California Spanish Assessment (CSA) Operational Test Administration

[MUSIC] and [VISUAL]
- The CAASPP logo appears on a black chalkboard background.
- White text appears above the logo: "California Spanish Assessment (CSA)".
- White text appears below the logo: "Operational Test Administration".

[VISUAL]
- The screen changes to Marques Barron sitting in a classroom, speaking directly to the camera.

[AUDIO]
- Hola, and welcome to the administration video of the new California Spanish Assessment, or CSA. I’m Marques Barron, Program Manager at Educational Testing Service.

[VISUAL]
- In the upper right corner of the screen, a red box with white text appears "MARQUES BARRON".
- Below the box, a white text appears "PROGRAM MANAGER".
- The text disappears.

[AUDIO]
- Today, I will share with you information about the CSA. Here is the agenda for today.

[VISUAL]
- The screen changes to PowerPoint slide 2 with the header "Agenda".
- Below the header is a table with two columns. Left is labeled "Topic" and Right is labeled "Slides".
- Row 1: Topic, 1
- Row 2: Agenda, 2
- Row 3: Overview of the California Spanish Assessment (CSA), 3-10
- Row 4: Roles and Responsibilities, 11-15
- Row 5: Technology Requirements, 16-20
- Row 6: Using the Test Operations Management System (TOMS), 21-31
- Row 7: Operational CSA Administration, 32-53
- Row 8: Test Security, 54-57
- Row 9: Completion Status Reports, 59-62
- Row 10: Opportunities for Teacher Involvement, 62
- Row 11: Help Desk Support, 63
I will begin with the Overview of California Spanish Assessment, then I will move on to Roles and Responsibilities, Technology Requirements, Using the Test Operations Management System, or TOMS, the Operational CSA Administration, Test Security, Completion Status Reports, and I will finish with Opportunities for Teacher Involvement, and Help Desk Support.

Marques reappears on the screen.

Some slides in this presentation are intentionally text-heavy to make sure that you have the necessary information to share with your staff.

The CSA is California's new Spanish reading/language arts, or RLA, assessment that will replace the Standards-based Tests in Spanish, or the STS. Similar to the STS, the CSA will test a student's Spanish language arts skills in reading, writing mechanics, and listening. This assessment provides students with a measure of their Spanish RLA skills.

The CSA is aligned with the Common Core State Standards en Español.
• Is linear, nonadaptive
• Is computer-based
• Includes stand-alone items and passage-based items

[AUDIO]
• The CSA is aligned with the California Common Core State Standards en Español, which are a translation of the English language arts Common Core State Standards, for English language arts/literacy, or ELA, which includes linguistic augmentations specific to the Spanish language. The test is a linear, nonadaptive, computer-based test. This means that unlike the CAASPP ELA and mathematics assessments, a test form will follow an item order regardless of a student’s response. The CSA is made up of both stand-alone items and passage-based items. The passage-based items may contain a stimulus such as a passage, video, or image.

[VISUAL]
• The screen changes to PowerPoint slide 5 with the header "Purpose of the CSA".
• The bullet points are as follows:
  • The purpose of the CSA is to measure a student’s competency in Spanish RLA.
  • Once operational, the CA will provide the following: Student-level data in Spanish competency, Aggregate data for Spanish RLA programs, A measure to be used, in part, for the State Seal of Biliteracy

[AUDIO]
• The CSA was developed to support teachers in educating our diverse population of Spanish-speaking students. The purpose of the CSA is to measure a student’s competency in Spanish reading/language arts in grades three through eight and high school for the purpose of providing student-level data in Spanish competency; providing aggregate data that may be used for evaluating the implementation of Spanish language arts programs at the local level; and providing a high school with a measure suitable to be used, in part, for the State Seal of Biliteracy.

[VISUAL]
• The screen changes to PowerPoint slide 6 with the header "CSA Target Population".
• The bullet points are as follows:
  • Students in grades three through eight and high school
  • Students who have learned Spanish formally or informally
  • Includes, but is not limited to, students who are: Receiving instruction in Spanish in California, Seeking a measure that recognizes their Spanish-specific reading, writing mechanics, and listening skills
The CSA can be administered to any students from grades three through eight and high school who have learned Spanish formally or informally. This includes, but is not limited to, students receiving instruction in Spanish in California; and students seeking a measure that recognizes their Spanish-specific reading, writing mechanics, and listening skills.

The screen changes to PowerPoint slide 7 with the header "Benefits of the CSA".

The bullet points are as follows:
- The CSA encourages development of bilingualism and biliteracy and literacy at a deeper level.
- It informs instructional practices.
- Results may be viewed in combination with English language arts/literacy results.
- It may be added to Local Control and Accountability Plans.
- The CSA is free of cost.
- To the right of this bulleted list is a graphic of a handheld megaphone blaring out the word “BENEFITS”.

Some benefits of the CSA include encouraging development of bilingualism and biliteracy, informing instructional practices, having the ability to review results in combination with ELA or literacy results, and potentially using this test in local control and accountability plans. As a reminder the CSA is free of cost, and all local educational agencies, or LEAs, can administer the CSA, as appropriate.

The screen changes to PowerPoint slide 8 with the header "About the Operational CSA".

The bullet points are as follows:
- The operational CSA testing window opens on April 1, 2019, and closes on July 15, 2019.
- Students will take the grade-level test associated with the grade they are currently in.
- Electronic Student Score reports will be available in the fall of 2019.

The operational CSA has a fixed testing window. Unlike the pilot and field test, students will take the grade-level test associated with the grade they are currently in for this 2018–19 school year. All students who take the operational CSA will receive score reports. Score reports are expected to be available during
the fall of 2019.

[VISUAL]
- The screen changes to PowerPoint slide 9 with the header "CSA Timeline".
- Below the header is a table with two columns. The left column is labeled Event, and the right column is labeled Date.
- The first row from left to right is labeled: Operational CSA (first operational administration) and April 1-July 15, 2019.
- The second row from left to right is labeled: Operational CSA (second operational administration) and January 2020.

[AUDIO]
- Here is a high-level timeline for the future CSA administrations. The operational CSA will be available for administration on April 1st through July 15th of 2019, for all LEAs. Please note the first operational administration has a fixed testing window. The following year will be the second administration of the CSA, which will be available concurrently with all other CAASPP assessments, and LEAs will be able to set their testing window based on their instructional calendar. This means that each LEA will administer the CSA within their LEA’s CAASPP testing window.

[VISUAL]
- The screen changes to PowerPoint slide 10 with the header "CSA Practice and Training Tests".
- The bullet points are as follows:
  - The CSA practice and training tests are currently available and can be accessed through the CAASPP portal website.
  - The Online Practice and Training Tests Portal is found at http://www.caaspp.org/practice-and-training/.

[AUDIO]
- To get an understanding of what types of questions will be on the CSA, please access the CSA practice tests and training tests. These tests do not require a secure browser or test administrator approval. Students, parents or guardians, and LEA staff members can access these tests at any time. If you would like demonstrations on how to use different interface and accessibility tools, please view the CAASPP Usability, Accessibility, and Accommodations Guidelines or UAAG videos. These videos are available in both Spanish and English.
• The screen changes to PowerPoint slide 11 with the header "Preparing for Operational CSA Administration."

[AUDIO]

• Now that we have briefly introduced the CSA, we will move on to the necessary information and steps that LEA CAASPP coordinators and site coordinators must take for a successful CSA administration.

[VISUAL]

• The screen changes to PowerPoint slide 12 with the header "Roles and Responsibilities (1)".

[AUDIO]

• This section provides information and guidance about user roles.

[VISUAL]

• The screen changes to PowerPoint slide 13 with the header "Roles and Responsibilities (2)".

• A chart shaped like an inverted pyramid appears below, with the header Available User Roles in TOMS.

• From the top down, the first three sections are labeled: LEA CAASPP Coordinator, Test Site Coordinator, and Test Administrator.

• The fourth, fifth and sixth sections are labeled: Test Examiner, Test Administrator & Test Examiner, and Interim Assessment Administrator Only. The text in all three of these sections is crossed out. There is a gray box to the right of these sections. The inside of the box is labeled: "Not used for CSA" and three arrows are pointing from the box to these three sections.

• The sixth, seventh, and eighth sections are labeled: Educator - LEA, Educator - Test Site, and Educator - Roster. To the right is a large arrow pointing from the caption "View-only roles" to the sixth, seventh, and eighth sections.

[AUDIO]

• This graphic shows the user roles that are available in TOMS. The CSA will use the same roles that are used for the CAASPP ELA and mathematics assessments, which exclude the test examiner, test administrator and test examiner, and interim assessment administrator only roles. The user roles have not changed from the roles that were offered during last year’s test administration.

[VISUAL]
The screen changes to PowerPoint slide 14 with the header "User Role Guidance (1)".
The bullet points are as follows:
- Test Operations Management System (TOMS) Pre-Administration Guide for CAASPP Testing—
  http://www.caaspp.org/administration/instructions/
- User Roles in TOMS web page http://www.caaspp.org/administration/toms/toms-users-html
- Adding Users to TOMS via Batch Upload web page—
  http://www.caaspp.org/administration/toms/toms-upload-users-html

[Audio]
Here’s a list of resources regarding user roles. The TOMS Pre-Administration Guide for CAASPP Testing includes a list of responsibilities for each of these roles. This is useful information for any staff who is new to administering the CAASPP assessments. Many of you have already added users to TOMS. If you haven’t, these resources are available to help you determine which user roles are appropriate for your staff and to show you how to add or upload the users to TOMS.

[Visual]
- The screen changes to PowerPoint slide 15 with the header "User Role Guidance (2)".
The bullet points are as follows:
- User Role Guidance—http://www.caaspp.org/administration/toms/
- Videos: TOMS: Adding Users One by One and TOMS: Adding Users By Batch File Upload—
  http://www.caaspp.org/training/caaspp/
- Template for Batch Upload of Users—http://www.caaspp.org/administration/toms/

[Audio]
This slide contains a few additional resources for user roles. These resources will assist you with different pre-administration processes that are specific to TOMS.

[Visual]
- The screen changes to PowerPoint slide 16 with the header "Technology Requirements".

[Audio]
In this section, I will briefly cover the technology requirements for the operational CSA.
The screen changes to PowerPoint slide 17 with the header "Technology Update: Operating Systems".
Below the header is a graphic consisting of two columns with eight total boxes. Each column has four boxes and within each box there is a logo of an operating system and its specific compatible versions.
The left column boxes are labeled:
- Windows 7, 8, 8.1, 8 RT, 10, Server 2008 R2, 2012 R2, 2016 R2
- MAC OS X 10.9 – 10.12
- MAC OS X 10.7 – 10.8
- LINUX (32 -bit) Fedora 25-26 LTS (Gnome) UBuntu 14.04, 16.04 LTS (Gnome)
The right column boxes are labeled:
- LINUX (64-bit) Fedora 25-26 LTS (Gnome) UBuntu 14.04, 16.04 LTS (Gnome)
- iOS 9.2, 9.3, 10.2, 10.3, 11.1
- Android 5.0, 5.1
- Chrome OS 59+.
At the bottom of the slide is a URL in large blue font:
http://ca.browsers.airast.org/

Remember to ensure that you have the latest technology updates to administer the CSA. The link shown here takes you to a list of supported operating systems and browsers, where you can also download the latest version of the secure browser if you haven't already done so.

The screen changes to PowerPoint slide 18 with the header "Technology Checklist (1)".
Text below the header read as: “Prior to test administration, local educational agency (LEA) CAASPP coordinators along with technology coordinators should do the following:
The checklist items are as follows:
- Check for a stable high-speed internet connection (wired or wireless)
- Check that testing devices are working
- Ensure that secure browsers are properly installed a minimum of two weeks prior to testing

I anticipate that most of you know that high-speed internet is required to administer the online assessments. If you are unsure of whether or not you have enough bandwidth to administer the assessments, a link to the bandwidth
checker is available on the resources slide in this section. Preparing technology as soon as possible is paramount. It will allow you to take care of most issues prior to the opening of the CSA testing window. This checklist will help you ensure that your technology is ready for testing.

[VISUAL]

- The screen changes to PowerPoint slide 19 with the header "Technology Checklist (2)."
- The checklist items are as follows:
  - Ensure the necessary hardware is available and working (e.g., headphones, external keyboards, printers)
  - Configure filters, firewalls, and proxy servers
  - Ensure that any auto updates are turned off
  - Updates during testing have the potential to kick students out of testing
  - Ensure you are using the latest mobile secure browser

[AUDIO]

- Here are additional technology checklist items. As a reminder, LEAs should work with their technology coordinator to ensure all technology requirements are fulfilled before administering the CSA.

[VISUAL]

- The screen changes to PowerPoint slide 20 with the header "Technology Resources".
- The bullet points read as follows:
  - Secure Browsers web page—http://ca.browsers.airasit.org/
  - Bandwidth Checker web page—http://www.caaspp.org/about/bandwidth-checker.html

[AUDIO]

- Those of you who may need more information about technology and the requirements for testing may find the resources listed here useful. Again, it is important to have technology prepared far in advance to ensure a smooth administration. If your technology is not prepared ahead of your testing window, it could affect your LEA’s schedule for testing.
• The screen changes to PowerPoint slide 21 with the header "Using TOMS".

[AUDIO]
• Now, we'll talk about some of the functions in the Test Operations Management System, or TOMS.

[VISUAL]
• The screen changes to PowerPoint slide 22 with the header "Tasks to Complete in TOMS for the CSA".
• The checklist items are as follows:
  • Add and manage all users
  • Select the fixed operational CSA test administration window
  • Review student demographic data from the California Longitudinal Pupil Achievement Data System (CALPADS)
  • Assign online test setting(s) to students
  • Assign students to the CSA

[AUDIO]
• The checklist here includes only major functions that occur in TOMS and is not a comprehensive list. You'll notice that the slides in this section are organized according to this list of major functions. Please note that it's important that you specify the CSA in TOMS as the test students are to take. For a more comprehensive list, please refer to the CAASPP Online Test Administration Manual for all CAASPP assessments.

[VISUAL]
• The screen changes to PowerPoint slide 23 with the header "TOMS Student Profile: Demographics (1)".
• The bullet points are as follows:
  • Data in TOMS is read-only; corrections must be made in CALPADS.
  • Students' grade levels must be correct in TOMS before the first date of the testing window.

[AUDIO]
• Because demographic data in TOMS is pulled from the California Longitudinal Pupil Achievement Data System, or CALPADS, any corrections to demographic data must be made in CALPADS to be reflected in TOMS. Again, you must
ensure the grade level is correct for the student in TOMS prior to the first day of your testing window. Begin reviewing this data as soon as possible. Do not wait until the operational CSA testing window opens to start reviewing this data.

[VISUAL]
- The screen changes to PowerPoint slide 24 with the header "TOMS Test Administrations: Instructional Calendar (1)".
- The bullet points are as follows:
  - The fixed operational CSA testing window is April 1—July 15, 2019.
  - You must select the check box for the operational CSA fixed testing window.
  - You cannot assign the without checking the box for the fixed testing window.

[AUDIO]
- Please note that the CSA has a fixed testing window set for April 1st through July 15th of 2019. You must select the testing window before assigning the test to a student. If you do not select the testing window, the operational CSA test assignment will be unavailable.

[VISUAL]
- The screen changes to PowerPoint slide 25 with the header "TOMS Test Administrations: Instructional Calendar (2)".
- Below the header is a screenshot of the testing window.
- The screenshot has four sections, section one is labeled Smarter Balanced (ELA and Mathematics) CAA’s (ELA and mathematics) CAST
- Section two: CAA for Science
- Section three: CAA Field Test
- Section four: CSA Operational Assessment
- The screen zooms in to the fourth section at the bottom.
- The CSA Operational Assessment is outlined in red when Marques refers to it. The information within the red outline includes: CSA Operational Assessment, This test can be administered anytime between April 1, 2018 and July 15, 2019, Activate this Test Administration (checked box), Test Administration Start Date, April 1, 2018 (small calendar icon), Test Administration End Date, July 15, 2019 (small calendar).

[AUDIO]
- To select the testing window, enter the “Test Administrations” tab and go to the Instructional Calendar page. At the bottom of this page is where you will select the operational CSA fixed testing window by simply checking the box.
The screen changes to a webpage screenshot with the header “California Spanish Assessment”.

The information below the header reads: “The CSA is a voluntary, computer-based summative assessment designed to measure Spanish language arts skills in reading, writing, and listening for students in grades three through eight, and high school. In Fall 2018, the CSA will be a field test to students in grades four through twelve. The goal of the CSA is to evaluate the computer-based reading, writing, and listening items.”

Below to the right are two captions: Test Delivery Mode and Condition Code

There are two check box selections labeled: California Special Assessment Field Test and California Spanish Assessment Operational Assessment.

On the top-left, a black arrow is pointing to the “California Spanish Assessment Operational Assessment” check box.

On the right of the screenshot the text reads as follows “Select the check box for California Spanish Assessment Operational Assessment to register a student”.

Once you have selected the operational CSA test window, you must assign the CSA to the student. To assign a student to the CSA, you must enter the test mode tab and select the check box in the section that is titled California Spanish Assessment Operational Assessment. Please note, LEA CAASPP coordinators can do a batch upload or upload individually. Site coordinators can only upload individuals and are not able to batch upload. This is the case for all procedures in TOMS that allow batch upload. LEAs should verify student test assignments at least 24 hours prior to testing, but we recommend you do it much earlier.

The screen changes to PowerPoint slide 27 with the header "TOMS Student Profile: Demographics (2)".

Below the header is a webpage screenshot with two columns. The left side are menu buttons from top to bottom: Organizations, Users, Students, Search, Upload, Test Administrations, Orders, Reports, STAIRS/Appeals, Secure Materials, Completion Status Reports, Online Reporting System, and Test Delivery System.

The Student Profile column on right is a large white box showing the database information for a student.

To the right of the screenshot is a blue box outlined in red the text inside reads: “All demographic data is read-only”.

In this slide, you can see a screenshot of the student demographic information
section in TOMS.

[VISUAL]

- The screen changes to a larger image of the student profile screenshot.
- Below the section header “FIRSTNAMEDM001 LASTNAMEDM001” are a row of blue tabs labeled as follows: Demographics (circled in red), Test Mode, Test Settings, Unlisted Resources, Score Status.
- The last section on the bottom of the webpage are two text boxes (circled in red – when Marques refers to it) labeled: CALPADS Enrolled Grade and Grade Assessed.

[AUDIO]

- All demographic data is read-only. Notice on this screenshot that the demographic fields are grayed out, which means you are not able to change them, but you are able to view them. It is important to ensure that the student’s grade level is up-to-date, as this will determine the student’s test assignment. If a student’s grade is incorrect in TOMS, that student’s information will need to be updated in CALPADS.

[VISUAL]

- The screen changes back to slide 27 with the header "TOMS Student Profile: Demographics (2)".

[AUDIO]

- Once the student’s information is updated in CALPADS, it can take up to 48 hours for the updated information to be reflected in TOMS. This is why it is important to ensure that the student’s grade level is correct in TOMS ahead of testing.

[VISUAL]

- The screen changes to PowerPoint slide 28 with the header "TOMS Student Profile: Demographics (3)".
- The bullet points are as follows:
  - An incident report must be filed if the student begins the test in the wrong grade.
  - Once the reset appeals are approved, update the grade in CALPADS to generate the correct test.
  - Allow 48 hours for the correction to be visible in TOMS.
Be sure to check the student’s CALPADS grade level and the Grade Assessed fields prior to testing. If they are incorrect before the student started ANY test, then you can simply change the grade level in CALPADS, and it will flow down into TOMS and other systems. Just make sure you don’t test the student within 48 hours of this grade change in CALPADS to allow TOMS and all other systems to reflect the correct grade. If the student already started a test or completed one or more tests, then you need to file a Security and Test Administration Incident Reporting System, or STAIRS, incident and appeals report for ALL the tests that the student started or completed. Once the reset appeals are approved, then the system will unlock the grade, and the LEA can go to CALPADS and change the grade to the correct one. Remember to allow 48 hours for all the downstream systems to reflect the correct grade level.

The screen changes to a webpage screenshot with two columns. The left side are menu buttons from top to bottom: Organizations, Users, Students, Search, Upload, Test Administrations, Orders, Reports, STAIRS/Appeals, Secure Materials, Completion Status Reports, Online Reporting System, and Test Delivery System, Digital Library, and CAASPP.org.

The Student Profile column on right is a large white box showing the database information for a student.

Below the section header “FIRSTNAMEDM001  LASTNAMEDM001” are blue boxes labeled as follows: Demographics, Test Mode, Test Settings (currently selected), Unlisted Resources, Score Status.

Underneath it is the following paragraph: “This tab show available embedded and non-embedded accessibility supports for California Assessment of Student Performance and Progress (CAASPP) testing. Assign appropriate test setting for the student based on CAASPP accessibility guidelines, see California Department of Education Matrix One web page for additional guidance in the determination of supports for individual students. Specific program applicability for embedded and non-embedded support is noted by the following code.”

A rectangular box with four columns is labeled “Key”, the table is structured as follows:

- First row is labeled: E, Smarter Balanced for ELA, CE, CAA for ELA
- Second row is labeled: M, Smarter Balanced for Mathematics, CM, CAA for Mathematics
- Third row is labeled: S, California Science Test (CAST), CS, CAA for Science field test
- Fourth row is labeled: RF, California Spanish Assessment (CSA) Field Test, RO, California Spanish Assessment (CSA) Operational Assessment

Below the table reads as: “Note: Students cannot be assigned accommodations unless they have an individualized education program and/or Section 504 plan indicated in the California Longitudinal Pupil Achievement Data System (CALPADS). Specific relevant codes are:”
• The bullet points read as follows:
  • education program code (field 3.13), must be set for either “504 plan,” (value 101),
  • or the field must be set to “special education” (value 144) and the primary disability category (field 3.21) must not be blank.
  • Note 2 in red text, reads as “Note 2: The Braille version of the CAST will be available in April 2019”
  • Gray text below that reads as “See the Department of Education CALPADS System Documentation web page for more information about CALPADS code values http://www.cde.ca.gov/ds/sp/ci/systemdocs.asp”.

[AUDIO]
• The “Test Settings” tab in TOMS allows you to specify embedded and non-embedded accommodations and designated supports one-by-one. There are select embedded and non-embedded designated supports available for the operational CSA.

[VISUAL]
• The screen zooms in to the section header “FIRSTNAMEDM001 LASTNAMEDM001”.
• Below the section header are blue boxes labeled: Demographics, Test Mode, Test Settings (currently selected), Unlisted Resources, Score Status.
• The “Test Settings” box is outlined in red when Marques refers to it and then disappears.
• In the rectangular “Key” box, the “RO, California Spanish Assessment (CSA) Operational Assessment” is outlined in red when Marques refers to it.

[AUDIO]
• As a reminder, non-embedded designated supports are available as determined by the LEA. At the top of the Test Settings page, you will notice a key. As shown here, all accessibility resources that are available for the operational CSA will be indicated with the letters “RO.”

[VISUAL]
• The screen changes to PowerPoint slide 30 with the header “TOMS Student Profile: TOMS Reminders”.
• The bullet points are as follows:
  • All universal tools, select designated supports and select accommodations will be available and configurable through the Test Administrator Interface.
  • Condition codes are listed in the CAASPP Online Test Administration Manual.
There are specific accessibility resources available for the operational CSA, so please take this into consideration when determining which students to test. Remember, accommodations must be indicated in a student’s individualized education program or Section 504 plan. The full list of accessibility resources available for the CSA are listed in the CAASPP Online Test Administration Manual. Condition codes can also be found in the CAASP Online Test Administration Manual.

The screen changes to PowerPoint slide 31 with the header "TOMS Resources". The bullet point is as follows:

- TOMS Resources web page- http://www.caaspp.org/administration/toms/

If you need additional guidance regarding TOMS, here is a link to the TOMS web page on caaspp.org. You may find the resources listed on this web page helpful.

In this section, we'll cover the information you need to know about administering the operational CSA.

The screen changes to slide 32 with the header "Operational CSA Administration".

In this section, we'll cover the information you need to know about administering the operational CSA.

The screen changes to slide 33 with a row of three boxes, left to right they are numbered 1, 2, and 3.

- Box one is green with an arrow pointing to the right, box two is blue with an arrow pointing to the right, and box three is gold.
- The first box is labeled: CALPADS, Manage student, demographic data
- The second box is labeled: TOMS, Select fixed operational CSA test administration window, Verify student demographic data, Assign Students to the operational CSA
- The third box is labeled: Test Administrator Interface & Student Testing Site, Administer online

There are specific accessibility resources available for the operational CSA, so please take this into consideration when determining which students to test. Remember, accommodations must be indicated in a student’s individualized education program or Section 504 plan. The full list of accessibility resources available for the CSA are listed in the CAASPP Online Test Administration Manual. Condition codes can also be found in the CAASP Online Test Administration Manual.
This graphic shows the three main systems used for CAASPP testing. Demographic data from CALPADS is loaded into TOMS, and TOMS data is passed on to the Test Administrator Interface and Student Testing Site.

[VISUAL]
- The screen changes to PowerPoint slide 34 with the header "Operational CSA Estimated Testing Times".
- Below the header is a table with three columns.
- First row reads as follows: Grade Level, Number of Items, and Estimated Testing Time
- Second row reads as follows: Grades 3-8, 52 items, and 120-180 minutes
- Third row reads as follows: High School, 52 items, 120-180 minutes

[AUDIO]
- The estimated testing times here are for the different grade levels for the operational CSA. The test has been broken into two segments to allow for easier administration over two days. Please note that the operational CSA is an untimed test, and students should be given all the time needed to complete the test.

[VISUAL]
- The screen changes to PowerPoint slide 35 with the header "Establishing Appropriate Testing Conditions (1)".
- The bullet points are as follows:
  - Testing in classroom-sized groups is preferable. Reduces test fear and anxiety, Facilitates monitoring of students
  - The room should have good lighting and ventilation and be free of noise and interruptions.
  - Displayed information that students could use to answer questions should be removed or covered.

[AUDIO]
- Organizing testing in groups reduces testing anxiety and makes it easier for the test administrator to monitor the students. The room should be comfortable, and you should make every effort to minimize distractions. Any displayed information on bulletin boards, chalkboards, or dry-erase boards that might be used by students to help answer questions must be covered during testing.

[VISUAL]
- The screen changes to PowerPoint slide 36 with the header "Establishing Appropriate Testing Conditions (2)".
The bullet points are as follows:
- Appropriate seating arrangements should be made prior to test administration. Students should be seated so that they cannot view the answers of others.
- Procedures should be established to maintain a quiet testing environment. Some students may finish quicker than others.

[AUDIO]
- Arrange seating so that students cannot view the answers of others. Some students may finish earlier than others. You'll want to provide instruction on what to do if they finish early to maintain a quiet environment for those who are still testing.

[VISUAL]
- The screen changes to PowerPoint slide 37 with the header "Establishing Appropriate Testing Conditions (3)".
- The bullet points are as follows:
  - Cell phones and other electronic accessories must be turned off and put away during testing.
  - An “Unauthorized Electronic Devices May Not Be Used at Any Time During the Testing Session” sign should be posted so that it is clearly visible to all students
  - A “Testing—Do Not Disturb” sign should be placed on the door.

[AUDIO]
- No digital or electronic devices may be used to record or retain test items, reading passages, or writing prompts. These materials also cannot be discussed with, or released to, anyone by fax, email, social media, websites, etc. If a cell phone or other device is used during testing, this testing incident will need to be reported through STAIRS. Information regarding test security, including STAIRS, will be covered later in this video.

[VISUAL]
- The screen changes to PowerPoint slide 38 with the header "Student Demographic Survey Questions (1)".
- The bullet points are as follows:
  - It is expected that test administrators familiarize themselves with the demographic questions before starting a test session.
  - Test administrators must guide students to input the appropriate responses to the questions.
At the beginning of each student’s test is a section containing a survey of student demographic information. Test administrators must know this information for the students in their test session prior to administering the assessment. Test administrators are to guide students through this section to ensure students are selecting the appropriate responses. On the next few slides are the three survey questions. Please note, the survey questions are provided in both Spanish and English. This is the only section of the test that contains English.

The screen changes to slide 39 with the header "Student Demographic Survey Questions (2)."

Each test form will present the following three demographic-related questions about the student at the beginning:

1. Did you receive instruction in Spanish in the 2017-18 school year? ¿Recibiste educación en español en el año escolar 2017-2018? Yes (Sí), No (No)

Question one asks students, “Did you receive instruction in Spanish in the 2018-19 school year?” If a student had a teacher who taught instruction in Spanish for the 2018-19 school year, such as in a dual immersion program or a Spanish-language course, the student should select “yes.” Otherwise, the student should select “no.”

The screen changes to PowerPoint slide 40 with the header "Student Demographic Survey Questions (3)."

2. Which program where 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 del inglés), Developmental Bilingual (Programas de desarrollo del idioma)

Question two asks, “Which program where you enrolled in?” The student should select the appropriate program that applies for his or her 2018-19 school year. If a student selected “no” on question one, or was not in any of these programs, the student should select “none of the above.”
The screen changes to PowerPoint slide 41 with the header "Student Demographic Survey Questions (4)". The bullet points are as follows:
- 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)

These are the remaining program options for question number two.

The screen changes to PowerPoint slide 42 with the header "Student Demographic Survey Questions (5)". The bullet point is as follows:
- 3. What percentage of your school day instruction was provided in Spanish? ¿Qué porcentaje de tu educación diaria recibiste en español? 0-25%, 26-50%, 51-75%, 76-100%

Question three asks, “What percentage of your school day instruction was provided in Spanish?” Students should indicate the percentage of their instructional day that was provided in Spanish. If a student selected “no” on question one, please select the option for 0–25%. Again, please ensure that test administrators have this information for students in their test session before administering the test. This information is very important, and accuracy is paramount.

The screen changes to PowerPoint slide 43 with the header “Creating a Test Session”.

Now, I will take a few minutes to show you what it looks like to set up a test session and begin testing.
- The screen changes to slide 44 with the header "Test Administrator Interface (1)".
- Below the header are two screenshots.
- The left screenshot is labeled "Found on the home page of http://www.caaspp.org"
- The screenshot is the CAASP portal home page. At the top-left is the CAASP logo, and on the right is "WELCOME TO THE CAASPP PORTAL".
- Across the top is green banner with eight drop-down menu buttons: Home (currently selected), About, Test Administration, Resources, Training, FAQs, Calendar, and System Status
- Beneath that is a photo of elementary school students in front of a computer.
- Below that are eight green horizontal buttons labeled:
  - Four on top row: Test Operations Management System (TOMS), Test Administrator Interface for All Online Tests (circled in red), Practice and Training Tests, and Smaller Balanced Digital Library
  - Four on bottom row: Secure Browsers, Completion Status/Roster Management, Student Score Report Options, and Smarter Balanced Interim Assessments.
- The right screenshot is labeled "Test administrator logon".
- The screenshot is a logon box. At the top-left is the word “Logon”.
- Underneath are two text boxes, the first top box is labeled “Email Address” with a head silhouette icon and the second bottom box is labeled “Password” with a lock icon.
- Other information are as follows: Forgot your Password?, Secure Logon blue button, First Time User?, If you have not received your activation e-mail or if your link has expired, you may request a new link, and Request one now.

[AUDIO]
- For a test administrator to administer the operational CSA, he or she must log on to the Test Administrator Interface. To get to the Test Administrator Interface, a test administrator should go to caaspp.org and select the button that reads, “Test Administrator Interface for All Online Tests”. The test administrator logon is depicted to the right of your screen. This should be a very familiar task to most test administrators.

[VISUAL]
- The screen changes to slide 45 with the header "Test Administrator Interface (2)".
- Below the header in large black text reads “Select the appropriate operational CSA form.”
- Below the above text is a screenshot of the operational test selection menu.
- The screen zooms in to the drop-down menu box, the information from top to bottom are as follows:
  - The top first line is labeled “Operational Test Selection” on the left and “Expand All” with an icon on the right.
• The second line is labeled “Choose which test to add to your session from the tree, and then start your session.”
• The third line is a yellow-green color banner with a plus sign and is labeled as “Smarter Balanced Interim Assessments”.
• The fourth line is a mint-green color banner with a minus sign and is labeled as “California Spanish Assessments (CSA).
• Below the fourth line are seven rows in light-green color, these seven check boxes are labeled as follows:
  • The first is labeled “CSA Grade 3 Spanish Test” (the row is highlighted in dark-green to indicate is has been selected).
  • The second is labeled “CSA Grade 4 Spanish Test”.
  • The third is labeled “CSA Grade 5 Spanish Test”.
  • The fourth is labeled “CSA Grade 6 Spanish Test”.
  • The fifth is labeled “CSA Grade 7 Spanish Test”.
  • The sixth is labeled “CSA Grade 8 Spanish Test”.
  • The seventh is labeled “CSA High School Spanish Test”.
• At the bottom left of the screenshot is a light-green button labeled, “Start Operational Session” and it is emphasized by a red circle when Marques refers to it.

[AUDIO]
• Once you are in the Test Administrator Interface, you will notice multiple tests. Please note the CSA has been highlighted in a mint-green color to distinguish it from other assessments. Select the icon next to CSA for the drop-down menu to appear. Then, select the appropriate grade-level test form. If you have students from multiple grade levels, select all test forms that apply. Once you have made your selections, select the green button at the bottom left of your screen that reads “Start Operational Session”.

[VISUAL]
• The screen changes to slide 46 with the header "Test Administrator Interface (3).
• Below the header are two screenshots.
• The left screenshot is labeled “The Session ID will generate in the Test Administrator Interface”.
• An arrow is pointing from the text to the screenshot of the session ID box it is labeled “UAT – B1A6 -1”.
• The right screenshot is labeled “To approve a student, select the [Approvals] button and then select the check mark next to the student’s name.”
• The first emphasis is on the “CSA Grade 7 Spanish Test” circled in red.
• The second emphasis is an arrow pointing to the eye icon.

[AUDIO]
• Once you have selected the “Start Operational Session” button, a session ID will
generate in the top-right corner of your screen. This is the session ID you will provide to the student to whom you are administering the test. Once a student has entered the session ID and other login information, the test administrator will need to approve the student by selecting the “Approvals” button in the top-right corner of the screen. Administrators should review the screen to ensure the test selected is correct. Selecting the “Approvals” button will populate the Approvals and Student Test Settings screen. Here is where you will adjust a student’s test settings by selecting the details eye icon, which we will go over next. When you are certain the student’s test and test settings are correct, select the approve check mark icon in the Actions column to start the student’s test.

[VISUAL]

- The screen changes to PowerPoint slide 47 with the header "Test Administrator Interface (4)."
- Below the header is a screenshot located on the right.
- To the left of the screenshot is this vertically descending caption that reads: The student’s test settings can be reviewed through the Test Administrator Interface by selecting the (eye symbol) icon next to the student’s information.
- To the right of the caption is the screenshot of the Test Administrator Interface.
- The top-left header is “Test Setting for Aaron Martinez”.
- The top-right are three selections: Set, Set & Approve, and Cancel.
- Beneath this is the instruction: You must [Set] or [Set & Approve] to confirm these test settings. Use [Set] to confirm the setting and return to the main Approvals screen to approve this student.
- Beneath that is an SSID #, followed by CSA Grade 7 Spanish Test | Opp #1
- Below this line of text are three section boxes.
  - The first box is labeled ‘Presentation’ and has a small icon located on the top-left and the word “Presentation” next to it.
  - Below the Presentation line are two question mark icons, the first line after the question mark icon is “Audio Transcriptions, Off and the second line after the question mark icon is “Presentation, Spanish”.
  - The second box is labeled 'Literacy Assistance Resources’ and has a small icon located at the top-left and the caption “Literacy Assistance Resources” next to it.
  - Below the Literacy Assistance Resources line are two question mark icons, the first line after the question mark icon is “Text to Spanish, None and the second line after the question mark icon is “Translations Glossary, No Glossary”.
  - The third box is labeled “Assistive Technology” and has a small icon of a hearing aid and the caption “Integration with Assistive Technology”.

[AUDIO]

- Test settings can be reviewed through the Test Administrator Interface by selecting the details eye icon, next to the student’s information. Once you select the details eye icon, this screen will populate so you can review a student’s test settings.
[VISUAL]
- The screen changes to PowerPoint slide 48 with the header “Student Interface”
- Below the header are two screenshots.
- The left screenshot is labeled “Enter student information to log on to the test”.
- The top of the screenshot is labeled “Please Sign in”, below that are three text boxes.
- The first box is labeled “First Name:”, the second box is labeled “SSID:”, the third box is labeled “Session ID:”
- The right screenshot is labeled “Review test information before beginning the test”.
- The header is labeled “Instrucciones y ayuda”
- Beneath it is in Spanish, showing the instruction information as it appears on the computer to the student.
- Below are two sections:
  - The first section is labeled “Guia de ayuda” with Spanish instruction below.
  - The second section is labeled “Configuraciones” with Spanish instruction below.

[AUDIO]
- Once a student has loaded the secure browser, the student will use his or her first name, Statewide Student Identifier, and test session ID that his or her test administrator provided to sign in to the test. After logging on, the test administrator will approve the test through the Test Administrator Interface. Once the test administrator has approved the test, the student should review the test information before selecting “Begin the Test”. After selecting “Begin the Test”, the student will take the assigned test and submit the test once completed.

[VISUAL]
- The screen changes to PowerPoint slide 49 with the header “Test Rules for General Assessments”.
- Below the header are two key points and they are labeled “Students” and “Test Administrators”.
- Below the “Student” are two bullet point items: “Should answer all test questions before the test is submitted” and “May not return to a test once it has been submitted”.
- Below the “Test administrators” is one bullet point item: “Must follow the “SAY” script exactly each time a test session is administered.”

[AUDIO]
- The test rules shown here apply to the operational CSA. The test is broken down into sections that are indicated at the top of the student’s testing interface.
Students should answer all test questions before the test is submitted. Test administrators must read the “SAY” script from the CAASPP Online Test Administration Manual. A link to the CAASPP Online Test Administration Manual will be provided at the end of this section.

[VISUAL]

- The screen changes to PowerPoint slide 50 with the header “Pausing the Operational CSA”.
- The bullet points are as follows:
  - Test administrators can pause an individual student’s test without impacting other students.
  - Students can pause their test as well, but must be approved by the test administrator to enter the testing session.
  - The general pause rules for the other CAASPP assessments also apply to the operational CSA. If the assessment is paused for more than 20 minutes, a student must log back on to the student interface.

[AUDIO]

- Test administrators may pause an individual student's test in the “Students in Your Test Session” table. This will not impact other students’ tests. Students may also pause their test from their computers or testing devices. If a student pauses his or her test, the test administrator will need to approve of the student doing so. General pause rules for other CAASPP assessments also apply to the operational CSA. If the assessment is paused for fewer than 20 minutes, the student will remain logged on and will be able to review previously-answered questions. If the assessment is paused for more than 20 minutes, a student must log back on to the student interface. When the student logs back on to the student interface, he or she will only have access to the questions he or she has not responded to.

[VISUAL]

- The screen changes to PowerPoint slide 51 with the header “Test Timeout Due to Inactivity”.
- The bullet points are as follows:
  - Students are automatically logged off of the test after 30 minutes inactivity.
  - “Activity” means selecting an answer or using a navigation option in the test (e.g. selecting [Next] or [Back] using the Question drop-down list).
  - Moving the mouse or selecting an empty space on the screen is not considered activity.
  - Before the system logs off, a warning message is displayed.
  - A rectangular pop-up box at the bottom of the page reads: Idle Timeout, Are you
still there? Click OK to continue or you will be logged out in 30 seconds. [Message Code: 10906]. A small “OK” button is at the bottom right of this box.

[AUDIO]
- As a security measure, students are logged off of the test after 30 minutes of inactivity. For students, “activity” is defined as selecting an answer or navigation option such as “Next” or “Back”.

[VISUAL]
- The screen changes to PowerPoint slide 52 with the header “Test Expiration Rules”.
- The bullet points are as follows:
  - The operational CSA testing opportunity remains active until:
  - the student completes and submits the test; or
  - the test expires at the end of the fixed operational CSA administration window on July 15th, 2019.

[AUDIO]
- The operational CSA opportunity remains active until a student completes and submits the test or the test expires at the end of the fixed operational CSA administration window on July 15th of 2019. You’ll want to make sure that the test administrators are aware of the fixed testing window close date.

[VISUAL]
- The screen changes to PowerPoint slide 53 with the header “Test Administration Resources”.
- The bullet point is as follows:

[AUDIO]
- This is a link to the web page where you can find the CAASPP Online Test Administration Manual.

[VISUAL]
- The screen changes to PowerPoint slide 54 with the header “Test Security (1)”.

[AUDIO]
- In this section, we will cover what you need to know about test security.
The screen changes to PowerPoint slide 55 with the header “Test Security and Appeals”.

The bullet point is as follows:
- The Security and Test Administration Incident Reporting System (STAIRS) requires LEA CAASP coordinators and CAASPP test site coordinators to submit an online form to report an incident.

Coordinators must submit an online form through STAIRS to report any test security incidents related to the operational CSA. The STAIRS form can be found by selecting the “STAIRS/Appeals” tab on the left side of the TOMS main page.

The screen changes to PowerPoint slide 56 with the header “Test Security (2)”. The bullet points are as follows:
- There are three types of test security incidents:
  - Impropriety
  - Irregularity
  - Breach

These are the three types of test security incidents. A detailed explanation of the listed STAIRS incidents can be found in the CAASPP Online Test Administration Manual.

The screen changes to PowerPoint slide 57 with the header “Test Security Resources”.

The bullet point is as follows:

Here is the link to the STAIRS web page, which can be used as a resource for test security.
The screen changes to PowerPoint slide 58 with the header “Completion Status Reports (1)”. 

[AUDIO] 
In this next section, we will briefly mention completion status reports. As a reminder, there will be score reports generated for the operational CSA for all students who take the CSA.

[VISUAL] 
The screen changes to PowerPoint slide 59 with the header “Completion Status Reports (2)”. 
The bullet points are as follows: 
• Allow for the monitoring of testing progress for students who participate in the operational CSA 
• Help ensure all students eligible for testing begin, complete, and submit their tests. 
• Note: Once testing is under way, users planning to access the Completion Status system should check the system regularly.

[AUDIO] 
Completion Status Reports allow you to view the testing progress for students who participate in any CAASPP online assessment, including the CSA. These reports help to ensure all participating students begin, complete, and submit their tests within the testing window.

[VISUAL] 
The screen changes to PowerPoint slide 60 with the header “Completion Status Reports (3)”. 
The caption below the header reads as “Completion Status Reports are accessible via the CAASPP Portal for the summative and interim assessment using your TOM logon”. 
Below that is a screenshot of the CAASPP webpage. 
Across the top of the screenshot is green banner with eight drop-down menu buttons: Home (currently selected), About, Test Administration, Resources, Training, FAQs, Calendar, and System Status 
Beneath that is a photo of elementary school students in front of a computer. 
Below that are eight green horizontal buttons labeled: 
• Four on top row: Test Operations Management System (TOMS), Test Administrator Interface for All Online Tests (circled in red), Practice and Training Tests, and Smarter Balanced Digital Library 
• Four on bottom row: Secure Browsers, Completion Status/Roster Management, Student Score Report Options, and Smarter Balanced Interim Assessments.
[AUDIO]

- Use your TOMS logon to access the system. Note that your access to data in the Completion Status system depends on your user role and level. For example, CAASPP test site coordinators are able to view data for the students within their school, but they cannot view LEA-level data.

[VISUAL]

- The screen changes to PowerPoint slide 61 with the header “Completion Status Reports Sources”.
- The bullet point is as follows:
  - Using Completion Status Reports to Plan and Manage Student Testing video—

[AUDIO]

- This is a link to a video that walks you through the process of how to use Completion Status Reports to monitor and manage your students during testing.

[VISUAL]

- The screen changes to PowerPoint slide 62 with the header “Opportunities for Teacher Involvement”.
- The bullet points are as follows:
  - Data Review
  - Item Review
  - Item Writing
  - Standard Setting
  - Writing Range Funding
  - The text below the bullet points: “To get involved, complete the CAASPP Content Reviewer Application at http://caasp.org/reviewers.html”.
  - To the right side of the screen is a readable QR code.

[AUDIO]

- Educators who are interested in supporting CAASPP development can apply to participate in the activities noted on this slide. This application includes opportunities for the California Science Test, the California Alternate Assessments, and the California Spanish Assessment. Keep in mind that this is an application that stays active. We review the applications whenever we have one of these activities and then contact the applicants with the appropriate
expertise.

[VISUAL]

- The screen changes to Marques Barron sitting in a classroom. He is speaking directly to the camera.
- To the right of Marques appears a box, within the box are the following information. “The California Technical Assistance Center is there to support all LEA CAASPP coordinators!, Monday-Friday from 7 a.m. – 5 p.m. Pacific Time, Summative Assessments: 900-955-2954, Digital Library and Interim Assessments: 855-631-1510, Email: caltac@ets.org, CAASPP Portal: http://www.caaspp.org/

[AUDIO]

- Thank you all for watching the operational CSA administration video. Keep in mind that the California Technical Assistance Center is always available to support you if you have any additional questions. We look forward to the successful administration of the CSA! Cuidense!

[VISUAL]

- The screen changes to the CAASPP logo and beneath it, www.caaspp.org.