathematics can be accessed either through the secure browser or through a standard internet browser.

CSA Practice Tests

The CSA practice tests allow educators and students to become familiar with grade-level and grade band CSA test questions. The practice tests provide a sample of the question types and grade-level content that appear on the CSA operational tests. There is a grade-specific CSA practice test available for each of grades three through eight and one for all high school grade levels.

Practice tests can be accessed either through the secure browser or through a standard internet browser.

Overview of the Training Tests

Smarter Balanced, CAST, and CSA Training Tests

The training tests are designed to provide students and educators with an opportunity to quickly familiarize themselves with the software and navigational tools that they will use on the CAASPP assessments. The training tests are organized by grade bands (grades three through five, six through eight, and eleven). Each test contains fewer than 10 questions.

On the student Training Test website, the questions were selected to provide students with an opportunity to practice a range of item response types. The training tests do not contain PTs. Similar to the practice tests, the training tests include all embedded universal tools, designated supports, and accommodations. Note that the text-to-speech functionality is available *only* when using the training tests through the secure browser. The student training test site may be used by anyone. Students can log on as guests or use their first name and SSID. Students who log on using their credentials may log on to a guest session or a proctored training session with a training session ID set up through the Tests Administrator Training Test website.

For the CAST, there are training tests available in grades five and eight and high school. It is accessed in the same manner as described previously.

CAAs

An online training test in each of the ELA, mathematics, and science content areas is available to provide a sample of question functionality and response types. The training tests are not grade-specific and not meant to be used to measure content knowledge.

Used in conjunction with a *CAA Training Test DFA*, these training tests can help both test examiners and students become familiar with the testing format, interface, functionalities, and accessibility resources available for the CAAs in order to establish the most optimal testing environment for students.

The training tests can also be used to help test examiners determine whether they will need to enter responses into the testing interface for the student on the operational tests.

Training tests for CAAs can be accessed either through the secure browser or through a standard internet browser.

Test Administrator and Test Examiner Logon for the Practice and Training Tests

The Test Administrator Training Test site provides an opportunity for test administrators to practice setting up a test session using a practice test or training test. Access to the Test Administrator Training Test site requires the same logon credentials used to access the Test Administrator Interface. This site may only be used by authorized LEA CAASPP coordinators, CAASPP test site coordinators, test administrators, and test examiners. Note that braille practice tests and training tests can only be accessed through the Test Administrator Training site by the test administrator using a standard web browser and can be accessed by a student also using a standard web browser.

For additional information about how to set up a practice test or training test session, visit the Test Administrator and Test Examiner Resources for the Online Practice and Training Tests website.

> ⚠️ **Warning: Do NOT use the live (operational) student interface or Test Administrator Interface for practice.** Doing so constitutes a test security incident (breach). For all Training Test sessions, use the Test Administrator Training site and the practice tests or training tests.

It is ***highly recommended*** that ***all*** students access the training tests before taking a summative assessment. The training tests will be especially beneficial for those students who have not previously participated in online testing. Teachers are encouraged to conduct a group walk-through of a practice or training test with their students to promote familiarity with the testing format and basic test rules and to allow for free and open communication on the testing process and content (refer to the *General Test Administration Information* subsection). This walk-through of the practice and training tests provide opportunities for test administrators to describe the limitations to the support they will be able to provide and the verbal interactions they can have with students during each live test session.

Appendix D: Secure Browser for Testing

> **Resources in This Section:**
>
> - Secure Browsers website—http://ca.browsers.airast.org/

Guidelines

While the secure browser version 12.0 is an integral component of test security, test administrators and test examiners perform an equally important role in preserving test integrity. In addition to the guidelines put forth by the Smarter Balanced Assessment Consortium, the CDE, and individual LEAs or schools, test administrators and test examiners should be aware of these guidelines and employ the necessary precautions while administering online tests:

Close External User Applications.

Prior to administering the online assessments, test administrators, test examiners, or other assigned staff should check all devices that will be used and close all applications except those identified as necessary by the school technology coordinator. After closing these applications, the test administrator or test examiner should open the secure browser on each device.

The secure browser and Student Interface automatically detect certain applications that are prohibited from running on a device while the secure browser is open. The secure browser will not allow a student to log on if the secure browser detects that a forbidden application is running on the device. A message will also display that lists the forbidden application(s) that needs to be closed.

> **Warning:** If a forbidden application is launched in the background while the student is already in a test, the student will be logged off and a message—"A forbidden program has started, and you will be logged out. Ask your Test Administrator for assistance."—will display. The student will have to close the forbidden application, reopen the secure browser, and log on to continue working on the assessment. This would be considered a test security incident and should be reported using the online STAIRS/Appeals process in TOMS.

Avoid Testing on Devices with Dual Monitors.

Systems that use a dual-monitor setup typically display an application on one monitor screen while another application is accessible on the other screen.

Students should not take online assessments on devices that are connected to more than one monitor except in extremely rare circumstances such as when a test administrator or test examiner is administering a test via read-aloud and wants to have a duplicate screen to view

exactly what the student is viewing for ease of reading aloud. In these rare cases where a dual monitor setup is allowed, Smarter Balanced requires that the monitors be set up to "mirror" each other. School technology coordinators can assist test administrators and test examiners in setting up the two monitors to ensure they mirror each other rather than operate as independent monitors.

In these cases, all security procedures must be followed, and the test administered in a secure environment, to prevent others from hearing the questions or viewing the student, test administrator, or test examiner screens.

Disable Screen Savers and Timeout Features.

On all testing devices, be sure to disable any features that display a screen saver or log users off after a period of inactivity. If such features activate while a student is testing, the secure browser logs the student off the test. The student must log on to the secure browser to resume testing.

Secure Browser Error Messages

Possible error messages displayed by the open-source secure browser are shown in Table 25.

Table 25. Secure Browser Error Messages

Message	Description
Secure Browser Not Detected	The system automatically detects whether a device is using the secure browser to access the online testing system. The system will not permit access to a test other than through the secure browser; under no condition may a student access a test using a nonsecure browser.
Unable to Establish a Connection with the Test Delivery System	If a device fails to establish a connection with the test delivery system, a message will be displayed. This is most likely to occur if there is a network-related problem. The causes may include an unplugged network cable or a firewall not allowing access to the site.

Force-Quit Commands for Secure Browsers

In the rare event that the secure browser or test becomes unresponsive and the student cannot pause the test or close the secure browser, users have the ability to "force quit" the secure browser.

To force the secure browser to close, use the following keyboard commands. (Reminder: This will log the student off the test the student is taking. When the secure browser is opened again, the student will have to log back on to resume testing.)

> ⚠ **Warning: Users are strongly advised against using the force-quit commands, as the secure browser treats this action as an abnormal termination. The secure browser hides features such as the Windows taskbar; if the secure browser is not closed correctly, then the taskbar may not reappear correctly.**
>
> - These commands should be used only if the [**Close Secure Browser**] button does not work.

> 📄 **Notes:**
>
> - The force-quit command will log the student off of the test the student is taking. When the secure browser is opened again, the student will have to log on again to resume testing.
> - Users of laptop or netbook devices might also need to press the [**FN**] key before pressing [**F10**].
> - Force-quit commands do not exist for the secure browser for iOS, Chrome OS, or Android devices.

Windows

Press [**Ctrl**] + [**Alt**] + [**Shift**] + [**F10**].

Mac OS X

Press [**Ctrl**] + [**Alt**] + [**Shift**] + [**F10**]. The Control key may appear as [**Control**], [**Ctrl**], or [**^**].

Linux

Press [**Ctrl**] + [**Alt**] + [**Shift**] + [**Esc**].

Appendix E: CAT Pause Rule Scenarios

Pause rule scenarios apply to the Smarter Balanced summative assessments and the CAST.

Scenarios:

1. If the CAT portion of the test or a CAST discrete item block is paused for 20 minutes or less, the student can return to previous test pages and change the response to any item the student has already answered within a segment.

2. If the CAT portion of the test or a CAST discrete item block is paused for more than 20 minutes, the test will return the student to the last page with unanswered items when the student resumes testing. If a page has both completed items and items to which there is not a complete response, the student may change any answers on that page (i.e., screen). The student may not return to previous pages and cannot change answers to items on previous pages.

   a. Example: A single test page has items 4–10. A student answers items 4–7 and pauses the test for more than 20 minutes. When the student resumes testing, the student can change answers to items 4–10 but cannot return to items 1–3 on an earlier page.

   b. Example: A page contains items 9–11 and a student answers all of those items before pausing the test for more than 20 minutes. When the student resumes testing, the student will begin on item 12 and cannot return to items 1–11.

   c. Example: Prior to a pause, a student navigates back to a previous item and deletes an answer. The system is then paused while that student is on that particular item. After a pause greater than 20 minutes, the system is designed to place the student on the last unanswered question. In this case, an item to which the student had responded previously is now blank. When the student answers that item and selects [**Next**], the test delivery system proceeds to the next *unanswered* item, skipping items, as those items would have received a response previously.

> **Note:** A constructed response item is considered answered if the student has taken any action within the response area. This includes random keystrokes (e.g., sdkjfasdgi), one or more spaces using the spacebar, selecting anywhere on a Grid Item–Hot Spot item, etc.

Appendix F: Additional Information About Accessibility Resources

Multiplication Table

Note: This page is not intended to be printed for student use during testing.

A single-digit (1–9) multiplication table is available for reference on Smarter Balanced for mathematics assessments and the CAST. A single-digit (1–9) multiplication table is a non-embedded accommodation for **grades four and above** mathematics items and a non-embedded designated support for the CAST in grades five and eight and high school. The multiplication table is to be used *only* for students with a documented and persistent calculation disability (i.e., dyscalculia).

This table can be printed and enlarged, if required, for students requiring this resources; it is also available as a PDF on the Student Accessibility Resources and Test Settings web page on the CAASPP website. Use of other multiplication tables is prohibited.

MULTIPLICATION TABLE

×	1	2	3	4	5	6	7	8	9
1	1	2	3	4	5	6	7	8	9
2	2	4	6	8	10	12	14	16	18
3	3	6	9	12	15	18	21	24	27
4	4	8	12	16	20	24	28	32	36
5	5	10	15	20	25	30	35	40	45
6	6	12	18	24	30	36	42	48	54
7	7	14	21	28	35	42	49	56	63
8	8	16	24	32	40	48	56	64	72
9	9	18	27	36	45	54	63	72	81

100s Number Table

> **Note:** This page is not intended to be printed for student use during testing.

A table listing numbers from 1–100 is available for reference on Smarter Balanced for mathematics assessments and the CAST. The 100s Number Table is to be used *only* for students with visual processing or spatial perception needs as documented in their IEP or Section 504 plan. The 100s Number Table is available as a non-embedded accommodation (mathematics) or non-embedded designated support for students with an IEP or Section 504 plan. For the Smarter Balanced for mathematics, this accommodation can be used by students in grades four through eight and grade eleven. For the CAST, this designated support can be used by students in grades five and eight and high school.

This table can be printed for students requiring this accommodation; it is available as a PDF on the Student Accessibility Resources and Test Settings web page on the CAASPP website. Use of other 100s number tables is prohibited.

100s Number Table

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Links to Additional Accessibility Guidelines

There are a number of sources of information available to assist in understanding, assigning, and using accessibility resources during CAASPP testing.

- *CAASPP and ELPAC Accessibility Guide for Online Testing* web document— http://www.caaspp.org/rsc/pdfs/CAASPP-ELPAC.accessibility-guide.2019-20.pdf

- *CAASPP and ELPAC TOMS User Guide* web document— http://www.caaspp.org/rsc/pdfs/CAASPP-ELPAC.toms-guide.2019-20.pdf

- CAASPP Accessibility Resources videos—linked at http://www.caaspp.org/training/caaspp/

- CAASPP Manuals and Instructions web page—http://www.caaspp.org/ administration/instructions/

- CAASPP Student Accessibility Resources and Test Settings web page— http://www.caaspp.org/administration/accessibility

- CAASPP Test Administrator Resources for Summative Assessments web page— http://www.caaspp.org/ta-resources/summative.html

- CAASPP Test Operations Management System (TOMS) Resources web page— http://www.caaspp.org/administration/toms/

- CDE California Longitudinal Pupil Achievement Data System (CALPADS) web page— https://www.cde.ca.gov/ds/sp/cl/

- CDE California Student Assessment Accessibility Graphic for English Language Arts/ Literacy web document—https://www.cde.ca.gov/ta/tg/ca/documents/ elaresources1119.pdf

- CDE California Student Assessment Accessibility Graphic for Mathematics web document—https://www.cde.ca.gov/ta/tg/ca/documents/mathresources1119.pdf

- CDE California Student Assessment Accessibility Graphic for Science web document— https://www.cde.ca.gov/ta/tg/ca/documents/scienceresources1119.pdf

- CDE California Student Assessment Accessibility Graphic for the California Spanish Assessment web document— https://www.cde.ca.gov/ta/tg/ca/documents/csaresources1119.pdf

- CDE Matrix One: California Assessment of Student Performance and Progress Accessibility Resources web document—https://www.cde.ca.gov/ta/tg/ai/documents/ caasppmatrixone.docx

- CDE Student Accessibility Resources web page—https://www.cde.ca.gov/ ta/tg/ca/accesssupport.asp

- ISAAP Tool—linked on the TOMS Resources web page at
  http://www.caaspp.org/administration/toms/

- Online Student Test Settings Template for Batch Upload web document—
  http://www.caaspp.org/rsc/pdfs/CAASPP_Upload_Stu_Accom_Template_2019-2020_v1.xlsx

- *Smarter Balanced Resources and Practices Comparison Crosswalk* Web document—
  linked on the CDE Smarter Balanced Accessibility Resources web page at
  https://www.cde.ca.gov/ta/tg/ca/sbaccessibilityres.asp

- *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines* web
  document—linked on the CAASPP Student Accessibility Resources and Test Settings
  web page at http://www.caaspp.org/administration/accessibility/

Appendix G: Test Administrator Checklist

☐ **ACTIVITY: Confirm that TOMS logon information has been received in an automated email from TOMS with logon instructions. This username and password are also used for the online testing system.**

Estimated Time to Complete: As needed

Target Completion Date: Complete at least one to two weeks prior to testing.

Notes and Resources: If this information has not been received, please check a spam or junk email folder to learn if it was mistakenly routed there. If not, check with the CAASPP test site coordinator.

- *CAASPP and ELPAC TOMS User Guide,* Chapter 3 Access, Logons, and Passwords

☐ **ACTIVITY: Log on to TOMS to electronically sign the *CAASPP Test Security Affidavit.***

Estimated Time to Complete: As needed

Target Completion Date: Complete at least one to two weeks prior to testing.

Notes and Resources: Test administrators are required to sign the affidavit.

- *CAASPP and ELPAC TOMS User Guide,* Chapter 3 Access, Logons, and Passwords

☐ **ACTIVITY: Provide students with a walk-through of the training test or practice test for familiarity with navigation of the system and tools.**

Estimated Time to Complete: One hour

Target Completion Date: Complete multiple opportunities prior to testing.

Notes and Resources: *Online Test Administration Manual,* appendix C

☐ **ACTIVITY: Review all CAASPP policy and test administration documents.**

Estimated Time to Complete: One to two hours

Target Completion Date: Complete at least two to three weeks prior to testing.

Notes and Resources: *Online Test Administration Manual*

☐ **ACTIVITY: Review the training modules and attend school or district training sessions, if any are offered.**

Estimated Time to Complete: Two to three hours

Target Completion Date: Complete at least two to three weeks prior to testing.

Notes and Resources:

- *Online Test Administration Manual,* chapter 2
- CAASPP Summative Assessments Training Videos

☐ **ACTIVITY: Show students the videos "What is a Computer Adaptive Test?" and "Embedded Universal Tools and Online Features."**

Estimated Time to Complete: One hour

Target Completion Date: Complete while spaced over two to three weeks prior to testing.

Notes and Resources: CAASPP [Summative Assessment Videos and Archived Webcasts](#) web page

☐ **ACTIVITY: Perform an equipment needs check based on individual student requirements.**

- **Work with the CAASPP test site coordinator to identify students who will need specialized equipment for accommodations.**

Estimated Time to Complete: One to two hours

Target Completion Date: Complete at least two weeks prior to testing.

Notes and Resources: Students are permitted and encouraged to use their own ear buds or headsets—but LEAs and schools should also plan on having some available.

☐ **ACTIVITY: Work with the CAASPP test site coordinator to determine precise testing schedules based on the test administration windows selected by the school schedule.**

- **Make sure the students' test administration schedule includes allowable breaks.**

Estimated Time to Complete: As needed

Target Completion Date: Complete at least one to two weeks prior to testing.

Notes and Resources: Online Test Administration Manual, [chapter 4](#)

☐ **ACTIVITY: Work with the CAASPP test site coordinator to ensure that each student has a SSID and is registered for an appropriate paper-pencil test as necessary.**

Estimated Time to Complete: Two to four hours

Target Completion Date: Complete at least one to two weeks prior to testing.

Notes and Resources: None

☐ **ACTIVITY: Create logon tickets for students that include their legal first name and their SSID. (It is also permissible to include a photo of the student or include the student's last name with the logon information as additional safeguards to ensure that the students receive the correct logon information.)**

Estimated Time to Complete: Two to four hours

Target Completion Date: Complete at least one to two weeks prior to testing.

Notes and Resources: Online Test Administration Manual, [chapter 7](#)

☐ **ACTIVITY: Confirm each student's test settings for designated supports and accommodations in TOMS against the student's IEP, Section 504 plan, or other relevant documentation as appropriate.**

Estimated Time to Complete: Two to four hours

Target Completion Date: Complete at least one to two weeks prior to testing.

Notes and Resources: [CAASPP and ELPAC TOMS User Guide](#), Chapter 7 Students

☐ **ACTIVITY: Ensure that the secure browser has been downloaded to any device(s) on which students will be testing.**

Estimated Time to Complete: One to two hours

Target Completion Date: Complete at least one to two weeks prior to testing *and again* the day before testing or morning of testing.

Notes and Resources: Check with the CAASPP test site coordinator or school technology coordinator if the [**Secure Browser**] icon is missing.

- [CAASPP and ELPAC Technical Specifications and Configuration Guide for Online Testing](#), Chapter 4 Secure Browser Configuration

☐ **ACTIVITY: Communicate to students the need for headsets in order to take the ELA Listening portions of the assessment.**

1. **Identify any students who may not have their own headsets and make arrangements with the school to have headsets available for those students. Counts should be determined prior to testing.**

2. **Also have extra headsets on hand for students who may forget to bring theirs.**

3. **Send reminders to students and parents several days before and the day prior to testing to remind parents that students may bring their own headsets but that headsets will be provided to students without headsets on the day of testing.**

Estimated Time to Complete: As needed

Target Completion Date:

1. Make a count of needed headsets (vs students who have their own) at least three weeks prior to testing and tell the CAASPP test site coordinator the number needed.

2. Three days before testing, remind students to have their headsets available the day of tests.

3. One day before testing, remind students to bring their headsets.

Notes and Resources: Administration of the ELA assessment will contain a listening portion. Students will need ear buds or headsets. Make sure the school has extras available for students who may need them on the day of testing. Have extra headsets on hand in case students forget.

☐ **ACTIVITY: Plan a quiet activity for each test session for students who finish early.**

Estimated Time to Complete: 15–30 minutes

Target Completion Date: Complete the week of testing.

Notes and Resources: The activity should not be related to the test being given. For example, students who finish early may work on assignments for unrelated subjects or read a book.

☐ **ACTIVITY: Prior to administration, check all devices that will be used and close all applications except those identified as necessary by the school's technology coordinator or the student's IEP or Section 504 plan.**

- **Make sure that no device has dual monitors except where required in an IEP or Section 504 plan.**

- **Work with the CAASPP test site coordinator to set system volume prior to students launching the secure browser to ensure students can hear the audio portions of the ELA segment.**

Estimated Time to Complete: One to two hours

Target Completion Date: Complete the morning of testing.

Notes and Resources: The test administrator or test examiner should open the secure browser on each device after closing any unnecessary applications.

☐ **ACTIVITY: Review all guidelines for creating a secure test environment.**

- **Review all security procedures and guidelines in the *Online Test Administration Manual.***

- **Carefully read and electronically sign the *Test Security Affidavit* in TOMS.**

Estimated Time to Complete: As needed

Target Completion Date: Complete prior to and during day(s) of testing.

Notes and Resources:

- *Online Test Administration Manual,* chapter 3

☐ **ACTIVITY: Make sure the physical conditions of the testing room are satisfactory.**

- **Make sure that no instructional materials directly related to the content of the assessments are visible.**

- **Students should be seated so there is enough space between them, or provide desktop partitions to minimize opportunities to look at each other's screen.**

- **Actively monitor students throughout the test sessions.**

- **Students who are not being tested may not be in the room where a test is being administered.**

Estimated Time to Complete: As needed

Target Completion Date: Complete the day(s) of testing.

Notes and Resources:

- Make sure students clear their desks and put away all books, backpacks, purses, and other materials not needed for the test.

- Make sure that cell phones, electronic devices of any kind, and other materials not needed for the test are not present in the testing room unless required by a student's IEP or Section 504 plan.

- Ensure that students do not access unauthorized electronic devices (such as cell phones) at any time during testing.

- *Online Test Administration Manual,* chapter 3

☐ **ACTIVITY: On the day of testing, verify that the students have their logon information (first name, SSID, and session ID). Logon tickets are secure testing material until testing is completed; these should be securely destroyed after testing.**

Estimated Time to Complete: As needed

Target Completion Date: Complete the day(s) of testing.

Notes and Resources: *Online Test Administration Manual,* chapter 7

☐ **ACTIVITY: Administer the appropriate assessments, following the script and directions for administration. Provide any necessary non-embedded designated supports and accommodations.**

Estimated Time to Complete: As needed

Target Completion Date: Complete the day(s) of testing.

Notes and Resources: Provide students with scratch paper for all test sessions. Also provide students in grades six and above graph paper for the mathematics assessments.

- *Online Test Administration Manual,* chapter 8 (Smarter Balanced Summative Assessments and CAST)

- *Online Test Administration Manual,* chapter 9 (California Spanish Assessment)

☐ **ACTIVITY: Report any summative testing improprieties, irregularities, and breaches to the CAASPP test site coordinator and LEA CAASPP coordinator in writing immediately following an impropriety, irregularity, or breach. The coordinator will report the incident using the online *CAASPP STAIRS/Appeals* process to submit a report and may also call the CDE immediately, when appropriate.**

Estimated Time to Complete: As needed

Target Completion Date: Complete as soon as possible during or immediately following testing.

Notes and Resources: *Online Test Administration Manual,* chapter 3

☐ **ACTIVITY: Securely dispose of all printed testing materials, including student logon information, print-on-demand documents, and scratch paper.**

Estimated Time to Complete: As needed

Target Completion Date: Complete after testing.

Notes and Resources: *Online Test Administration Manual,* chapter 3

Contact Information

Questions about the overall administration and state policies	Questions about technology and the overall administration procedures
California Department of Education Accommodations, Test Policy, Testing Irregularities Name: **CAASPP Office** Phone: **916-445-8765** Email: **caaspp@cde.ca.gov**	**School Technology Coordinator** Name: _____ Phone:_____ Email: _____ **CAASPP Test Site Coordinator** Name: _____ Phone:_____ Email: _____ **LEA CAASPP Coordinator** Name: _____ Phone:_____ Email: _____

Appendix H: Test Examiner Checklists

CAAs for ELA and Mathematics

☐ **ACTIVITY: Confirm that TOMS logon information has been received in an automated email from TOMS with logon instructions. This username and password are also used for the online testing system.**

Estimated Time to Complete: As needed

Target Completion Date: Complete at least one to two weeks prior to testing.

Notes and Resources: If this information has not been received, please check a spam or junk email folder to learn if it was mistakenly routed there. If not, check with the CAASPP test site coordinator.

- *CAASPP and ELPAC TOMS User Guide,* Chapter 3 Access, Logons, and Passwords

☐ **ACTIVITY: Log on to TOMS to electronically sign the *CAASPP Test Security Affidavit.***

Estimated Time to Complete: As needed

Target Completion Date: Complete at least one to two weeks prior to testing.

Notes and Resources: Test examiners are required to sign the affidavit.

- *CAASPP and ELPAC TOMS User Guide,* Chapter 3 Access, Logons, and Passwords

☐ **ACTIVITY: View the CAA Test Examiner Tutorial and present the resulting completion certificate to the CAASPP test site coordinator or LEA CAASPP coordinator.**

Estimated Time to Complete: One hour

Target Completion Date: Complete at least two to three weeks prior to testing.

Notes and Resources:

- *Online Test Administration Manual,* chapter 2
- CAASPP CAAs web page

☐ **ACTIVITY: Review all CAASPP policy and test administration documents.**

Estimated Time to Complete: One to two hours

Target Completion Date: Complete at least two to three weeks prior to testing.

Notes and Resources: Online Test Administration Manual

☐ **ACTIVITY: Provide students with a walk-through of the training test or practice test for ELA and mathematics for familiarity with navigation of the system and tools.**

Estimated Time to Complete: One hour

Target Completion Date: Complete multiple opportunities prior to testing.

Notes and Resources: Online Test Administration Manual, appendix C

☐ **ACTIVITY: Perform an equipment needs check based on individual student requirements.**

- **Work with the CAASPP test site coordinator to identify students who will need specialized equipment for accommodations.**

Estimated Time to Complete: One to two hours

Target Completion Date: Complete at least two weeks prior to testing.

Notes and Resources: Students are permitted and encouraged to use their own ear buds or headsets—but LEAs and schools should also plan on having some available.

☐ **ACTIVITY: Work with the CAASPP test site coordinator to determine precise testing schedules based on the test administration windows selected by the school schedule.**

- **Make sure the students' test administration schedules include allowable breaks.**

Estimated Time to Complete: As needed

Target Completion Date: Complete at least one to two weeks prior to testing.

Notes and Resources: Online Test Administration Manual, chapter 4

☐ **ACTIVITY: Work with the CAASPP test site coordinator to ensure that each student to whom the CAAs are being administered has a SSID.**

Estimated Time to Complete: Two to four hours

Target Completion Date: Complete at least one to two weeks prior to testing.

Notes and Resources: None

☐ **ACTIVITY: Work with the CAASPP test site coordinator to obtain the correct version of the secure *CAA DFAs* from TOMS for each grade being administered.**

Estimated Time to Complete: Fifteen minutes

Target Completion Date: One to two weeks prior to testing.

Notes and Resources:

- TOMS website
- CAASPP CAAs for ELA and Mathematics Version Assignments web page

☐ **ACTIVITY: Carefully review the *DFA*(s) for each grade being administered.**

Estimated Time to Complete: One to two hours

Target Completion Date: Complete prior to administering the online assessments.

Notes and Resources: Downloaded *DFA(s)*

☐ **ACTIVITY: Confirm each student's test settings for designated supports and accommodations in TOMS against the student's IEP, Section 504 plan, or other relevant documentation as appropriate.**

Estimated Time to Complete: Two to four hours

Target Completion Date: Complete at least one to two weeks prior to testing.

Notes and Resources: [CAASPP and ELPAC TOMS User Guide](#), Chapter 7 Students

☐ **ACTIVITY: Ensure that the secure browser has been downloaded to any device(s) on which students will be testing.**

Estimated Time to Complete: One to two hours

Target Completion Date: Complete at least one to two weeks prior to testing *and again* the day before testing or morning of testing.

Notes and Resources: Check with the CAASPP test site coordinator or school technology coordinator if the [**Secure Browser**] icon is missing.

- [CAASPP and ELPAC Technical Specifications and Configuration Guide for Online Testing](#), Chapter 4 Secure Browser Configuration

☐ **ACTIVITY: The CAAs for ELA and mathematics online assessments are to be administered one on one. The test examiner will share use of the testing device with the student. Confirm audio is working on the device, such that both the test examiner and the student can hear the audio.**

Estimated Time to Complete: Fifteen minutes

Target Completion Date: Complete before testing.

Notes and Resources: ELA and mathematics assessments contain videos, animations containing audio, or both.

☐ **ACTIVITY: Review all guidelines for creating a secure test environment.**

- **Review all security procedures and guidelines in the *Online Test Administration Manual*.**
- **Carefully read and sign the test security affidavit.**

Estimated Time to Complete: As needed

Target Completion Date: Complete prior to and during day(s) of testing.

Notes and Resources:

- *Online Test Administration Manual,* chapter 3

☐ **ACTIVITY: Make sure the physical conditions of the testing room are satisfactory and that no instructional materials directly related to the content of the assessments are visible.**

Estimated Time to Complete: As needed

Target Completion Date: Complete the day(s) of testing.

Notes and Resources:

- Make sure that cell phones, electronic devices of any kind, and other materials not needed for the test are not present in the testing room unless required by a student's IEP or Section 504 plan.
- Ensure that students do not access unauthorized electronic devices (such as cell phones) at any time during testing.
- *Online Test Administration Manual,* chapter 3

☐ **ACTIVITY: On the day of testing, verify possession of the student's logon information (first name, SSID, and session ID).**

Estimated Time to Complete: As needed

Target Completion Date: Complete the day(s) of testing.

Notes and Resources:

- *Online Test Administration Manual,* chapter 7
- *Online Test Administration Manual,* chapter 8
- *Online Test Administration Manual,* chapter 9

☐ **ACTIVITY: Begin the one-on-one test administration with a student by starting with the ELA or mathematics assessment, beginning with the Student Response Check for the content area.**

Estimated Time to Complete: As needed

Target Completion Date: Complete the day(s) of testing.

Notes and Resources: *CAA DFA*

☐ **ACTIVITY: Administer the assessment according to the script in the *DFA*, following the script and directions for administration. Provide any necessary non-embedded designated supports and accommodations.**

Estimated Time to Complete: Sixty to 100 minutes per test (estimated; time may vary per student)

Target Completion Date: Complete the day(s) of testing.

Notes and Resources: Provide students with scratch paper for all test sessions. Also provide students in grades six and above graph paper for the mathematics assessments.

- *Online Test Administration Manual,* chapter 7

☐ **ACTIVITY: Report any summative testing improprieties, irregularities, and breaches to the CAASPP test site coordinator and LEA CAASPP coordinator in writing immediately following an impropriety, irregularity, or breach. The coordinator will report the incident using the online CAASPP STAIR/Appeals process to submit a report and may also call the CDE immediately, when appropriate.**

Estimated Time to Complete: As needed

Target Completion Date: Complete as soon as possible during or immediately following testing.

Notes and Resources: *Online Test Administration Manual,* chapter 3

☐ **ACTIVITY: Securely dispose of all printed testing materials, including the *DFA*, print-on-demand documents, and scratch paper.**

Estimated Time to Complete: As needed

Target Completion Date: Complete after testing.

Notes and Resources: *Online Test Administration Manual,* chapter 3

Contact Information

Questions about the overall administration and state policies	Questions about technology and the overall administration procedures
California Department of Education **Accommodations, Test Policy, Testing Irregularities** Name: **CAASPP Office** Phone: **916-445-8765** Email: **caaspp@cde.ca.gov**	**School Technology Coordinator** Name: _____ Phone:_____ Email: _____ **CAASPP Test Site Coordinator** Name: _____ Phone:_____ Email: _____ **LEA CAASPP Coordinator** Name: _____ Phone:_____ Email: _____

CAA for Science

☐ **ACTIVITY: Confirm that TOMS logon information has been received in an automated email from TOMS with logon instructions. This username and password are also used for the online testing system.**

Estimated Time to Complete: As needed

Target Completion Date: Complete at least one to two weeks prior to testing.

Notes and Resources: If this information has not been received, please check a spam or junk email folder to learn if it was mistakenly routed there. If not, check with the CAASPP test site coordinator.

- *CAASPP and ELPAC TOMS User Guide,* Chapter 3 Access, Logons, and Passwords

☐ **ACTIVITY: Log on to TOMS to electronically sign the *CAASPP Test Security Affidavit.***

Estimated Time to Complete: As needed

Target Completion Date: Complete at least one to two weeks prior to testing.

Notes and Resources: Test examiners are required to sign the affidavit.

- *CAASPP and ELPAC TOMS User Guide,* Chapter 3 Access, Logons, and Passwords

☐ **ACTIVITY: View the CAA Test Administration Tutorial and present the resulting completion certificate to the CAASPP test site coordinator or LEA CAASPP coordinator.**

Estimated Time to Complete: Two to three hours

Target Completion Date: Complete at least two to three weeks prior to testing.

Notes and Resources:

- *Online Test Administration Manual,* chapter 2
- CAASPP CAAs web page

☐ **ACTIVITY: Review all CAASPP policy and test administration documents.**

Estimated Time to Complete: One to two hours

Target Completion Date: Complete at least two to three weeks prior to testing.

Notes and Resources: *Online Test Administration Manual*

☐ **ACTIVITY: Work with the CAASPP test site coordinator to determine testing schedules; make sure the students' test administration schedules include allowable breaks.**

Estimated Time to Complete: As needed

Target Completion Date: Complete at least one to two weeks prior to testing.

Notes and Resources: Online Test Administration Manual, chapter 4

☐ **ACTIVITY: Work with the CAASPP test site coordinator to ensure that each student to whom the CAA for Science is being administered has a SSID.**

Estimated Time to Complete: Two to four hours

Target Completion Date: Complete at least one to two weeks prior to testing.

Notes and Resources: None

☐ **ACTIVITY: Ensure that the secure browser has been downloaded to any device(s) on which students will be testing.**

Estimated Time to Complete: One to two hours

Target Completion Date: Complete at least one to two weeks prior to testing *and again* the day before testing or morning of testing.

Notes and Resources: Check with the CAASPP test site coordinator or school technology coordinator if the [**Secure Browser**] icon is missing.

- *CAASPP and ELPAC Technical Specifications and Configuration Guide for Online Testing,* Chapter 4 Secure Browser Configuration

☐ **ACTIVITY: Work with the CAASPP test site coordinator to obtain the CAA for Science embedded PT for each grade being administered.**

Estimated Time to Complete: Fifteen minutes

Target Completion Date: One to two weeks prior to testing. Note that these files are available starting on September 8, 2019.

Notes and Resources: TOMS website

☐ **ACTIVITY: Carefully review the embedded PT.**

Estimated Time to Complete: One to two hours

Target Completion Date: Complete just prior to administering the embedded PT.

Notes and Resources: Downloaded embedded PT(s)

☐ **ACTIVITY: Gather any materials needed, according to guidelines provided in the embedded PT and individual student needs and learning styles, and record which materials are used to administer the embedded PT.**

Estimated Time to Complete: Thirty minutes

Target Completion Date: Complete prior to administering the embedded PT.

Notes and Resources: Downloaded embedded PT(s)

☐ **ACTIVITY: Review all guidelines for creating a secure test environment.**

- **Review all security procedures and guidelines in the *Online Test Administration Manual*.**

- **Carefully read and sign the test security affidavit.**

Estimated Time to Complete: As needed

Target Completion Date: Prior to and during day(s) of testing.

Notes and Resources:

- *Online Test Administration Manual,* chapter 3

☐ **ACTIVITY: Make sure the physical conditions of the testing room are satisfactory and that no instructional materials directly related to the content of the assessments are visible.**

Estimated Time to Complete: As needed

Target Completion Date: Complete the day(s) of testing.

Notes and Resources:

- Make sure that cell phones, electronic devices of any kind, and other materials not needed for the test are not present in the testing room unless required by a student's IEP or Section 504 plan.

- Ensure that students do not access unauthorized electronic devices (such as cell phones) at any time during testing.

- *Online Test Administration Manual,* chapter 3

☐ **ACTIVITY: Administer the assessment according to the guidelines in the embedded PT. Provide any necessary individualized resources.**

Estimated Time to Complete: Sixty to 100 minutes per test (estimated; time may vary per student)

Target Completion Date: Complete the day(s) of testing.

Notes and Resources: Downloaded embedded PT

☐ **ACTIVITY: Securely dispose of all printed testing materials.**

Estimated Time to Complete: Fifteen minutes

Target Completion Date: Complete after testing.

Notes and Resources: *Online Test Administration Manual,*

Contact Information

Questions about the overall administration and state policies	Questions about technology and the overall administration procedures
California Department of Education Accommodations, Test Policy, Testing Irregularities Name: **CAASPP Office** Phone: **916-445-8765** Email: **caaspp@cde.ca.gov**	**School Technology Coordinator** Name: _____ Phone:_____ Email: _____ **CAASPP Test Site Coordinator** Name: _____ Phone:_____ Email: _____ **LEA CAASPP Coordinator** Name: _____ Phone:_____ Email: _____

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