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Monday through Friday, 7 a.m.–5 p.m.
Toll-free telephone support: 800-955-2954
Email support: caltac@ets.org
Chat through the website: http://www.caaspp.org/ or https://www.elpac.org/

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# Test Operations Management System (TOMS) User Guide

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<tr>
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<th>Meaning</th>
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</thead>
<tbody>
<tr>
<td>ART</td>
<td>Administration and Registration Tools (retired system)</td>
</tr>
<tr>
<td>CAAs</td>
<td>California Alternate Assessments</td>
</tr>
<tr>
<td>CAASPP</td>
<td>California Assessment of Student Performance and Progress</td>
</tr>
<tr>
<td>CALPADS</td>
<td>California Longitudinal Pupil Achievement Data System</td>
</tr>
<tr>
<td>CalTAC</td>
<td>California Technical Assistance Center</td>
</tr>
<tr>
<td>CAST</td>
<td>California Science Test</td>
</tr>
<tr>
<td>CDE</td>
<td>California Department of Education</td>
</tr>
<tr>
<td>CDS code</td>
<td>county-district-school code</td>
</tr>
<tr>
<td>CEDS</td>
<td>Common Education Data Standards</td>
</tr>
<tr>
<td>CERS</td>
<td>California Educator Reporting System</td>
</tr>
<tr>
<td>CSA</td>
<td>California Spanish Assessment</td>
</tr>
<tr>
<td>DEI</td>
<td>Data Entry Interface</td>
</tr>
<tr>
<td>DFA</td>
<td>Directions for Administration</td>
</tr>
<tr>
<td>ELA</td>
<td>English language arts/literacy</td>
</tr>
<tr>
<td>ELAS</td>
<td>English language acquisition status</td>
</tr>
<tr>
<td>ELPAC</td>
<td>English Language Proficiency Assessments for California</td>
</tr>
<tr>
<td>ELs</td>
<td>English learners</td>
</tr>
<tr>
<td>ETS</td>
<td>Educational Testing Service</td>
</tr>
<tr>
<td>HOSS</td>
<td>highest obtainable scale score</td>
</tr>
<tr>
<td>IA</td>
<td>Interim Assessment</td>
</tr>
<tr>
<td>IAHSS</td>
<td>Interim Assessment Hand Scoring System</td>
</tr>
<tr>
<td>IAVS</td>
<td>Interim Assessment Viewing System</td>
</tr>
<tr>
<td>IDEA</td>
<td>Individuals with Disabilities Education Act</td>
</tr>
<tr>
<td>IEP</td>
<td>individualized education program</td>
</tr>
<tr>
<td>LEA</td>
<td>local educational agency</td>
</tr>
<tr>
<td>LST</td>
<td>Local Scoring Tool</td>
</tr>
<tr>
<td>LOSS</td>
<td>lowest obtainable scale score</td>
</tr>
<tr>
<td>NPS</td>
<td>nonpublic, nonsectarian school</td>
</tr>
<tr>
<td>NTE</td>
<td>not tested medical emergency</td>
</tr>
</tbody>
</table>
### Abbreviations in the TOMS User Guide (continued)

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORS</td>
<td>Online Reporting System</td>
</tr>
<tr>
<td>PGE</td>
<td>parent/guardian exemption</td>
</tr>
<tr>
<td>RSVP</td>
<td>Rotating Score Validation Process</td>
</tr>
<tr>
<td>SIS</td>
<td>student information system</td>
</tr>
<tr>
<td>SSID</td>
<td>Statewide Student Identifier</td>
</tr>
<tr>
<td>SSR</td>
<td>Student Score Report</td>
</tr>
<tr>
<td>STAIRS</td>
<td>Security and Test Administration Incident Reporting System</td>
</tr>
<tr>
<td>TBD</td>
<td>to be determined</td>
</tr>
<tr>
<td>TDS</td>
<td>test delivery system</td>
</tr>
<tr>
<td>TOMS</td>
<td>Test Operations Management System</td>
</tr>
<tr>
<td>UIN</td>
<td>unique identification number</td>
</tr>
</tbody>
</table>
Chapter 1. What’s New in 2019–20
New Features of TOMS

Roles
California Assessment of Student Performance and Progress (CAASPP) Test Examiners now have the ability to administer general assessments in addition to alternate assessments. The combined Test Administrator/Test Examiner role in the former Test Operations and Management System (TOMS) has been eliminated. All functions and permissions for the Test Administrator/Test Examiner role are now part of the CAASPP Test Examiner role. A user assigned this role must be a credentialed or licensed employee at the local educational agency (LEA).

Single Sign On
The new TOMS application introduces a Single Sign On (SSO) system to streamline access to all California assessment systems. This SSO includes access to and the permissions for the California Educator Reporting System (CERS) and the Smarter Balanced Digital Library, which were previously configured in the Administration and Registration Tools (ART) interface.

Note: As of the 2019–20 school year, ART has been retired.

Integration of CAASPP and ELPAC into a Single System
The new TOMS combines the former CAASPP TOMS and English Language Proficiency Assessments for California (ELPAC) TOMS applications into a single application. This new application permits CAASPP users to administer the Smarter Balanced Online Summative and Interim Assessments for English language arts/literacy (ELA) and mathematics; the California Alternate Assessments (CAAs) for ELA, mathematics, and science; the California Science Test; and the California Spanish Assessment (CSA).

For the ELPAC, these tasks are related to activities for the administration of the Initial ELPAC and the Summative ELPAC along with the Smarter Balanced Interim Assessments for ELA and mathematics.

MyTOMS at a Glance
The new TOMS now has an at-a-glance screen that provides LEA coordinators with a high-level overview of the test operations on any given day. Information provided includes: test completion status, scoring status, testing window dates, order status (ELPAC), and a To-Do List. Site coordinators will have access to the same information at the school level with the exception of scoring status and testing window.

Improved STAIRS and Appeals Process
LEA and site coordinators can now submit any testing incidents for CAASPP and ELPAC in the new and improved Security and Test Administration Incident Reporting
System (STAIRS) module that evaluates the reported incident and routes it for California Technical Assistance Center (CalTAC) or California Department of Education (CDE) approval or automatically generates an appropriate appeal when necessary. In cases of multiple SSIDs being entered, partial approvals will allow for each student to be approved or denied. LEAs will have to resubmit only the few students who have been denied. The new case note feature provides transparency among all entities.

Menu-Based Reporting

In the former TOMS application, all available reports were listed on a single screen that was very lengthy, and users had to scroll to find the report needed. Now there is a [Reports] navigation tab located in the top navigation bar.

Under the [Reports] navigation tab, separate classifications are broken out for users: LEA Reports, Site Reports, and Local Scoring Tool (LST) Reports. Menus under each separate tab list the reports available to users.

The [Requested Reports] action tab displays all the reports that a user has requested in the previous 30 days.

Embedded Help for Users

All screens now include Page Instructions, which can be easily accessed by selecting the Page Instructions icon at the top right of the screen. Page instructions open in a separate pop-up box and provide information about features available on the screen.

For even more specific help with certain actions, users can select the Help icon found on some screens. Each Help icon opens a separate pop-up box that provides guidance directly related to the identified field. The information provided by both the Page Instructions and Help icons come from this User Guide, providing the user faster access to information.
Chapter 2. Single Sign On, User Roles, and Permissions
Single Sign On

Overview

Single Sign On (SSO) allows a user to have a single set of credentials to access all the California assessment-related systems, including the California Educator Reporting System (CERS) and Smarter Balanced Digital Library. Users can log on to the individual systems through the caaspp.org and elpac.org sites and can also transition between systems once they are logged on to a system.

Local educational agency (LEA) staff who do not need access to California assessment-related systems can still have access to the Smarter Balanced Digital Library. Coordinators can create the Digital Library (DL) Only role for these users. Users can also use the Smarter Balanced Digital Library button on caaspp.org to self-register.

The following are hyperlinks to the California assessment systems available through SSO. In the Test Operations Management System (TOMS), hyperlinks can be found under the [Links] navigation tab in the top navigation bar.

- TOMS
- Test Administrator Interface
- Completion Status and Roster Management
- Online Reporting System (ORS)
- Data Entry Interface (DEI)
- Interim Assessment Viewing System
- Interim Assessment Hand Scoring System
- CERS
- Digital Library
- Practice and Training Tests
- caaspp.org
TOMS User Roles

Users are assigned roles through TOMS. Each role is assigned a set of permissions giving specific access to different assessment systems. The following tables contain information regarding the user roles available for assignment in TOMS. These user roles govern access to features within TOMS and other systems, including CERS. All user roles include access to the Smarter Balanced Digital Library.

TOMS User Roles for ELPAC

The table that follows (table 1) contains details on the user roles available for users who manage and administer the ELPAC assessments.

Table 1. TOMS User Roles for ELPAC

<table>
<thead>
<tr>
<th>TOMS User Roles</th>
<th>Definition</th>
</tr>
</thead>
</table>
| Superintendent | This role is automatically assigned to LEA superintendents and charter school administrators as listed in the California School Directory.  
  • Identifies and designates all LEA ELPAC coordinators for the LEA in the current and upcoming administration years.  
  • Is responsible for adding special education coordinator and technology coordinator contacts.  
  • Accesses Completion Status reports in TOMS  
  • Accesses assessment results in the ORS and CERS for all students in that LEA. |
<table>
<thead>
<tr>
<th>TOMS User Roles</th>
<th>Definition</th>
</tr>
</thead>
</table>
| LEA ELPAC coordinator     | This role is assigned by a user who has the superintendent role.  
• Is responsible for the assignment and management of all ELPAC user roles.  
• Is responsible for the assignment and verification of student test exemptions.  
• Is responsible for identifying students taking the alternate assessments.  
• Is responsible for uploading test settings and unlisted resources.  
• Manages paper test orders.  
• Coordinates LEA test security.  
• Administers audio files.  
• Performs data and score entry in the LST.  
• Prints individual Initial ELPAC Student Score Reports (SSRs).  
• Accesses Completion Status reports in TOMS and assessment results in CERS for all students in the LEA.  
• Creates and assigns student groups in CERS. |
| Site ELPAC coordinator    | This role is assigned by users who have the LEA ELPAC coordinator role. This role can be assigned to a user at the school level only.  
• Accesses Completion Status reports in TOMS and assessment results in CERS for all students at the site.  
• Creates and assigns groups in CERS. |
### Table 1 (continued, two)

<table>
<thead>
<tr>
<th>TOMS User Roles</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELPAC test examiner</strong></td>
<td>This role is assigned by users who have the LEA ELPAC coordinator or site ELPAC coordinator role. This role can be assigned to a user at the school level only.</td>
</tr>
<tr>
<td></td>
<td>• Administers ELPAC assessments (including the audio files) to students, ensures test session security, performs data and score entry in the LST, and prints individual Initial ELPAC SSRs.</td>
</tr>
<tr>
<td></td>
<td>• Is able to administer the Smarter Balanced Interim Assessments in ELA and mathematics.</td>
</tr>
<tr>
<td></td>
<td>• Accesses Completion Status reports in TOMS and assessment results in CERS for students in an assigned student group.</td>
</tr>
<tr>
<td><strong>LST correspondence administrator</strong></td>
<td>This role is assigned by users who have the LEA ELPAC coordinator role. This role can be assigned to a user at the LEA level only.</td>
</tr>
<tr>
<td></td>
<td>• Performs data and score entry in the LST.</td>
</tr>
<tr>
<td></td>
<td>• Prints Initial ELPAC SSRs individually or in a batch.</td>
</tr>
<tr>
<td></td>
<td>• Exports student results to merge into a parent/guardian notification letter.</td>
</tr>
<tr>
<td></td>
<td>• Accesses assessment results in CERS for students at the LEA.</td>
</tr>
<tr>
<td><strong>LST data entry</strong></td>
<td>This role is assigned by users who have the LEA ELPAC coordinator role. This role can be assigned to a user at the school level only.</td>
</tr>
<tr>
<td></td>
<td>• Performs data and score entry in the LST.</td>
</tr>
<tr>
<td></td>
<td>• Prints individual Initial ELPAC SSRs.</td>
</tr>
<tr>
<td></td>
<td>• Accesses assessment results in CERS for students in an assigned student group.</td>
</tr>
<tr>
<td><strong>Digital Library only</strong></td>
<td>This role is assigned by users who have the LEA ELPAC coordinator or site ELPAC coordinator role.</td>
</tr>
<tr>
<td></td>
<td>• Accesses only the Digital Library.</td>
</tr>
</tbody>
</table>
The table that follows (table 2) describes the features that can be accessed in TOMS for the ELPAC on the basis of the user’s role.

Table 2. Access to TOMS Features for the ELPAC Based on the User Role

<table>
<thead>
<tr>
<th>User Role</th>
<th>Organization Management</th>
<th>User Management</th>
<th>Student Test Management</th>
<th>Test Administration</th>
<th>STAIRS</th>
<th>Orders</th>
<th>LST</th>
<th>Audio</th>
<th>SIS Credentials</th>
<th>Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA ELPAC Coordinator</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>View Only</td>
<td>Submit</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Site ELPAC Coordinator</td>
<td>Site Level View Only</td>
<td>Site Level</td>
<td>Site Level</td>
<td>Site Level View Only</td>
<td>Submit</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Site Level</td>
</tr>
<tr>
<td>ELPAC Test Examiner</td>
<td>Site Level View Only</td>
<td>No</td>
<td>Site Level View Only</td>
<td>Site Level View Only</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>LST and some site level</td>
</tr>
<tr>
<td>LST Correspondence Administrator</td>
<td>View Only</td>
<td>No</td>
<td>Site Level View Only</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>LST and some site level</td>
</tr>
<tr>
<td>LST Data Entry</td>
<td>Site Level View Only</td>
<td>No</td>
<td>Site Level View Only</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>LST and some site level</td>
</tr>
</tbody>
</table>

Organization Management: Edits organization addresses and selects SSR Options
User Management: Add and Edit User Roles
Student Test Management: Test Assignments, Test Settings, Unlisted Resources, and SSR Options
The table that follows (table 3) describes TOMS system access for ELPAC users.

Table 3. Assessment Systems Permissions Associated with Each ELPAC TOMS Role

<table>
<thead>
<tr>
<th>User Role</th>
<th>Test Administrator Interface</th>
<th>Completion Status and Roster Management</th>
<th>ORS</th>
<th>DEI</th>
<th>IAVS</th>
<th>IAHSS</th>
<th>CERS</th>
<th>Practice and Training Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA ELPAC Coordinator</td>
<td>Summative ELPAC and Smarter Balanced Interim Assessments</td>
<td>LEA Level</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Entire LEA</td>
<td>ELPAC only</td>
</tr>
<tr>
<td>Site ELPAC Coordinator</td>
<td>Summative ELPAC and Smarter Balanced Interim Assessments</td>
<td>Site Level</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td>Site Level</td>
<td>ELPAC only</td>
</tr>
<tr>
<td>ELPAC Test Examiner</td>
<td>Summative ELPAC and Smarter Balanced Interim Assessments</td>
<td>Site Level</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
<td></td>
<td>ELPAC only</td>
</tr>
<tr>
<td>LST Correspondence Admin</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td></td>
<td>Roster – LEA Level</td>
</tr>
<tr>
<td>LST Data Entry</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td></td>
<td>Roster – Site Level</td>
</tr>
</tbody>
</table>

ORS: Online Reporting System
DEI: Data Entry Interface
IAVS: Interim Assessment Viewing System
IAHSS: Interim Assessment Hand Scoring System
CERS: California Educator Reporting System

Note: All roles have access to TOMS and the Smarter Balanced Digital Library.
TOMS User Roles for CAASPP

The table that follows (table 4) contains details on the user roles available for users who manage and administer the CAASPP assessments.

Table 4. TOMS User Roles for CAASPP

<table>
<thead>
<tr>
<th>TOMS User Roles</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent</td>
<td>This role is automatically assigned to the LEA superintendents and charter school administrators as listed in the California School Directory.</td>
</tr>
<tr>
<td></td>
<td>• Identifies and designates all LEA CAASPP coordinators for the LEA for the current and upcoming administration years.</td>
</tr>
<tr>
<td></td>
<td>• Is responsible for adding special education coordinator and technology coordinator contacts.</td>
</tr>
<tr>
<td></td>
<td>• Accesses Completion Status reports in TOMS</td>
</tr>
<tr>
<td></td>
<td>• Accesses assessment results in the ORS and CERS for all students in that LEA.</td>
</tr>
</tbody>
</table>
### LEA CAASPP Coordinator

This role is assigned by a user who has the superintendent role.
- **Is responsible for the assignment and management of all CAASPP user roles.**
- **Is responsible for assigning and verifying test administrations.**
- **Is responsible for entering/uploading the following:**
  - Student test assignments
  - Test settings
  - Unlisted resources
  - Condition codes
- **Coordinates LEA test security**
- **Manages the Interim Assessment Hand Scoring System (can view interim assessment responses for all students within the LEA, can score responses for which the LEA CAASPP coordinator has been assigned, and can reassign responses to any scorer or score manager within the LEA) and accesses the Interim Assessment Viewing System.**
- **Accesses Completion Status reports in TOMS and accesses assessment results in the ORS and CERS for all students in that LEA.**
- **Creates and assigns rosters in the ORS and student groups in CERS.**
- **Is able to administer all summative, interim, practice, and training tests.**

<table>
<thead>
<tr>
<th>TOMS User Roles</th>
<th>Definition</th>
</tr>
</thead>
</table>
| LEA CAASPP coordinator | This role is assigned by a user who has the superintendent role.  
- Is responsible for the assignment and management of all CAASPP user roles.  
- Is responsible for assigning and verifying test administrations.  
- Is responsible for entering/uploading the following:  
  - Student test assignments  
  - Test settings  
  - Unlisted resources  
  - Condition codes  
- Coordinates LEA test security  
- Manages the Interim Assessment Hand Scoring System (can view interim assessment responses for all students within the LEA, can score responses for which the LEA CAASPP coordinator has been assigned, and can reassign responses to any scorer or score manager within the LEA) and accesses the Interim Assessment Viewing System.  
- Accesses Completion Status reports in TOMS and accesses assessment results in the ORS and CERS for all students in that LEA.  
- Creates and assigns rosters in the ORS and student groups in CERS.  
- Is able to administer all summative, interim, practice, and training tests. |
### Table 4 (continued, two)

<table>
<thead>
<tr>
<th>TOMS User Roles</th>
<th>Definition</th>
</tr>
</thead>
</table>
| Site CAASPP coordinator       | This role is assigned by users who have the LEA CAASPP coordinator role. This role can be assigned to a user at the school level only.  
  - Assigns and verifies student test assignments, test settings, unlisted resources, and condition codes.  
  - Coordinates test security.  
  - Manages the Interim Assessment Hand Scoring System (can view interim assessment responses for all students at the site, can score responses for which they have been assigned, and can reassign responses to any scorer or score manager within the LEA) and accesses the Interim Assessment Viewing System.  
  - Accesses Completion Status reports in TOMS.  
  - Accesses Summative Assessment results in the ORS.  
  - Accesses Interim Assessment results in CERS for all students at the site.  
  - Creates rosters in the ORS and student groups in CERS and assigns them to site users.  
  - Is able to administer all summative, interim, practice, and training tests. |
### Chapter 2: Single Sign On, User Roles, and Permissions

#### TOMS User Roles

**Table 4 (continued, three)**

<table>
<thead>
<tr>
<th>TOMS User Roles</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CAASPP test administrator</strong></td>
<td>This role is assigned by users who have the LEA CAASPP coordinator or site CAASPP coordinator role. This role can be assigned to a user at the school level only.</td>
</tr>
<tr>
<td></td>
<td>• Administers standard summative, interim, practice, and training tests to students.</td>
</tr>
<tr>
<td></td>
<td>• Confirms student test settings in the Test Administrator Interface and ensures test session security.</td>
</tr>
<tr>
<td></td>
<td>• Accesses the Interim Assessment Hand Scoring System (can view interim assessment responses for all students at the site and can score responses for which the test administrator has been assigned) and accesses the Interim Assessment Viewing System.</td>
</tr>
<tr>
<td></td>
<td>• Accesses Completion Status reports in TOMS.</td>
</tr>
<tr>
<td></td>
<td>• Accesses Summative Assessment results in the ORS for students in an associated student roster.</td>
</tr>
<tr>
<td></td>
<td>• Accesses Interim Assessment results in CERS for students in an associated student group.</td>
</tr>
<tr>
<td></td>
<td>Rosters (ORS) and student groups (CERS) of students are created and assigned to the test administrator user by the LEA CAASPP coordinator or site CAASPP coordinator.</td>
</tr>
</tbody>
</table>
### TOMS User Roles

#### CAASPP test examiner

<table>
<thead>
<tr>
<th>TOMS User Roles</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This role is assigned by users who have the LEA CAASPP coordinator or site CAASPP coordinator role. This role can be assigned to a user at the school level only. The user must be a credentialed or licensed employee at the LEA.</td>
</tr>
<tr>
<td></td>
<td>- Administers both the general and the alternate summative assessments and interim, practice, and training tests to students.</td>
</tr>
<tr>
<td></td>
<td>- Confirms student test settings in the Test Administrator Interface and ensures test session security.</td>
</tr>
<tr>
<td></td>
<td>- Accesses the Interim Assessment Hand Scoring System (can view Interim Assessment responses for all students at the site and can score responses for which the test examiner been assigned) and accesses the Interim Assessment Viewing System.</td>
</tr>
<tr>
<td></td>
<td>- Accesses Completion Status reports in TOMS.</td>
</tr>
<tr>
<td></td>
<td>- Accesses Summative Assessment results in the ORS for students in an associated student roster.</td>
</tr>
<tr>
<td></td>
<td>- Accesses Interim Assessment results in CERS for students in an associated student group.</td>
</tr>
<tr>
<td></td>
<td>Rosters (ORS) and groups (CERS) of students are created and assigned to the test examiner user by the LEA CAASPP coordinator or site CAASPP coordinator.</td>
</tr>
</tbody>
</table>

#### CAASPP IA administrator only

<table>
<thead>
<tr>
<th>TOMS User Roles</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This role is assigned by users who have the LEA CAASPP coordinator or site CAASPP coordinator role. This role can be assigned to a user at the school level only.</td>
</tr>
<tr>
<td></td>
<td>- Administers only the Smarter Balanced Interim Assessments to students.</td>
</tr>
<tr>
<td></td>
<td>- Accesses the Interim Assessment Hand Scoring System (can view interim assessment responses for all students at the site and can score responses for which the CAASPP IA administrator has been assigned), the Interim Assessment Viewing System, and the Interim Assessment Completion Status reports system.</td>
</tr>
<tr>
<td></td>
<td>- Accesses interim assessment results available through CERS for students in an associated student group.</td>
</tr>
<tr>
<td>TOMS User Roles</td>
<td>Definition</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Educator—district</td>
<td>This role is assigned by users who have the LEA CAASPP coordinator role. This role can be</td>
</tr>
<tr>
<td></td>
<td>assigned to a user at the LEA level only.</td>
</tr>
<tr>
<td></td>
<td>• Accesses assessment results in the ORS and CERS for the entire LEA.</td>
</tr>
<tr>
<td>Educator—test site</td>
<td>This role is assigned by users who have the LEA CAASPP coordinator or site CAASPP</td>
</tr>
<tr>
<td></td>
<td>coordinator role. This role can be assigned to a user at the school level only.</td>
</tr>
<tr>
<td></td>
<td>• Accesses assessment results in the ORS and CERS for the entire school.</td>
</tr>
<tr>
<td>Educator—roster</td>
<td>This role is assigned by users who have the LEA CAASPP coordinator or site CAASPP</td>
</tr>
<tr>
<td></td>
<td>coordinator role. This role can be assigned to a user at the school level only.</td>
</tr>
<tr>
<td></td>
<td>• Accesses assessment results in the ORS and CERS for students in an associated student</td>
</tr>
<tr>
<td></td>
<td>roster.</td>
</tr>
<tr>
<td>Digital Library</td>
<td>This role is assigned by users who have the LEA CAASPP coordinator or site CAASPP</td>
</tr>
<tr>
<td>only</td>
<td>coordinator role.</td>
</tr>
<tr>
<td></td>
<td>• Accesses only the Digital Library.</td>
</tr>
</tbody>
</table>
The table that follows (table 5) describes the features that can be accessed in TOMS for CAASPP on the basis of the user’s role.

<table>
<thead>
<tr>
<th>User Role</th>
<th>Organization Management</th>
<th>User Management</th>
<th>Student Test Management</th>
<th>Test Administration</th>
<th>STAIRS</th>
<th>Orders</th>
<th>Credentia</th>
<th>Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA CAASPP Coordinator</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Submit</td>
<td>View Only</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Site CAASPP Coordinator</td>
<td>Site Level View Only</td>
<td>Site Level</td>
<td>Site Level View Only</td>
<td>Site Level View Only</td>
<td>Submit</td>
<td>No</td>
<td>No</td>
<td>Site Level</td>
</tr>
<tr>
<td>CAASPP Test Administrator</td>
<td>Site Level View Only</td>
<td>No</td>
<td>Site Level View Only</td>
<td>Site Level View Only</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Site Level</td>
</tr>
<tr>
<td>CAASPP Test Examiner</td>
<td>Site Level View Only</td>
<td>No</td>
<td>Site Level View Only</td>
<td>Site Level View Only</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Site Level</td>
</tr>
<tr>
<td>CAASPP IA Administrator</td>
<td>Site Level View Only</td>
<td>No</td>
<td>Site Level View Only</td>
<td>Site Level View Only</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Site Level</td>
</tr>
<tr>
<td>Educator—District</td>
<td>View Only</td>
<td>No</td>
<td>View Only</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Educator—Test Site</td>
<td>Site Level View Only</td>
<td>No</td>
<td>Site Level View Only</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>Site Level</td>
</tr>
<tr>
<td>Educator—Roster</td>
<td>Site Level View Only</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Digital Library Only</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Organization Management: Addresses and SSR Options
User Management: Add and Edit User Roles
Student Test Management: Test Assignments, Test Settings, Unlisted Resources, and SSR Options
The table that follows (table 6) describes TOMS system access for CAASPP users.

### Table 6. TOMS System Access for CAASPP Users

<table>
<thead>
<tr>
<th>User Role</th>
<th>Test Administrator Interface</th>
<th>Completion Status and Roster Management</th>
<th>ORS</th>
<th>IAVS</th>
<th>IAHSS</th>
<th>CERS</th>
<th>Practice and Training Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA CAASPP Coordinator</td>
<td>All CAASPP</td>
<td>Entire LEA</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td>Entire LEA</td>
<td>CAASPP Only</td>
</tr>
<tr>
<td>Site CAASPP Coordinator</td>
<td>All CAASPP</td>
<td>Site Level</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td>Site Level</td>
<td>CAASPP Only</td>
</tr>
<tr>
<td>CAASPP Test Administrator</td>
<td>All CAASPP excluding CAAs</td>
<td>Site Level</td>
<td>Roster—Site Level</td>
<td>Yes</td>
<td>Yes</td>
<td>Roster—Site Level</td>
<td>CAASPP Only</td>
</tr>
<tr>
<td>CAASPP Test Examiner</td>
<td>All CAASPP</td>
<td>Site Level</td>
<td>Roster—Site Level</td>
<td>Yes</td>
<td>Yes</td>
<td>Roster—Site Level</td>
<td>CAASPP Only</td>
</tr>
<tr>
<td>CAASPP IA Administrator Only</td>
<td>CAASPP Smarter Balanced Interim Assessments</td>
<td>Site Level</td>
<td>Roster—Site Level</td>
<td>Yes</td>
<td>Yes</td>
<td>Roster—Site Level</td>
<td>CAASPP Only</td>
</tr>
<tr>
<td>Educator—District</td>
<td>No</td>
<td>Entire LEA</td>
<td>No</td>
<td>No</td>
<td></td>
<td>Entire LEA</td>
<td>No</td>
</tr>
<tr>
<td>Educator—Test Site</td>
<td>No</td>
<td>Site Level</td>
<td>No</td>
<td>No</td>
<td></td>
<td>Site Level</td>
<td>No</td>
</tr>
<tr>
<td>Educator—Roster</td>
<td>No</td>
<td>Site Level</td>
<td>Roster—Site Level</td>
<td>No</td>
<td>No</td>
<td>Roster—Site Level</td>
<td>No</td>
</tr>
<tr>
<td>Digital Library Only</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

ORS: Online Reporting System  
IAVS: Interim Assessment Viewing System  
IAHSS: Interim Assessment Hand Scoring System  
CERS: California Educator Reporting System

**Note:** All roles have access to TOMS and the Smarter Balanced Digital Library.
Map of TOMS User Roles to CERS Roles

SSO eliminates the need for the Administration and Registration Tool (ART) to manage permissions for CERS and the Smarter Balanced Digital Library. Users are automatically provided access to and privileges in CERS on the basis of their role in TOMS.

The terms used under CERS permissions and DL access are explained as follows:

**PII.** View individual student results by district, school, and grade.

**GROUP_ADMIN.** Create, edit, and delete assigned student groups (assigns student groups to others, such as teachers).

**Custom Aggregate Reporter.** Create, view, and export custom aggregate reports.

**Instructional Resource Admin.** Create, edit, and delete links to instructional resources.

**PII_GROUP.** Create, edit, and delete custom groups (from assigned groups); view students (individual or group) in assigned group(s).

**DL_EndUser.** Digital Library user.

Table 7 and table 8 show the mapping of the TOMS user roles to the roles previously in ART to better illustrate the transition.

**Table 7. LEA-Level TOMS Roles and Associated Permissions in CERS and Digital Library Access**

<table>
<thead>
<tr>
<th>TOMS Role Names</th>
<th>CERS Permissions and DL Access</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA CAASPP coordinator</td>
<td>PII, PII_GROUP, GROUP_ADMIN, Custom Aggregate Reporter, Instructional Resource Admin, DL_EndUser</td>
</tr>
<tr>
<td>LEA ELPAC coordinator</td>
<td></td>
</tr>
<tr>
<td>Educator—district</td>
<td></td>
</tr>
<tr>
<td>LST correspondence administrator</td>
<td>PII_GROUP, DL_EndUser</td>
</tr>
</tbody>
</table>
### Table 8. School-Level TOMS Roles and Associated Permissions in CERS and Digital Library Access

<table>
<thead>
<tr>
<th>TOMS Role Names</th>
<th>CERS Permissions and DL Access</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Site CAASPP coordinator</td>
<td>PII, PII_GROUP, GROUP_ADMIN, Custom Aggregate Reporter, Instructional Resource Admin, DL_EndUser</td>
</tr>
<tr>
<td>• Site ELPAC coordinator</td>
<td></td>
</tr>
<tr>
<td>• Educator—test site</td>
<td></td>
</tr>
<tr>
<td>• CAASPP test administrator</td>
<td>PII_GROUP, DL_EndUser</td>
</tr>
<tr>
<td>• CAASPP test examiner</td>
<td></td>
</tr>
<tr>
<td>• CAASPP IA administrator only</td>
<td></td>
</tr>
<tr>
<td>• ELPAC test examiner</td>
<td></td>
</tr>
<tr>
<td>• LST data entry</td>
<td></td>
</tr>
<tr>
<td>• Educator—roster</td>
<td></td>
</tr>
<tr>
<td>• Digital Library only</td>
<td>DL_EndUser</td>
</tr>
</tbody>
</table>

Note: CAASPP test administrators and CAASPP test examiners can view results in CERS only if a group of students has been assigned to them by a user with a GROUP_ADMIN function as part of his or her role.

LEAs should take care when assigning “site-based” roles (i.e., Site CAASPP Coordinator, Site ELPAC Coordinator, and Educator—Test Site), because these roles allow access to all interim and summative assessment results for an entire school (site).

Please ensure that students’ personally identifiable information (PII) is made available only to the appropriate users.
TOMS Functions for Coordinators, Test Administrators, and Test Examiners

The following tasks can be performed in TOMS, depending on the user's role:

- **Pre-administration functions**
  - Add users, either one at a time or by batch upload, which allows users to access the California assessment systems.
  - Add and manage (including password resets) CAASPP or ELPAC site coordinator, test administrator, test examiner, and educator.
  - Set up and manage CAASPP test administration windows.
  - Indicate which students are taking the CAAs for ELA, mathematics, and science.
  - Assign accommodations and designated supports to students in the LEA.
  - Request the use of an unlisted resource (an accessibility resource that is not otherwise available) for a student who uses the resource in daily instruction.
  - Assign certain condition codes (either not tested medical emergency [NTE] or parent/guardian exemption [PGE]), either one by one or in a batch upload, to students before or during the selected testing window (CAASPP only).

- **Test administration functions**
  - Report testing irregularities, breaches, improprieties, and incidents by completing the Security and Test Administration Incident and Reporting System (STAIRS) form in TOMS.
  - Download secure CAASPP materials and resources, such as training materials for hand scoring interim assessments, *Directions for Administration (DFAs)* for the CAAs for ELA and mathematics, and separate *DFAs* for the CAA for Science.
  - Download secure ELPAC materials and resources, such as the Summative ELPAC *DFAs*.
  - Score Initial ELPAC results in the LST, print Initial ELPAC SSRs, and download Initial ELPAC student score data and generate parent/guardian letters.
  - Install files for the voice packs used by the test delivery system.

- **Post-administration functions**
  - View Completion Status reports.
  - Access the LEA’s test results and SSRs.
Chapter 3. Access, Logons, and Passwords
Access to TOMS

Overview
Superintendent and charter school administrators are assigned the superintendent role in the Test Operations Management System (TOMS) on the basis of information received from the California School Directory, which is maintained by the California Department of Education (CDE). User accounts for superintendents and charter school administrators with the superintendent role are created in TOMS, and the user receives an email notification indicating that a new account has been created.

First-time superintendent users are required to select a secure link in the email notification to create a new password and log on to TOMS. If a superintendent role is added to an existing account, the user is able to log on to TOMS using existing credentials. New LEAs or direct funded charters should ensure that their information is correctly updated with the CDE. The LEA’s information also must be updated in the California Longitudinal Pupil Achievement Data System (CALPADS) so it gets updated in TOMS.

A superintendent user who has logged on to TOMS successfully is able to designate LEA CAASPP coordinators and LEA ELPAC coordinators for the LEAs for which the user is assigned a superintendent role.

For existing LEA CAASPP and ELPAC coordinators, once the superintendent designates the LEA coordinator to a new test administration, the LEA coordinator can log on to TOMS using the current user ID and password. For new LEA coordinators, once the superintendent designates that role for a user, the new LEA coordinator receives a welcome email containing a link to set up a password. The LEA coordinator can then use that password to log on to TOMS.

For more information, refer to “Resetting a Password.”

Security forms for LEA coordinators—the Test Security Agreement form and the Test Security Affidavit form—are now found in TOMS and must be renewed every year. Existing LEA coordinators are presented with these forms when logging on for the first time for the test administration year. New LEA coordinators are presented with these forms after setting up and entering the password to log on to TOMS.

Note: If necessary, be sure to add “ca-assessments@ets.org” as a trusted address.

Designation Forms and Security Agreements

Overview
Each LEA coordinator must have on file at the LEA the following items:

- A signed Test Security Agreement from each site coordinator
- A Test Security Affidavit from each test administrator, examiner, or designated staff member who will have access to test materials or to TOMS
**Note:** PDF versions of the forms and security agreements can be downloaded and saved locally through the [Reports] navigation tab in the navigation bar.

**WARNING:** CAASPP and ELPAC each have a Test Security Agreement and a Test Security Affidavit. A user with roles in both CAASPP and ELPAC is required to sign a separate form for each testing program. For example, a user who is both an LEA CAASPP coordinator and an LEA ELPAC coordinator is required to sign security forms for each program. Similarly, a user who is both a site ELPAC coordinator and an ELPAC test examiner is required to sign security forms for each role.

### Test Security Agreement

The Test Security Agreement (figure 1) appears when a designated user first attempts to log on to TOMS. Designated users are required to read and sign the stipulations of the Test Security Agreement for the users’ assigned roles.

**WARNING:** Once the agreement is signed, the user is bound to abide by the stipulations set forth in the agreement.

Designated users can print a copy of the Test Security Agreement from this screen. A signed copy of the Test Security Agreement is required for the following roles:

- LEA coordinator
- Site coordinator

**TIP:** Users designated for the upcoming administration receive an email notification requiring them to sign and submit the test security forms. The email includes a link to the TOMS website, where users can log on and sign and submit the required security forms. LEAs can run a report to check whether their designated users signed the required security forms. Chapter 11 on “Reports” provides further information.

![Figure 1. Test Security Agreement—Unsigned](image-url)
Figure 2 displays a signed Test Security Agreement. The signed agreement displays the following information about the user:

- The first and last names of the user
- The assigned role of the user
- The administration year applicable to the Test Security Agreement
- The saved signature of the user, in the form of the first and last names of the user, as well as the date and time the signature was applied to the Test Security Agreement.

Figure 2. Test Security Agreement—Signed

Coordinators will take the following steps to complete the Test Security Agreement:

1. Log on to TOMS.
2. Read the entire agreement.
3. Select the [SUBMIT] button. (WARNING: A signature confirms that the user has completely read, and will abide by, the stipulated conditions.) If desired, select the [PRINT] button to print the signed agreement. Select the [CONTINUE] button to continue to the next security form or, if there are no more security forms to sign, to TOMS.

Test Security Affidavit

The Test Security Affidavit (figure 3) appears when a designated user first attempts to log on to TOMS. Designated users are required to read and sign the stipulations of the Test Security Affidavit for the users’ assigned roles. Designated users also can print a copy of the Test Security Affidavit from this screen.

A signed copy of the Test Security Affidavit is required for the following roles:

- LEA coordinator
- Site coordinator
- Test administrator (CAASPP only)
- Test examiner
- Local Scoring Tool (LST) correspondence administrator (ELPAC only)
- LST data entry (ELPAC only)
- IA administrator only (CAASPP only)
- Educator—district (CAASPP only)
- Educator—test site (CAASPP only)
- Educator—roster (CAASPP only)

TIP: Users designated for the upcoming administration receive an email notification requiring the users to sign and submit the test security forms. The email includes a link to the TOMS website, where users can log on and sign and submit the required security forms electronically. Once the security forms are submitted, users can print them if needed. LEAs can run a report to check whether their designated users signed the required security forms. Chapter 11 on “Reports” provides further information.

Figure 3. Test Security Affidavit—Unsigned

Figure 4 displays a signed Test Security Affidavit. The signed agreement displays the following information about the user:

- The first and last names of the user
- The assigned role of the user
- The administration year applicable to the Test Security Affidavit
- The saved signature of the user, in the form of the first and last names of the user, as well as the date and time the signature was applied to the Test Security Affidavit
Figure 4. Test Security Affidavit—Signed

Users will take the following steps to complete the Test Security Affidavit:

1. Log on to TOMS.
2. Read the entire affidavit.
3. Select the [SUBMIT] button. (WARNING: A signature confirms that the user has completely read, and will abide by, the stipulated conditions.) If desired, select the [PRINT] button to print the signed affidavit. Select the [CONTINUE] button to continue to the next security form or, if there are no more security forms to sign, to TOMS.
Chapter 3: Access, Logons, and Passwords | Access to TOMS

Log On to TOMS
Take the following steps to log on to TOMS:

1. Use an internet browser to access either caaspp.org or elpac.org, and then select the [Test Operations Management System (TOMS)] button.

![Logon Screen for TOMS](image)

2. When the Logon screen appears (figure 5), enter the username (user's email address) and password in the relevant fields and then select the [Secure Logon] button.

   **Note:** Users will be asked to enter a verification code as part of the two-step authentication process upon first use of a web browser or device. This code is sent from the ca-assessments@ets.org email address. This step must be taken within 30 minutes of receipt of the email.
The *Welcome to TOMS* dialog box (figure 6) displays the user's name, email address, and role(s). A user can have more than one role but can use only one role at a time.

![Welcome to TOMS Screen—Choose a Role](image)

**Figure 6. Welcome to TOMS Screen—Choose a Role**

3. Choose a role, and then select the [OK] button.

The user’s role is displayed in the top right portion of the screen, above the top navigation bar (figure 7), after “Logged in as.”

![User Role Display](image)

**Figure 7. User Role Display**

For more information about passwords, refer to “Resetting a Password.”

### Change Roles

1. To change roles without logging off TOMS, select the down-arrow [▼] icon next to “Logged in as” in the upper right corner (figure 7).
2. When the *Welcome to TOMS* dialog box appears (figure 6), select a role, and then select the [OK] button.
Chapter 3: Access, Logons, and Passwords
Access to TOMS

Passwords
A user who is new to CAASPP and the ELPAC must first be added to the 2019–20 TOMS by an existing user and then establish user credentials by creating a password. Upon creation of the new account, the new user will receive an email from CA-Assessments-DoNotReply@ets.org that contains a link to a secure screen, where a password can be created. The link is found within the email text that reads, “To begin, please verify your identity using the secure verification link to access the Reset Your Password web page.” This step must be taken within 30 minutes of receipt of the email.

Existing users who have had user roles during previous test administration years must reset their password and security question to gain access to the 2019–20 California assessment systems. Existing users will receive an email from ca-assessments@ets.org.

TIP: If the email response to a request for an updated secure link does not appear in the user’s email inbox, the user should check the spam or junk mail folders in case the email was routed to one of those folders.

In addition, users will be asked to enter a verification code as part of the two-step authentication process upon their first use of a web browser or device. This code is sent from the ca-assessments@ets.org email address. This step must be taken within 30 minutes of receipt of the email.

Note: After authentication, the TOMS password is good for the entire test administration year.

Resetting a Password
To reset a forgotten password, access TOMS to request the password reset email. Use the following steps:

1. Use an internet browser to access either caaspp.org or elpac.org, and then select the [Test Operations Management System (TOMS)] button.
The Logon screen appears (figure 8).

![Logon Screen](image)

**Figure 8. Logon Screen**

2. Select the [Forgot Your Password?] link on the Logon screen. The Reset Your Password screen appears (figure 9).

![Reset Your Password Screen](image)

**Figure 9. Reset Your Password Screen**

3. After entering the email address and selecting the [Submit] button, check for an email message from ca-assessments@ets.org containing the secure link to reset the password.
Note: The link expires after 30 minutes. If a message appears saying the link has expired, the user must return to the Reset Your Password screen, enter the user's email address, and then select the [Submit] button to request a new secure link.

4. When the link is selected, the new Reset Your Password screen appears (figure 10). Enter a password in the Password field and reenter it in the Confirm New Password field. The password must follow these rules:
   - Minimum of eight characters
   - At least one character from each of the following categories:
     - An uppercase letter (A–Z)
     - A lowercase letter (a–z)
     - A one-digit number (0–9)
     - A special character (%, #, !, etc.)

Note: An error message appears if the new password does not match the confirmation password or does not meet the password criteria.

![Reset Your Password](image)

Figure 10. Reset Your Password Screen—Confirm New Password

5. When the password has been entered and confirmed, select the [Submit] button. The user will then be asked to enter a verification code as part of the two-step authentication process upon first use of a web browser/device. This code is sent from the email address ca-assessments@ets.org and must be entered within 30 minutes of receipt of the email (figure 11).
6. After the user successfully logs on, the user’s MyTOMS Home screen appears.
Chapter 4. MyTOMS Home
MyTOMS at a Glance

Overview

The MyTOMS at a Glance tab on the MyTOMS Home screen is the landing page in the Test Operations Management System (TOMS) for local educational agency (LEA) coordinators. It displays information specific to the user's LEA and program, whether it is the California Assessment of Student Performance and Progress (CAASPP) (figure 12 and figure 13) or the English Language Proficiency Assessments for California (ELPAC) (figure 14 and figure 15).

Figure 12. [MyTOMS at a Glance] Tab—CAASPP, Top of Screen
Figure 13. [MyTOMS at a Glance] Tab—CAASPP, Bottom of Screen
Figure 14. [MyTOMS at a Glance] Tab—ELPAC, Top of Screen
Figure 15. [MyTOMS at a Glance] Tab—ELPAC, Bottom of Screen

Key:

1. **Page Information**
2. **Notifications Callout**
3. **General Information**
4. **To-Do List**
5. **Student Counts per Test**
6. **Student Demographics**
7. **Test Window**
8. **Orders (ELPAC only)**
9. **Test Status**
10. **Scoring Status**

The information on the [MyToms at a Glance] tab is divided into separate sections, which are described in the pages that follow.
Page Information

The Page Information area (figure 16) is located in the top left section of the [MyTOMS at a Glance] tab.

![MyTOMS Home](image)

*Figure 16. Page Information Area (Text in Green Font)*

The table that follows (table 9) describes the fields in the Page Information area.

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA name and CDS code</td>
<td>The LEA name and county-district-school (CDS) code. Located above the “General Information” section of the [MyTOMS at a Glance] tab.</td>
</tr>
<tr>
<td>Refreshed on:</td>
<td>The date the information in the [MyTOMS at a Glance] tab was last refreshed. Located above the “General Information” section of the [MyTOMS at a Glance] tab.</td>
</tr>
</tbody>
</table>

Notifications Callout

The Notifications Callout area is located in the top right portion of the [MyTOMS at a Glance] tab. The Notifications Callout is displayed with a red border when tasks need the immediate attention of the user (figure 17).

![Notifications Callout](image)

*Figure 17. Notifications Callout—Notifications Require Attention*
It is displayed with a green border when no tasks need attention (figure 18).

Figure 18. Notifications Callout—Notifications Up-To-Date

**Note:** The Notifications Callout works in tandem with the To-Do List.
The table that follows (table 10) lists the types of notifications that may be displayed in the Notifications Callout and is applicable to both CAASPP and the ELPAC.

Table 10. Information Displayed in the Notifications Callout

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notifications callout</td>
<td>The Notifications Callout has a red border if there are urgent tasks for the user that require immediate attention. Select the [View Your Notifications] link to view a list of notifications or select the [Notifications] tab. User tasks also are listed on the To-Do List. Possible notifications include:</td>
</tr>
<tr>
<td></td>
<td>• Administration setup incomplete</td>
</tr>
<tr>
<td></td>
<td>• Associate schools to an administration</td>
</tr>
<tr>
<td></td>
<td>• Generate student information system (SIS) vendor credentials</td>
</tr>
<tr>
<td></td>
<td>• Missing primary LEA CAASPP coordinator</td>
</tr>
<tr>
<td></td>
<td>• Missing primary LEA ELPAC coordinator</td>
</tr>
<tr>
<td></td>
<td>• Missing primary shipping address</td>
</tr>
<tr>
<td></td>
<td>• Place primary orders for Initial ELPAC</td>
</tr>
<tr>
<td></td>
<td>• Place primary orders for Summative ELPAC</td>
</tr>
<tr>
<td></td>
<td>• Place supplemental orders for Initial ELPAC</td>
</tr>
<tr>
<td></td>
<td>• Place supplemental orders for Summative ELPAC</td>
</tr>
<tr>
<td></td>
<td>• SIS credentials expiring soon or expired</td>
</tr>
<tr>
<td></td>
<td>• STAIRS case(s) in draft status</td>
</tr>
</tbody>
</table>

**TIP:** Refer to the To-Do List for a list of tasks corresponding to these notifications.

After all tasks are complete and the user is up to date on all notifications, the Notifications Callout has a green border.
General Information

The General Information area of the [MyTOMS at a Glance] tab provides general information that is specific to the LEA of the user. Figure 19 shows the CAASPP General Information.

![GENERAL INFORMATION]

In Figure 19, the General Information section for CAASPP includes:
- **Instructional Calendar**: July 1, 2019 to August 28, 2020
- **SIS Vendor(s)**: Acero, Alma
- **Primary LEA CAASPP Coordinators**: Archana Keswani (2019 - 20)

![Figure 19. “General Information” Section—CAASPP](image)

Figure 19. “General Information” Section—CAASPP

Figure 20 shows the ELPAC General Information.

![GENERAL INFORMATION]

In Figure 20, the General Information section for ELPAC includes:
- **Academic Year**: July 1, 2019 to June 30, 2020
- **SIS Vendor(s)**: Illuminate
- **Primary LEA ELPAC Coordinators**: M Kolka (2019 - 20)

![Figure 20. “General Information” Section—ELPAC](image)

Figure 20. “General Information” Section—ELPAC

The table that follows (table 11) lists the information displayed under General Information and is applicable to both CAASPP and ELPAC.

**Note**: The instructional start and end dates are different for CAASPP and the ELPAC.

Table 11. Information Displayed Under General Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAASPP: Instructional calendar</td>
<td>(CAASPP only) Instructional start and end dates are set up on the “Create/Edit Test Admin Calendar” section of the View &amp; Set Up Administrations screens.</td>
</tr>
<tr>
<td>ELPAC: Academic Year</td>
<td>(ELPAC Only) The Academic calendar is July 1–June 30 for all LEAs and schools.</td>
</tr>
<tr>
<td>SIS vendors</td>
<td>The list of SIS vendors that have been designated by the LEA. SIS vendors are designated on the SIS Vendor Credentialing screen.</td>
</tr>
<tr>
<td>Primary LEA CAASPP coordinators or primary LEA ELPAC coordinators</td>
<td>The name of the primary LEA coordinator.</td>
</tr>
</tbody>
</table>
### Table 11 (continued)

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools</td>
<td>The count of the active schools within the user’s LEA. A list of schools can be viewed on the View &amp; Edit Organizations screen.</td>
</tr>
<tr>
<td>Users</td>
<td>The count of all active users for all schools associated with the user’s LEA. A list of active users can be viewed on the View &amp; Edit Users screen, located under the [Users] navigation tab in the top navigation bar.</td>
</tr>
<tr>
<td>Students in LEA</td>
<td>The count of the active students in the LEA, as reflected in the CALPADS. The value is rounded to the nearest 100 when the count is over 999. A list of students can be viewed on the View &amp; Edit Students screen, located under the [Students] navigation tab in the top navigation bar or in the LEA report—LEA-Level Student Demographics report.</td>
</tr>
<tr>
<td>PGE (CAASPP only)</td>
<td>The count of students associated with the LEA who have a PGE (parent/guardian exemption) condition code assigned in one or all subject areas. The CAASPP LEA-Level Student Test Assignment Report contains a list of these students and can be found on the LEA Reports screen, under the [Reports] navigation tab in the top navigation bar. The PGE condition code can be assigned to a student’s test on the Test Assignments screen in the Student Profile.</td>
</tr>
<tr>
<td>NTE (CAASPP only)</td>
<td>The count of students in the LEA who have a NTE (not tested medical emergency) condition code assigned in one or all subject areas. The NTE condition code can be assigned to a student’s test on the Test Assignments screen in the Student Profile.</td>
</tr>
</tbody>
</table>
To-Do List

The To-Do List area of the [MyTOMS at a Glance] tab (figure 21) lists the tasks requiring the user's attention.

![Figure 21. To-Do List](image)

The table that follows (table 12) presents possible To-Do List tasks that are applicable to both CAASPP and the ELPAC.

**TIP:** Once an urgent task has been completed, it is removed from the To-Do List.

Table 12. Possible Tasks Displayed Under To-Do List

<table>
<thead>
<tr>
<th>To-Do List Task</th>
<th>To-Do Task Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admin setup incomplete (CAASPP only)</td>
<td>The LEA coordinator has not completed the process for setting up a test administration window. The deadline to complete this process is December 1, 2019. Use the Test Administrations screens, located under the [Admins] navigation tab in the top navigation bar, to view or edit the test administration window.</td>
</tr>
<tr>
<td>Credentials expiring soon or expired</td>
<td>SIS vendor credentials must be updated once a year in order to continue to provide Student Score Report (SSR) access to parents/guardians. To regenerate SIS vendor credentials, the LEA coordinator can follow the instructions on the SIS Vendor Credentialing screen, located under the [Credentialing] navigation tab in the top navigation bar.</td>
</tr>
<tr>
<td>Missing primary coordinator—CAASPP (CAASPP only)</td>
<td>No primary LEA CAASPP coordinator has been assigned for the user's associated LEA. The LEA CAASPP coordinator is responsible for handling administrative and security responsibilities. Contact the California Technical Assistance Center (CalTAC) to resolve this issue. CalTAC can be reached by phone at 800-955-2954 or by email at <a href="mailto:caltac@ets.org">caltac@ets.org</a>.</td>
</tr>
<tr>
<td>To-Do List Task</td>
<td>To-Do Task Purpose</td>
</tr>
<tr>
<td>-----------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Missing primary coordinator—ELPAC (ELPAC only)</td>
<td>No primary LEA ELPAC coordinator has been assigned for the user’s associated LEA. The LEA ELPAC coordinator is responsible for handling administrative and security responsibilities. Contact CalTAC to resolve this issue. CalTAC can be reached by phone at 800-955-2954 or by email at <a href="mailto:caltac@ets.org">caltac@ets.org</a>.</td>
</tr>
<tr>
<td>Missing primary shipping address</td>
<td>No primary shipping address is associated with the user’s LEA. Primary shipping address is required for placing material orders and must be a physical address. Materials cannot be shipped to a post office box. Follow the page instructions under the [Organizations] navigation tab to complete.</td>
</tr>
<tr>
<td>Missing vendor credentials</td>
<td>No SIS vendor credentials have been generated for the user’s LEA. SIS vendor credentials are required for the LEA-designated vendor to provide parents/guardians access to Student Score Reports (SSRs). To generate the SIS vendor credentials, the LEA coordinator can follow the page instructions on the SIS Vendor Credentialing screen, located under the [Credentialing] navigation tab in the top navigation bar.</td>
</tr>
<tr>
<td>Place primary orders for Initial ELPAC</td>
<td>Primary orders for Initial ELPAC materials can now be placed for the user’s LEA. Follow the page instructions on the Place Primary Order screen, located under the [Orders] navigation tab in the top navigation bar. <strong>TIP:</strong> An additional 5 percent of materials is automatically added to a shipped order and is not considered to be an overage.</td>
</tr>
<tr>
<td>Place primary orders for Summative ELPAC</td>
<td>Primary orders for Summative ELPAC materials can now be placed for the user’s LEA. Follow the page instructions on the Place Primary Order screen, located under the [Orders] navigation tab in the top navigation bar. <strong>TIP:</strong> An additional 5 percent of materials is automatically added to the shipped order and is not considered to be an overage.</td>
</tr>
</tbody>
</table>
Table 12 (continued, two)

<table>
<thead>
<tr>
<th>To-Do List Task</th>
<th>To-Do Task Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place supplemental orders for Initial ELPAC</td>
<td>Supplemental orders for Initial ELPAC materials can now be placed for the user’s LEA. Follow the page instructions on the Place Supplemental Orders screen, located under the [Orders] navigation tab in the top navigation bar. <strong>TIP:</strong> Use the supplemental ordering window to order small quantities of additional materials. Do not use to place the LEA’s primary order.</td>
</tr>
<tr>
<td>Place supplemental orders</td>
<td>Supplemental orders for CAASPP paper materials or Summative ELPAC materials can now be placed for the user’s LEA. Follow the page instructions on the Place Supplemental Orders screen, located under the [Orders] navigation tab in the top navigation bar. <strong>TIP:</strong> Use the supplemental ordering window to order small quantities of additional materials. Do not use to place the LEA’s primary order.</td>
</tr>
<tr>
<td>Schools missing admin (CAASPP only)</td>
<td>The LEA coordinator for the user’s LEA has not associated schools with an administration window. This must be done before December 1, 2019. The LEA coordinator can use the [Admins] navigation tab on the top navigation bar. Select the LEA under the [Test Administrations] action tab, and then select the [View] button and use the [School Admin Assignment] button to associate schools with an administrative window.</td>
</tr>
</tbody>
</table>

**Student Counts per Test**

The Student Counts per Test area of the [MyTOMS at a Glance] tab provides testing counts for the user’s LEA. Figure 22 shows the CAASPP Student Counts per Test area. **Note:** This section appears differently for CAASPP and the ELPAC; refer to the images that follow.

![Figure 22. Student Counts per Test—CAASPP](image-url)
Figure 23 shows the ELPAC Student Counts per Test area.

<table>
<thead>
<tr>
<th>STUDENT COUNTS PER TEST</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Initial ELPAC</strong></td>
</tr>
<tr>
<td>57</td>
</tr>
<tr>
<td>Students Eligible</td>
</tr>
</tbody>
</table>

Figure 23. Student Counts per Test—ELPAC

The table that follows (table 13) lists the fields displayed under Student Counts per Test and provides their descriptions.

Table 13. Information Displayed Under Student Counts per Test

<table>
<thead>
<tr>
<th>Field</th>
<th>Description</th>
</tr>
</thead>
</table>
| SBAC ELA & Math (CAASPP only) | • Students assigned—Displays the count of students who are assigned to Smarter Balanced (SBAC) English language arts/literacy (ELA) and mathematics tests. The CAASPP LEA-Level Student Test Assignment Report contains a list of these students.  
• Students eligible—Displays the count of all the students who are eligible for SBAC ELA and math. The LEA-Level Student Demographics Report contains a list of these students.  
• These reports can be found on the LEA Reports screen, under the [Reports] navigation tab in the top navigation bar.  
**TIP:** Values are rounded to the nearest 100 when the count is greater than 999. |
| CAA ELA & Math (CAASPP only) | • Students assigned—Displays the count of students who are assigned by the LEA to the California Alternate Assessments (CAAs) for ELA and mathematics. The LEA-Level Student Demographics Report contains a list of these students.  
• Students eligible—Displays the count of students with individualized education program (IEP) flags who are eligible for the CAA. The CAASPP LEA-Level Student Test Assignment Report contains a list of these students.  
• These reports can be found on the LEA Reports screen, under the [Reports] navigation tab in the top navigation bar.  
**TIP:** Values are rounded to the nearest 100 when the count is greater than 999. |
<table>
<thead>
<tr>
<th>Field</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CAST</strong> (CAASPP only)</td>
<td>Students assigned—Displays the count of students assigned to the California Science Test (CAST). The CAASPP LEA-Level Student Test Assignment Report contains a list of these students.</td>
</tr>
<tr>
<td></td>
<td>Students eligible—Displays the count of all students in grades five and eight. Also includes the count of all students in grades ten, eleven, and twelve minus participation.* The LEA-Level Student Demographics Report contains a list of these students.</td>
</tr>
<tr>
<td></td>
<td>These reports can be found on the LEA Reports screen, under the [Reports] navigation tab in the top navigation bar.</td>
</tr>
<tr>
<td><strong>TIP:</strong></td>
<td>Values are rounded to the nearest 100 when the count is greater than 999.</td>
</tr>
<tr>
<td></td>
<td>*For grades eleven and twelve, students who already have taken the CAST in a previous year are not included in the current year’s count.</td>
</tr>
<tr>
<td><strong>CAA for Science</strong> (CAASPP only)</td>
<td>Students eligible—Displays the count of all students in grades five and eight eligible to take the CAA for Science. Also includes the count of all students in grades ten, eleven and twelve minus participation and IEP.* The LEA-Level Student Demographics Report contains a list of these students.</td>
</tr>
<tr>
<td></td>
<td>Students assigned—Displays the count of students who are assigned to the CAA for Science. The CAASPP LEA-Level Student Test Assignment Report contains a list of these students.</td>
</tr>
<tr>
<td></td>
<td>These reports can be found on the LEA Reports screen, under the [Reports] navigation tab in the top navigation bar.</td>
</tr>
<tr>
<td><strong>TIP:</strong></td>
<td>Values are rounded to the nearest 100 when the count is greater than 999.</td>
</tr>
</tbody>
</table>
|                             | *For grades eleven and twelve, students who took the CAST in a previous year and students with an IEP are not included in the current year’s count, as a student can take a science test only once in high school, in grade ten, eleven, or twelve.
### Table 13 (continued, two)

<table>
<thead>
<tr>
<th>Field</th>
<th>Description</th>
</tr>
</thead>
</table>
| **CSA (CAASPP only)** | • Student assigned—Displays the count of students who are assigned by the LEA to the California Spanish Assessment (CSA). The CAASPP LEA-Level Student Test Assignment Report contains a list of these students.  
• Student eligible—Displays the count of students eligible to take the CSA, including students in grades three through twelve. The LEA-Level Student Demographics Report contains a list of these students.  
• These reports can be found on the LEA Reports screen, under the [Reports] navigation tab in the top navigation bar.  
**TIP:** Values are rounded to the nearest 100 when the count is greater than 999. |
| **Initial ELPAC (ELPAC only)** | Students eligible—Displays the count of Initial ELPAC students who have an English language acquisition status (ELAS) of “To Be Determined.” The Initial ELPAC Student Eligibility Report contains a list of these students. Note that this list of students will decrease as student scores are locked in the Local Scoring Tool (LST). This can be found on the LST Reports screen, under the [Reports] navigation tab in the top navigation bar. |
| **Summative ELPAC (ELPAC only)** | Students eligible—Displays the count of English learner (EL) students assigned to the Summative ELPAC. The ELPAC LEA-Level Student Test Assignment Report contains a list of these students. This can be found on the LEA Reports screen, under the [Reports] navigation tab in the top navigation bar. |
| **ELPAC Field Test (ELPAC only)** | Students assigned—Displays the count of EL and initial fluent English proficient (IFEP) students assigned by the testing contractor to the ELPAC field test. The ELPAC LEA-Level Student Test Assignment Report contains a list of these students. This can be found on the LEA Reports screen, under the [Reports] navigation tab in the top navigation bar. |

### Student Demographics

The Student Demographics area of the [MyTOMS at a Glance] tab (figure 24) displays a color-coded pie chart showing the percentage of students associated with the selected student demographics option. Use the drop-down list, located in the title bar (to the right of Student Demographics), to select a different student demographics option.
The default demographic is “Ethnicity.” To view a different pie chart, select another option from the list.

Each percentage is calculated by dividing the count of students included in the demographic by the total count of students in the LEA and then multiplying that number by 100. Each percentage is rounded to three decimal places and then truncated to display two decimal places.

If no students are associated with the user’s LEA, neither the drop-down list nor a chart is displayed.

**Student Demographics**

![Student Demographics](image)

Figure 24. Student Demographics

The table that follows (table 14) presents descriptions of the options displayed under Student Demographics.

**Table 14. Information Displayed Under Student Demographics**

<table>
<thead>
<tr>
<th>Field</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic Disadvantage Status</td>
<td>An indicator that the student meets the state criteria for classification as having an economic disadvantage.</td>
</tr>
<tr>
<td>English Language Acquisition Status</td>
<td>The student’s English language acquisition status.</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>The name of the student’s ethnic group.</td>
</tr>
<tr>
<td>Gender</td>
<td>The name of the student’s gender.</td>
</tr>
<tr>
<td>Homeless Status</td>
<td>An indicator that a student is homeless.</td>
</tr>
</tbody>
</table>
Table 14 (continued)

<table>
<thead>
<tr>
<th>Field</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDEA Indicator</td>
<td>An indicator that the student has a disability and receives special education and related services under the Individuals with Disabilities Education Act (IDEA) according to an IEP, individual family service plan (IFSP), or service plan.</td>
</tr>
<tr>
<td>Migrant Status</td>
<td>An indicator that a student is, parents are, or a spouse is a migratory agricultural worker(s).</td>
</tr>
<tr>
<td>Military Status</td>
<td>An indicator that a student is, or parents are active military service member(s).</td>
</tr>
<tr>
<td>Parent Education Level</td>
<td>The highest education level of any of the student’s parents.</td>
</tr>
<tr>
<td>Primary Disability Type</td>
<td>The major or overriding disability condition that best describes the student’s impairment.</td>
</tr>
<tr>
<td>Section 504</td>
<td>An indicator that the student is an individual with disabilities who is being provided related aids and services under Section 504 of the Rehabilitation Act of 1973, as amended.</td>
</tr>
</tbody>
</table>
Test Window
The Test Window area of the [MyTOMS at a Glance] tab displays the test window information for the user’s LEA. This window is only visible to LEA coordinators.

Figure 25 shows the CAASPP Test Window area.

![Figure 25. Test Window—CAASPP](image-url)

- **SBAC ELA/Math | CAA ELA/Math | CAST**
  - September 3, 2019 to June 3, 2020
  - 2/28/20 to 5/21/20
  - 171 Days Until Test Starts

- **CAA for Science**
  - September 3, 2019 to June 3, 2020
  - 9/3/19 to 6/3/20
  - 267 Days Remaining

- **CSA**
  - September 3, 2019 to June 3, 2020
  - 2/28/20 to 6/3/20
  - 171 Days Until Test Starts
Figure 26 shows the ELPAC Test Window area.

![TEST WINDOW](image)

Figure 26. Test Window—ELPAC

The table that follows (table 15) lists the information displayed under Test Window.

Table 15. Information Displayed Under Test Window

<table>
<thead>
<tr>
<th>Field</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration (CAASPP only)</td>
<td>The drop-down list located in the title bar (to the right of Test Window) displays test administrations. The default displays the first administration on the list. If there is only one administration for an LEA, the drop-down list contains only one administration. If no administrations have been set up, no administrations are displayed.</td>
</tr>
</tbody>
</table>
| Tests Displayed by Program    | CAASPP  
- SBAC ELA/math | CAAs ELA/math | CAST  
- CAA for Science  
- CSA  
ELPAC  
- Initial ELPAC  
- Summative ELPAC |
Table 15 (continued)

<table>
<thead>
<tr>
<th>Field</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selected Window Dates</td>
<td>The instructional calendar dates applicable to the user’s LEA, displayed just under the test title. For CAASPP only, the instructional calendar dates can also be viewed on the Test Administrations screen, under the TOMS [Admins] navigation tab.</td>
</tr>
<tr>
<td>Gray horizontal bar (CAASPP only)</td>
<td>The instructional calendar for the user’s LEA. The dates at either end of the bar are the testing window dates for the corresponding test administration. They are represented by the blue shaded area of the gray bar.</td>
</tr>
<tr>
<td>Test Status</td>
<td>The status of the corresponding test window.</td>
</tr>
<tr>
<td></td>
<td>• Upcoming—Displays as white when the test window has not yet started. Also displays the number of days until the test window starts.</td>
</tr>
<tr>
<td></td>
<td>• In progress—Appears as blue when the test window is in progress. Also displays the number of days the test window has been in progress.</td>
</tr>
<tr>
<td></td>
<td>• Completed—Appears in green when the test window has completed. Also displays the number of days that have passed since the test window completed.</td>
</tr>
</tbody>
</table>

Orders

The Orders area of the [MyTOMS at a Glance] tab (figure 27) is displayed only for the ELPAC and includes information about the primary or supplemental orders that have been placed for the user’s LEA. Those orders can be viewed on the View and Track Orders screen, under the [Orders] navigation tab.

![Figure 27. ELPAC Orders](image-url)
The table that follows (table 16) presents the information displayed under Orders.

### Table 16. Information Displayed Under Orders

<table>
<thead>
<tr>
<th>Field</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Order Type</td>
<td>Displayed in the <em>Order Type</em> drop-down list that is part of the title bar of the section. The default setting is “Primary Orders.” The orders are listed in reverse chronological order.</td>
</tr>
<tr>
<td>Order placed date</td>
<td>The date the order was placed. If more than one order has been placed, the most recent order is listed first.</td>
</tr>
<tr>
<td>Testing Program</td>
<td>The name of the testing program for which the order was placed.</td>
</tr>
<tr>
<td>Status</td>
<td>The status of the order. If no orders have been placed for the selected type, a “Not Placed” message is displayed.</td>
</tr>
<tr>
<td>Date</td>
<td>The date the order was placed.</td>
</tr>
</tbody>
</table>

**Test Status**

The Test Status area of the [MyTOMS at a Glance] tab displays the percentages of students who have started and completed the tests. The values are rounded to two decimal places. For CAASPP, the LEA Reports—CAASPP Student Completion Status provides a list of these percentages.
Figure 28 shows the CAASPP Test Status area.

![Figure 28. Test Status—CAASPP](image)
Figure 29 shows the ELPAC Test Status area.

![Test Status—ELPAC](image)

Figure 29. Test Status—ELPAC

The table that follows (table 17) lists the information displayed under Test Status.

### Table 17. Information Displayed Under “Test Status”

<table>
<thead>
<tr>
<th>Field</th>
<th>Description</th>
</tr>
</thead>
</table>
| SBAC ELA and Math (CAASPP only) | - **Started**—The percentage of students who started the test. This is calculated by dividing the count of students who started the SBAC ELA and math tests by the total number of students assigned to the SBAC ELA and math tests and then multiplying that number by 100.  
- **Completed**—The percentage of students who completed the test. This is calculated by dividing the count of students who completed the SBAC ELA and math tests by the total number of students assigned to the SBAC ELA and math tests and then multiplying that number by 100. |
### Table 17 (continuation, one)

<table>
<thead>
<tr>
<th>Field</th>
<th>Description</th>
</tr>
</thead>
</table>
| **CAA ELA and Math (CAASPP only)** | • Started—The percentage of students who started the test. This is calculated by dividing the count of students who started the CAAs for ELA and math by the total number of students assigned to the CAAs for ELA and math and then multiplying that number by 100.  
  • Completed—The percentage of students who completed the test. This is calculated by dividing the count of students who completed the CAAs for ELA and math by the total number of students assigned to the CAAs for ELA and math and then multiplying that number by 100. |
| **CAST (CAASPP only)** | • Started—The percentage of students who started the test. This is calculated by dividing the count of students who started the CAST by the total number of students assigned to the CAST and then multiplying that number by 100.  
  • Completed—The percentage of students who completed the test. This is calculated by dividing the count of students who completed the CAST by the total number of students assigned to the CAST and then multiplying that number by 100. |
| **CAA for Science (CAASPP only)** | • Started—The percentage of students who started the test. This is calculated by dividing the count of students who started the CAA for Science by the total number of students assigned to the CAA for Science and then multiplying that number by 100.  
  • Completed—The percentage of students who completed the test. This is calculated by dividing the count of students who completed the CAA for Science by the total number of students assigned to the CAA for Science and then multiplying that number by 100. |
| **CSA (CAASPP only)** | • Started—The percentage of students who started the test. This is calculated by dividing the count of students who started the CSA by the total number of students assigned by the LEA to the CSA and then multiplying that number by 100.  
  • Completed—The percentage of students who completed the test. This is calculated by dividing the count of students who have a locked CSA score by the total number of students assigned by the LEA to the CSA and then multiplying that number by 100. |
Table 17 (continuation, two)

<table>
<thead>
<tr>
<th>Field</th>
<th>Description</th>
</tr>
</thead>
</table>
| Initial ELPAC (ELPAC only)   | • Started—Because the Initial ELPAC is still a paper-pencil test through June 30, 2020, there is no way to track when a student started the test. Therefore, the calculation for the percentage of students who started the test is the same as the calculation for the percentage of students who completed the test and have a locked score.  
  • Completed—The percentage of students who completed the test and have a locked score. This is calculated by dividing the number of students who have locked scores by the total number of students eligible to take the test (TBDs plus locked scores in LST) and then multiplying that number by 100. The LST Reports—Initial ELPAC LST Score Lock Report provides a list of the students who have a locked score. LST Reports—Initial ELPAC Student Eligibility Report provides a list of the students who are eligible to take the test (i.e., have an ELAS of TBD in CALPADS) but have not yet taken it (denominator). |
| Summative ELPAC (ELPAC only) | • Started—The percentage of students who started the test. This is calculated by dividing the count of students who started the Summative ELPAC by the total number of students assigned to the Summative ELPAC and then multiplying that number by 100.  
  • Completed—The percentage of EL students who completed at least one domain of the test. This is calculated by dividing the count of EL students who completed the Summative ELPAC by the total number of students assigned to the Summative ELPAC (removing those that reclassified from the denominator) and then multiplying that number by 100. If a student has tested in at least one domain and reclassifies after testing is completed, the results/counts stay in the denominator.  
  • The LEA Reports—ELPAC Summative Student Eligibility Report contains a list of students eligible to take the Summative ELPAC (i.e., have an ELAS of EL in CALPADS) only within the selected LEA.  
  • The LEA Reports—Summative ELPAC Student Score Report PDFs allow the user to download either an individual SSR or a file that contains the SSRs for a grade, or multiple grades, at a school, or multiple schools, in a specific LEA. |
Table 17 (continuation, three)

<table>
<thead>
<tr>
<th>Field</th>
<th>Description</th>
</tr>
</thead>
</table>
| ELPAC Field Test (ELPAC only) | • Started—The percentage of EL, TBD, and IFEP students who started the test. This is calculated by dividing the count of students who started the ELPAC field test by the total number of students assigned to the ELPAC field test by the contractor and then multiplying that number by 100.  
• Completed—The percentage of EL, TBD, and IFEP students who completed at least one domain of the computer-based ELPAC. This is calculated by dividing the count of students who completed the ELPAC field test by the total number of students assigned by the contractor to the ELPAC field test and then multiplying that number by 100. |

**Scoring Status**

The Scoring Status area of the [MyTOMS at a Glance] tab displays the percentages of students whose scores have been released. For CAASPP, the LEA Report—CAASPP Student Score Report PDFs provides a list of these percentages. This window is only visible to LEA coordinators.

Figure 30 shows the CAASPP Scoring Status area.

![Figure 30. Scoring Status—CAASPP](image)
Figure 31 shows the ELPAC Scoring Status area.

![Figure 31. Scoring Status—ELPAC](image)

For each of the assessments shown in figure 30 and figure 31, the percentage displayed is found by dividing the total number of students who have scores by the total number of students assigned to that assessment and then multiplying by 100.

The Initial ELPAC number is the total number of students with **locked** scores for the assessment divided by the total number of students eligible to take the Initial ELPAC multiplied by 100.

The Summative ELPAC number is the total number of students with **approved** scores for the assessment divided by the total number of students eligible to take the Summative ELPAC multiplied by 100.
Notifications

Overview
LEA CAASPP and ELPAC coordinators can use the [Notifications] tab of the MyTOMS Home screen to create a new notification or to view a list of notifications relevant to the user’s LEA.

Create Notification
Use the Create Notification screen to create notifications for users within an organization. **WARNING:** Once a notification is posted, it cannot be edited or changed.

Take the following thirteen steps to create a new notification.

1. From the MyTOMS Home screen, select the [Notifications] tab (figure 32).

2. From the [Notifications] tab, select the [Create Notification] button (figure 33).

3. On the Create Notification screen, enter the information for the notification (figure 34).
4. Enter the subject of the notification.

5. Select the organization for which the notification is being created. If the notification is for a specific organization, select it from the list. If no organization is chosen, the notification is displayed for all users within the organization.

6. Select the role type for which the notification is being created. If the notification is for users with a specific role, select a role from the list. If no role is chosen, all user roles within that organization can access the notification. **Note:** Depending on the user’s role and program, some role types will not be shown.

7. Select the announcement start date by selecting the calendar [ ] icon. To clear the prepopulated date, select the [Clear] blue X [X] icon.

8. Select the announcement end date by selecting the calendar [ ] icon. To clear the prepopulated date, select the [Clear] blue X [X] icon.
9. Select whether or not to send an email notification as well. Select one of the two buttons available.

10. Enter the announcement text in the box provided; no more than 255 characters can be entered.

The table that follows (table 18) describes each field on the Create Notification screen.

Table 18. Fields Displayed Under the Create Notification Screen

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject*</td>
<td>The subject of the notification.</td>
</tr>
<tr>
<td>Organization</td>
<td>The organization for which the notification is being created.</td>
</tr>
<tr>
<td>Role Type</td>
<td>The roles for which the notification is being created.</td>
</tr>
<tr>
<td>Announcement Start Date*</td>
<td>The first date to display the notification.</td>
</tr>
<tr>
<td>Announcement End Date*</td>
<td>The last date to display the notification.</td>
</tr>
</tbody>
</table>
| Send Email*            | • Select Send Email to send the notification to the relevant users as an email in addition to displaying the notification on the MyTOMS Home screen.  
                          | • Select Do Not Send Email to display the notification on the MyTOMS Home screen only. |
| Announcement Text*     | The text of the announcement. Note that no more than 255 characters can be entered. |
| Characters left        | The number of characters that remain available to enter, under the notification text. |

* Required field.

11. Select the [Back to Notifications] button to move back to the Notifications screen.

12. Select the [SAVE] button to post the notification and, if Send Email is selected, to send it by email to the selected group of users. **WARNING:** Once a notification is posted, it cannot be edited or changed.

13. Select the [CLEAR] button to remove text from all the fields without saving.
Chapter 5. Organizations
Managing Organizations

Overview

By selecting the [Organizations] navigation tab in the top navigation bar of the Test Operations Management System (TOMS), users can search, view, and edit primary, secondary, and reporting shipping information associated with an organization, based on user permissions. The screens under the [Organizations] navigation tab also allow users to view and edit contact types and users associated with that organization. TOMS receives the organization information from the California Longitudinal Pupil Achievement Data System (CALPADS).
View and Edit Organizations

Overview

Use the View & Edit Organizations screen to search for a specific organization. After an organization is found and selected, users can view or edit details related to that organization. The information displayed depends on the type of organization selected, such as a school or a local educational agency (LEA).

When a user selects the [Edit] pencil [✏️] icon next to the organization in the Search Results, the Organization Profile screen opens, where a user can make edits to the organization profile.

The information on the Organization Profile screen is displayed on four tabs: General Information, Addresses, Users, and Contact Type.

Search for Organizations

Enter specific terms into the search fields to find an organization. If no search terms are entered, all organizations associated with the role of the user are listed.

1. Select the [Organizations] navigation tab from the top navigation bar to open the View & Edit Organizations screen (figure 35).

2. In the “Search for Organizations” section, the user can either enter characters into some or all search fields and select the [SEARCH] button or leave the fields blank and select the [SEARCH] button.
The table that follows (table 19) describes the expected entry for each field in the “Search for Organizations” section.

Table 19. Fields in the “Search for Organizations” Section

<table>
<thead>
<tr>
<th>Name</th>
<th>Entry Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization Name</td>
<td>Enter the name or partial name of the organization.</td>
</tr>
<tr>
<td>Organization CDS Code</td>
<td>Enter the characters of all or part of the county-district-school (CDS) code of the organization to be found.</td>
</tr>
<tr>
<td>Organization Type</td>
<td>Select an option for the type of organization to be found.</td>
</tr>
</tbody>
</table>

Status

Select the status of the organization to be found.

- All—All organizations that meet the search terms selected
- Active—Only “active” organizations (students assigned in CALPADS) that match the search terms selected
- Inactive—Only “inactive” organizations (no students assigned in CALPADS) that match the search terms selected
Search Results

1. View the list of organizations that meet the search terms entered (figure 36). The list is sorted in alphabetical order by organization.

![View & Edit Organizations](image)

---

Figure 36. “Search for Organizations” Section—Search Results

The table that follows (table 20) describes each field under the “Search for Organizations” section—Search Results.

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>The name of the organization followed by its 14-digit CDS code. The following describes how to interpret the CDS code:</td>
</tr>
<tr>
<td></td>
<td>- CDS code key: (CCLLLLLSSSSSSS)</td>
</tr>
<tr>
<td></td>
<td>- CC represents the county code.</td>
</tr>
<tr>
<td></td>
<td>- LLLLLL represents the LEA within the county.</td>
</tr>
<tr>
<td></td>
<td>- SSSSSSSS represents the school within the LEA (in most cases). For LEAs, this portion is 0000000.</td>
</tr>
<tr>
<td></td>
<td>The CDS code for the state of California is 00000000000000.</td>
</tr>
</tbody>
</table>
Chapter 5: Organizations |
View and Edit Organizations

Table 20 (continued)

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type</td>
<td>The type of organization.</td>
</tr>
<tr>
<td># of Users</td>
<td>The number of users associated with the organization. When the number of users is greater than zero, the number is an active hyperlink. Select the hyperlink to view a pop-up list of users.</td>
</tr>
</tbody>
</table>

2. Select the [Edit] pencil [📝] icon to view and edit the details of the selected organization. When this is selected, the Organization Profile screen displays the selected organization.

Organization Profile

The “Organization Profile” section of the View and Edit Organizations screen contains four tabs: General Info, Addresses, Users, and Contact Type.

General Info Tab

The [General Info] tab under the “Organization Profile” section displays information for the organization, including name; CDS code; status (whether active or inactive); nonpublic, nonsectarian school (NPS) indicator; Smarter Balanced Paper-Pencil Assignment; and the name of the responsible organization (the LEA, or the LEA for that school). The information displayed on this tab depends on the type of organization (figure 37 and figure 38). LEAs and schools display different information.
Figure 37 shows information for an LEA.

Figure 37. View & Edit Organizations Screen—"Organization Profile" Section—General Information (for an LEA)

*Note:* The local county office of education is indicated as the responsible organization.
Figure 38 shows information for a school. Note that the NPS indicator is present only when a school is selected.

![View & Edit Organizations Screen—“Organization Profile” Section—General Information (for a School)](image)

**Note:** The local school district is indicated as the responsible organization.

The table that follows (table 21) describes each field in the “Organization Profile” section—General Information.

**Table 21. Fields in the “Organization Profile” Section—General Information**

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>The organization name. This field is view only.</td>
</tr>
<tr>
<td>Code</td>
<td>The organization CDS code. This field is view only.</td>
</tr>
<tr>
<td>Status</td>
<td>The status of the organization. This field is view only.</td>
</tr>
<tr>
<td>Can receive freight shipments</td>
<td>When selected by the LEA, this indicates that the primary shipping</td>
</tr>
<tr>
<td></td>
<td>address can accommodate freight shipments.</td>
</tr>
<tr>
<td>Nonpublic, nonsectarian school (NPS)</td>
<td>Displayed for schools only. This field is view only.</td>
</tr>
<tr>
<td></td>
<td>• Y (Yes) indicates that the organization is an NPS school.</td>
</tr>
<tr>
<td></td>
<td>• N (No) indicates that the organization is not an NPS school.</td>
</tr>
<tr>
<td>Responsible Organization</td>
<td>The name and code of the responsible organization. Displayed for both LEAs and schools.</td>
</tr>
</tbody>
</table>
To return to the View & Edit Organizations screen—Search Results, select the [Back to Results] button. To search for a new organization, select the [Search] button.

**Addresses Tab**

The [Addresses] tab is one of the tabs under the “Organization Profile” section (figure 39). It displays the mailing address, primary shipping address, secondary shipping address, reporting shipping address, and physical address (billing address) associated with the organization. Each organization must have at least one mailing address. An organization can choose to have a second address specifically for shipping as an option.

**Note:** An organization’s mailing address is provided by CALPADS. It is used for all mailing and shipments unless a different shipping address is specified. If the mailing and shipping addresses are the same, only the mailing address is needed.

**WARNING:** For the English Language Proficiency Assessments for California (ELPAC), the primary shipping address must be completed before orders and pre-identification (pre-ID) labels are approved.

If no shipping addresses exist for the organization, users should create an address to be used for all shipments. Do this by selecting the [Create Address] link provided for that type of address (figure 39).
For organizations with more than one associated shipping address, users can view or edit the information for the associated mailing address by selecting the [Edit] pencil [✏️] icon for that address.

1. Users can delete an address associated with the organization by selecting the [Delete] trash can [🗑️] icon.

2. Once selected, a confirmation pop-up message is displayed. To confirm deletion of this address, select the [YES] button; otherwise, select the [NO] button (figure 40).
Note: After an organization’s shipping address is created, it is used for all shipments unless a different shipping address is specified. If the primary shipping and reporting shipping addresses are the same, only the primary shipping address is needed.

- The organization mailing address is provided by the California School Directory (CSD). Contact the CSD coordinator to make changes to this address.
- For the Organization Primary Shipping Address field, enter an address.
- For the Organization Secondary Shipping Address field, enter an address only if it is different than the mailing and primary shipping addresses.
- For the Organization Reporting Shipping Address field, enter an address if the Student Score Reports should be shipped to a different location than the primary shipping address.
- The Organization Physical Address is provided by the CSD. Contact the CSD coordinator to make changes to this address.
- All shipping addresses must be physical addresses; materials cannot be shipped to a post office box.

The table that follows (table 22) describes each field under the “Organization Profile” section—[Addresses] tab.

Table 22. Fields Under the “Organization Profile” Section—[Addresses] Tab

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization Mailing Address</td>
<td>The mailing address is provided by the CSD. This field is view only. Contact the CSD coordinator to make changes to this address.</td>
</tr>
<tr>
<td>Organization Primary Shipping Address</td>
<td>The organization’s primary shipping address. If none exists, select the [Create Address] link to create the address.</td>
</tr>
<tr>
<td>Organization Secondary Shipping Address</td>
<td>The organization’s secondary shipping address. If none exists, select the [Create Address] link to create the address.</td>
</tr>
<tr>
<td>Organization Reporting Shipping Address</td>
<td>The organization’s reporting shipping address. If none exists, select the [Create Address] link to create the address.</td>
</tr>
</tbody>
</table>
The table that follows (table 23) describes the actions possible under the “Organization Profile” section—[Addresses] tab.

### Table 23. Actions Under the “Organization Profile” Section—[Addresses] Tab

<table>
<thead>
<tr>
<th>Name</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edit</td>
<td>Select the [Edit] pencil [📝] icon to update an address associated with the organization.</td>
</tr>
<tr>
<td>Delete</td>
<td>Select the [Delete] trash can [🗑️] icon to delete this address. Once selected, a confirmation pop-up message is displayed. To confirm deletion of this address, select the [YES] button; otherwise select the [NO] button.</td>
</tr>
<tr>
<td>Back to Results</td>
<td>Located in the top right section of the screen. Select the [Back to Results] button to return to the list of all search results.</td>
</tr>
<tr>
<td></td>
<td><strong>TIP:</strong> After the [Create Address] link is selected, the [Back to Results] button no longer appears.</td>
</tr>
<tr>
<td></td>
<td>To search for a new organization, select the [Search] button.</td>
</tr>
</tbody>
</table>
Create Address

Under the [Addresses] tab, after the [Create Address] link has been selected, the Create Address area displays (figure 41). Here the user can create or edit an address. Enter the required fields.

After all fields have been entered, the user may do one of the following: Select the [CANCEL] button to return to the previous screen without saving. Select the [CLEAR] button to remove unsaved information. Select the [SAVE] button to save the address and return to the previous screen.

![Figure 41. [Addresses] Tab—Create Address](image)

The table that follows (table 24) describes the expected entry for each field in the [Addresses] tab—Create Address section.

<table>
<thead>
<tr>
<th>Name</th>
<th>Entry Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address line 1*</td>
<td>Enter text for the street address.</td>
</tr>
<tr>
<td>Address line 2</td>
<td>Enter an additional line of the street address.</td>
</tr>
<tr>
<td>City*</td>
<td>Enter the mailing city.</td>
</tr>
</tbody>
</table>
Table 24 (continued)

<table>
<thead>
<tr>
<th>Name</th>
<th>Entry Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>State*</td>
<td>Enter the mailing state.</td>
</tr>
<tr>
<td>Postal Code*</td>
<td>Enter the mailing ZIP code.</td>
</tr>
<tr>
<td>Address line 3</td>
<td>Enter up to 40 characters of the delivery directions.</td>
</tr>
<tr>
<td>Address line 4</td>
<td>Enter up to an additional 40 characters of the delivery directions.</td>
</tr>
</tbody>
</table>

* Required field

**Users Tab**

The [Users] tab is one of the tabs in the “Organization Profile” section (figure 42). It displays a list of users associated with the organization. All users can view the information of other users who are at the same level or lower in the organizational hierarchy.

3. To view or edit a user's information, select the [Edit] pencil [ ] icon in the Action column, in the user’s row.

![Figure 42. “Organization Profile” Section—[Users] Tab](image)

The table that follows (table 25) describes each field under the “Organization Profile” section—[Users] tab.

Table 25. Fields Under the “Organization Profile” Section—[Users] Tab

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>The row number of the associated user. This field is view only.</td>
</tr>
<tr>
<td>Name</td>
<td>The user’s last name and first name. This field is view only.</td>
</tr>
<tr>
<td>Email</td>
<td>The user's email address. This field is view only.</td>
</tr>
<tr>
<td>Role</td>
<td>The roles assigned to the user. This field is view only.</td>
</tr>
</tbody>
</table>
The table that follows (table 26) describes the actions possible under the “Organization Profile” section—[Users] tab.

Table 26. Actions Under the “Organization Profile” Section—[Users] Tab

<table>
<thead>
<tr>
<th>Name</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Status</td>
<td>The statuses are:</td>
</tr>
<tr>
<td></td>
<td>• Deactivate—Select the [Deactivate] link to deactivate an active user. An active user has access to TOMS.</td>
</tr>
<tr>
<td></td>
<td>• Inactive—An inactive user cannot access TOMS.</td>
</tr>
<tr>
<td></td>
<td>To activate an inactive user, select the [Edit] pencil [획] icon in the user’s row, select the [NEXT] button until the Add Role screen appears, and then follow directions to add a role.</td>
</tr>
<tr>
<td>Reset Password</td>
<td>Select the [Reset Password] arrow turning clockwise [?] icon to start the process of resetting the corresponding user’s password.</td>
</tr>
<tr>
<td>Edit</td>
<td>Select the [Edit] pencil [획] icon to view or edit user information including adding or deleting roles.</td>
</tr>
<tr>
<td>Back to Results</td>
<td>Located in the top right section of the screen. Select the [Back to Results] button to return to the list of all search results.</td>
</tr>
<tr>
<td></td>
<td><strong>TIP:</strong> After the [Deactivate] link is selected, the [Back to Results] button no longer appears.</td>
</tr>
<tr>
<td></td>
<td>To search for a new organization, select the [Search] button.</td>
</tr>
</tbody>
</table>

**Contact Type Tab**

The [Contact Type] tab (figure 43) displays a list of contacts associated with the current organization; the only contact types listed are “Special Education Coordinator” and “Technology Coordinator.”

Contacts do not have access to TOMS and do not have an active role created in TOMS. Special education coordinators and technology coordinators serve as point persons to resolve any issues reported by the school or LEA.

- Special education coordinator—contact person for questions regarding students’ special needs configuration
- Technology coordinator—contact person for questions regarding technical issues related to the organization
Figure 43. “Organization Profile” Section—[Contact Type] Tab

Users can take the following actions on the [Contact Type] tab.

1. Select the [Edit] pencil [📝] icon to display user details.

2. Select the [Delete] trash can [🗑️] icon to delete the contact. Once selected, a confirmation pop-up message is displayed (figure 44). To confirm deletion of this contact, select the [YES] button; otherwise select the [NO] button.

Figure 44. Delete Contact—Confirmation Pop-Up Message
The table that follows (table 27) describes each field under the “Organization Profile” section—[Contact Type] tab.

Table 27. Fields Under the “Organization Profile” Section—[Contact Type] Tab

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>The contact’s last and first names. This field is view only.</td>
</tr>
<tr>
<td>Email</td>
<td>The contact’s email address. This field is view only.</td>
</tr>
<tr>
<td>Contact Type</td>
<td>The contact type (Special Education Coordinator or Technology Coordinator). This field is view only.</td>
</tr>
</tbody>
</table>

3. Select the [Back to Results] button to return to the list of all search results.
   **TIP:** After the [SAVE] button is selected, the [Back to Results] button no longer appears. To search for a new organization, select the [Search] button.
Managing Users

Overview

Local educational agency (LEA) coordinators have the primary responsibility for adding designated users to the Test Operations Management System (TOMS), including test site coordinator roles, and may add other user roles to enable the designated users to:

- Administer, monitor, and manage the California Assessment of Student Performance and Progress (CAASPP).
- Administer, monitor, and manage the English Language Proficiency Assessments for California (ELPAC).

Once LEA coordinators add the designated users in TOMS, test site coordinators can add test administrators, test examiners, and other school staff at their assigned site.

**Note:** Each username—each unique email address—can be assigned **only** one TOMS account. However, an LEA coordinator can assign multiple roles to a user within an organization and program, or across organizations and programs. A user also may choose to create an additional TOMS account using a different email address.
Add Users

Add Users Individually
LEA coordinators can use the Add Users screens to individually add users to TOMS. The following progress steps, which are displayed in order, can be used to create a new user in TOMS:

- User Name and Contact Information
- Assign a Role
- Confirm and Save User

Use the following instructions to add and manage users in TOMS:

Select the [Users] navigation tab from the top navigation bar, and then select the [Add] action tab to open the Add Users screen (figure 45).

![Figure 45. Select the [Add] Action Tab to Provide TOMS Access to a New User](image_url)
User Name and Contact Information

1. Add a new user by entering the user’s name and contact information under the User Name and Contact Information progress step on the Add Users screen (figure 46).

![Add Users Screen—User Name and Contact Information Progress Step](image)

The table that follows (table 28) describes the expected entry for each field under the Add Users screen—User Name and Contact Information progress step.

Table 28. Fields Under the Add Users Screen—User Name and Contact Information Progress Step

<table>
<thead>
<tr>
<th>Name</th>
<th>Entry Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Name*</td>
<td>Enter the new user's first name.</td>
</tr>
<tr>
<td>Last Name*</td>
<td>Enter the new user's last name.</td>
</tr>
<tr>
<td>Email*</td>
<td>Enter the new user’s email address. The email domain extension (the portion after the dot; e.g., “edu” or “org”) is limited to 10 characters. <strong>Note:</strong> The email address serves as the user identification and can be changed only by creating a new user.</td>
</tr>
</tbody>
</table>
Table 28 (continued)

<table>
<thead>
<tr>
<th>Name</th>
<th>Entry Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone Number*</td>
<td>Enter the new user’s 10-digit phone number and an extension, if applicable.</td>
</tr>
<tr>
<td></td>
<td>Format the new user’s 10-digit phone number as follows:</td>
</tr>
<tr>
<td></td>
<td>- Area code must be numeric and three digits.</td>
</tr>
<tr>
<td></td>
<td>- Prefix must be numeric and three digits.</td>
</tr>
<tr>
<td></td>
<td>- Suffix must be numeric and four digits.</td>
</tr>
<tr>
<td></td>
<td>Enter the extension for the phone number, if available.</td>
</tr>
<tr>
<td></td>
<td>This must be numeric and six digits or fewer.</td>
</tr>
<tr>
<td>Fax Number</td>
<td>Enter an optional fax number.</td>
</tr>
</tbody>
</table>

*Required field

2. Select the [CLEAR] button to clear the information entered and start again, if needed. Select the [NEXT] button after all the fields have been filled in. The Add Users screen—Assign a Role progress step is then displayed.
Assign a Role: Select Organization, Role, and Administration Year(s) for User

Use the Assign a Role progress step of the Add Users screen to select the organization, the user role at that organization, and the administration year(s) for the new user (figure 47).

**Note:** The role and administration year(s) cannot be selected until the organization has been chosen. Both the current administration year and the next administration year can be selected for the new user depending on whether both years appear.

Figure 47. Add Users Screen—Assign a Role Progress Step
The table that follows (table 29) describes the expected entry for each field under the Add Users screen—Assign a Role progress step.

Table 29. Fields Under the Add Users Screen—Assign a Role Progress Step

<table>
<thead>
<tr>
<th>Name</th>
<th>Entry Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization*</td>
<td>Select the organization (either an LEA or a school) that the new user should be associated with in TOMS. To use the drop-down list: 1. Select the [Search] magnifying glass [Q] icon. 2. Enter at least one character of the organization name or the county-district-school (CDS) code into the text box. The dynamic search feature displays a list of all available organizations matching the text entered. 3. Select the desired organization from the list. To search for another organization, select the [CLEAR] button to clear the selection list.</td>
</tr>
<tr>
<td>Role*</td>
<td>After selecting an organization, select the desired role to add for the new user.</td>
</tr>
<tr>
<td>Administration Year(s)*</td>
<td>After selecting the role to add for the new user, use the drop-down list to select the administration year(s) to add to the new user.</td>
</tr>
</tbody>
</table>

* Required field

After selecting the administration year to add for the new user, select the [NEXT] button; the Confirm and Save User progress step is then displayed.

Confirm and Save User

Take the following two steps to confirm and save the information for the new user:

1. The Confirm and Save User progress step (figure 48) displays the information entered for the new user, including name, email address, phone number, organization, assigned role and administration year(s). If all the information is correct, save it by selecting the [SAVE] button.

   **Note:** To return to the previous screen to make edits, select the [PREVIOUS] button.

   **WARNING:** Once an email address is saved, it cannot be edited. If an incorrect email address has been entered, a new user must be added with the correct email address and then the user account with the incorrect email address can be deactivated under Search Results on the View & Edit Users screen.
2. After the [SAVE] button is selected, a confirmation message will appear (figure 49). Select the [CLOSE] button to close this message.

When this message box is closed, the “User Name and Contact Information” section of the View & Edit Users screen is displayed, where the information just entered for the new user is shown.
Manage Users

Overview

To manage users in the LEA, use the View & Edit Users screens for the following functions:

- To search, view, or edit existing users’ information (including editing role assignments)
- To activate or deactivate a user
- To reset a user’s password

Search for a User

To search for a user, follow these steps:

1. Select the [Users] navigation tab in the top navigation bar. This will open the View & Edit Users screen (figure 50). Use this screen to enter the username or other search terms and to find the user’s information to view or edit. If nothing is entered in any of the fields, the system will return a list of all users.

2. After entering text in any of the search fields, select the [SEARCH] button. To clear any search fields, select the [CLEAR] button.

![Figure 50. View & Edit Users Screen—“Search for a User” Section]
The table that follows (table 30) describes the expected entry for each field in the View & Edit Users screen—“Search for a User” section.

Table 30. Fields in the View & Edit Users Screen—“Search for a User” Section

<table>
<thead>
<tr>
<th>Name</th>
<th>Entry Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Name</td>
<td>Enter all or part of the user’s first name.</td>
</tr>
<tr>
<td>Last Name</td>
<td>Enter all or part of the user’s last name.</td>
</tr>
<tr>
<td>Username (Email)</td>
<td>Enter all or part of the user’s email address.</td>
</tr>
<tr>
<td>Status</td>
<td>Select a user status, or use the default “All,” which returns both active and inactive users.</td>
</tr>
<tr>
<td></td>
<td>• Active—returns all active users who have roles assigned in TOMS</td>
</tr>
<tr>
<td></td>
<td>• Inactive—returns all inactive users who have no access to TOMS</td>
</tr>
<tr>
<td>Organization</td>
<td>From the drop-down list, select the organization associated with the user.</td>
</tr>
<tr>
<td>Role</td>
<td>Select the role associated with the user or use the default “All,” which will return users with any role.</td>
</tr>
<tr>
<td>Administration Year</td>
<td>From the drop-down list, select the administration year(s) for the user.</td>
</tr>
</tbody>
</table>

3. Select the [SEARCH] button after all the fields have been filled in. The search results on the View & Edit Users screen are then displayed.

4. Select the [CLEAR] button to clear the information entered and start again, if needed.

**Search Results—Select User to Edit**

The Search Results on the View & Edit Users screen displays a list of users matching the search term(s) (figure 51).
Figure 51. View & Edit Users Screen—“Search for a User” Section—Search Results
Chapter 6: Users
Manage Users

The table that follows (table 31) describes each field under the “Search for a User” section—Search Results.

Table 31. Fields Under the “Search for a User” Section—Search Results

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>The row number of the returned user. This field is view only.</td>
</tr>
<tr>
<td>Name</td>
<td>The last and first name of the user. This field is view only.</td>
</tr>
<tr>
<td>Username</td>
<td>The email address (username) of the user. This field is view only.</td>
</tr>
<tr>
<td>Role</td>
<td>The assigned roles for the user.</td>
</tr>
</tbody>
</table>

**Status**

The statuses are:

- Deactivate—Select the [Deactivate] link to deactivate an active user. An active user has access to TOMS.
- Inactive—An inactive user cannot access TOMS.

To activate an inactive user, select the red arrow circle [نشط] icon. Or, select the [Edit] pencil [✏️] icon in the user’s row, select the [NEXT] button repeatedly until the Add Role screen appears, and then follow directions to add a role.

| Reset Password | Select the red arrow circle [نشط] icon to reset the user’s password or reactivate an inactive user. |
Take the following two steps to view a user’s information:

1. Select the [View] magnifying glass [Q] icon to only view the details of the selected user and the user’s role(s) in a pop-up box (figure 52). When finished, select the [CLOSE] button.

![Figure 52. View User Details and Role Pop-Up Box](image)

2. Select the [Edit] pencil [✎] icon to view the details of, and be able to edit, the selected user role. The user is taken to the User Name and Contact Information progress step of the View & Edit Users screen.
User Name and Contact Information

1. When the [Edit] pencil [ 🖌 ] icon is selected, the User Name and Contact Information progress step of the View & Edit Users screen appears (figure 53).

   Use this screen to view or edit information about the selected user.

   ![User Name and Contact Information Progress Step](image)

   Figure 53. View & Edit Users Screen—User Name and Contact Information Progress Step

2. After confirming the information, select the [NEXT] button; the Existing Role(s) progress step of the View & Edit Users screen will then appear (figure 54).

   **Note:** Users cannot edit the email field as it is linked to the username and logon information. If an email is incorrect, all roles for the user must be deleted, and the user account must be created again with the correct email.
Existing Role(s)

1. This screen displays any existing role(s) for the user (figure 54). To delete a role for a user, check the box next to the role, and then select the [Delete] trash can icon in the “Actions” column.

![Figure 54. View & Edit Users Screen—Existing Role(s) Progress Step](image)

**Note:** If all roles are deleted for a single user, that user is deactivated and would need to be reactivated by assigning a new TOMS user role to that account.

2. When finished, select the [NEXT] button; the Add Role progress step of the View & Edit Users screen will appear (figure 55).
Add Role

Use this screen to add a TOMS user role to the user account.

1. Select an organization, role, and administration year(s), and then select the [NEXT] button to add role(s), one at a time, for the user.

2. Make sure all information is correct, and then select the [NEXT] button.
3. The *Confirm and Save* progress step appears (figure 56). Review the information on the screen.
   - If the information is incorrect, select the [*PREVIOUS*] button to go back to the *Add Role* progress step to correct the entered information.
   - If it is correct, select the [*SAVE*] button to save the newly added role.

![Figure 56. View & Edit Users Screen—Confirm and Save Progress Step](image)

*Note:* At any point, if the wrong user or incorrect information is displayed, select the [*PREVIOUS*] button to return to the previous screen.

4. Select the [*SAVE*] button to return to the *User Name and Contact Information* progress step of the *View & Edit Users* screen, where the information just entered for the new user is shown.
Upload Users

Add Users via Bulk Upload

LEA and test site coordinators can use the Upload Users screen to upload TOMS users in bulk. Users can either edit the file of assigned users from the previous year’s test administration or download a template from TOMS, and then manually enter all users’ information. The four components to the uploading of users via a bulk upload are as follows:

1. Prepare a File
2. Validate File
3. File Validation Results
4. Uploaded Files

A file with all of the users assigned to an organization during the previous administration can be downloaded by selecting the link in the Modify File from Previous Administration area under the Prepare a File progress step of the Upload Users screen. On the LEA Reports screen, select either the “CAASPP LEA User List Report” or the “ELPAC LEA User List Report.” After downloading the report, coordinators can manually add, update, and delete users’ information from the downloaded file, and then upload the updated file into TOMS.

WARNING: TOMS users from the previous year are considered inactive after TOMS has transitioned from one test administration to the next. LEA coordinators or test site coordinators must activate users for the current school year, either by using the template to upload multiple users or by adding users one at a time.

Coordinators should keep the following in mind:

- Each TOMS user, using the same email address, can be assigned multiple roles, even across sites. For each user, add one line per role to the template. For example, if User A is assigned two roles at Site One and one role at Site Two, add three lines to designate all three roles for User A (one for each role).
- LEA coordinators can submit user information only for schools within their LEA; test site coordinators can submit user information only for the school site with which they are associated.

Prepare a File

When downloading the template to prepare the Excel file for upload, always use the template for the current administration. Refer to the instructions within the template for guidance on how to use it. Each Excel template has one or more tabs dedicated to providing information and instructions for the upload file.

The updated template from TOMS can be downloaded by selecting the [DOWNLOAD TEMPLATE] button (figure 57). Templates also are available for download on the
**TOMS Resources** web page. Users are advised to download the template from TOMS to a local device to enter users manually.

Take the following steps to prepare the file:
1. Save the downloaded file to a local device.
2. Complete the file in Excel.
3. Save the completed file in .xlsx file format to the local device. Make a note of where the file has been placed on the local device.

**WARNING:** Do not alter the file extension of the downloaded file.

![Image of Upload Users Screen](image)

**Figure 57. Upload Users Screen—Prepare a File Progress Step—Download Spreadsheet Template**

4. After the template has been completed, select the [NEXT] button to move to the *Validate File* progress step.
Validate File

Use this screen to validate or check the format of the completed .xlsx file to be uploaded to TOMS (figure 58). Validation file results will be displayed when file validation begins.

**Note:** All files must be validated prior to uploading.

1. Upon returning to TOMS, in the Select File to Validate field, select the [Browse] (Internet Explorer and Edge or Firefox) or [Choose File] (Chrome) button to navigate to the place on the local device where the completed file is saved, and then highlight the file.
2. Select the [PREVIOUS] button to return to the Prepare a File progress step to check or correct the file before validation, if needed.
3. Select the [NEXT] button to validate the file and see the results displayed under the File Validation Results progress step of the Upload Users screen.

**File Validation Results**

The File Validation Results progress step shows LEA and test site coordinators the validation results of the file upload(s) (figure 59). The [UPLOAD] button is displayed for a file that was successfully validated. Select it to upload the file to TOMS. If there are errors in the file, a red “Errors” message will be displayed along with the number of errors detected in the file. To download the list of errors, select the [Download Errors] [ ] icon. Depending on the size of the file, validation can take up to an hour.

**TIP:** If errors are present, the file must be corrected, and then revalidated, before it can be uploaded again.
Figure 59. Upload Users Screen—File Validation Results Progress Step
The table that follows (table 32) describes each field under the *Upload Users* screen—*File Validation Results* progress step.

**Table 32. Fields Under the *Upload Users* Screen—*File Validation Results* Progress Step**

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>The row sequence number for each row in the list.</td>
</tr>
<tr>
<td>Date and Time</td>
<td>The date and time when the file was validated.</td>
</tr>
<tr>
<td>Filename</td>
<td>The name of the “.xlsx” file validated.</td>
</tr>
<tr>
<td>Status</td>
<td>The status of the file validation. The status can be any of the following:</td>
</tr>
<tr>
<td></td>
<td>• Processing—The file validation is in process.</td>
</tr>
<tr>
<td></td>
<td>• Errors—If there are errors in the file, this status will appear along with the number of errors found during file validation. If the value is greater than zero, the number is an active hyperlink. Select the link to view a pop-up list of errors found.</td>
</tr>
<tr>
<td></td>
<td>• Uploaded—The file was validated and uploaded successfully.</td>
</tr>
<tr>
<td></td>
<td>• Expired—If the validated file is not uploaded before the next day, the file will expire and will no longer be available for upload.</td>
</tr>
<tr>
<td>Actions</td>
<td>The [<em>Download Errors</em>] blue downward arrow [ ] icon is displayed when errors are found during file validation. Select this icon to download the list of errors found during file validation.</td>
</tr>
<tr>
<td></td>
<td>The [<em>UPLOAD</em>] button is displayed for a file that was successfully validated. Select it to upload the file to TOMS.</td>
</tr>
</tbody>
</table>

**Uploaded Files**

Under the *Uploaded Files* progress step, a listing shows LEA and test site coordinators the status of their uploaded files (figure 60).

All successfully uploaded files will show a status of “Uploaded.” If a file failed to upload or if it expired because it was not uploaded before the next business day, it will not be listed here. If the status is listed as “Expired,” try uploading the file again.

**Note:** It may take up to two business days for the system to process the file and grant access to the added users when the template upload method is used.
The table that follows (table 33) describes the information displayed under the *Upload Users* screen—*Uploaded Files* progress step.

**Table 33. Information Displayed Under the *Upload Users* Screen—*Uploaded Files* Progress Step**

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uploaded Files List</td>
<td>The list of files uploading to TOMS after the file upload is initiated. This list displays the status of the file upload along with the other information (described below).</td>
</tr>
<tr>
<td>#</td>
<td>The row number for each row in the list.</td>
</tr>
<tr>
<td>Date and Time</td>
<td>The date and time when the file was uploaded.</td>
</tr>
<tr>
<td>Filename</td>
<td>The name of the .xlsx file uploaded.</td>
</tr>
<tr>
<td>Status</td>
<td>The status of the uploaded files.</td>
</tr>
<tr>
<td></td>
<td>• Processing Error—There is a system-related issue that prevents the file from fully uploading.</td>
</tr>
<tr>
<td></td>
<td>• Processing—The file is being processed.</td>
</tr>
<tr>
<td></td>
<td>• Uploaded—The file upload is successful and complete.</td>
</tr>
<tr>
<td>Name</td>
<td>Description</td>
</tr>
<tr>
<td>------</td>
<td>-------------</td>
</tr>
<tr>
<td>Actions</td>
<td>The [Download Errors] blue downward arrow [_down] icon is displayed when there are errors in the file. Select the icon to download an Excel file listing all the errors found in the file.</td>
</tr>
</tbody>
</table>

4. Select the [PREVIOUS] button to move back to the *File Validation Results* progress step. Select the [DONE] button to return to the *Upload Users* screen.
Chapter 7. Students
Managing Students

Overview
Local educational agency (LEA) coordinators can use screens under the [Students] navigation tab for the following tasks:

- Search for specific students.
- View and edit test assignments and test settings.
- Add new unlisted resources.
- Upload a student template when making changes for multiple students.

Search for Students
Users can search and view information for an individual student by entering specific search criteria in the “Search for Students” section of the View & Edit Students screen.

1. Select the [Students] navigation tab from the top navigation bar to open the View & Edit Students screen (figure 61).

![View & Edit Students Screen—“Search for Students” Section](image)

Figure 61. View & Edit Students Screen—“Search for Students” Section
2. In the “Search for Students” section, enter the demographic information search term(s) for the individual student. To start, enter a few characters in some or all search fields, and then select the [SEARCH] button. A list of all students whose demographic information matches the search terms entered is displayed. If no search terms are entered into any field, the search results show a list of all students.

3. Select the [CLEAR] button to clear all search terms and start again.

The table that follows (table 34) describes the expected entry for each field in the View & Edit Students screen—“Search for Students” section.

Table 34. Fields in the View & Edit Students Screen—“Search for Students” Section

<table>
<thead>
<tr>
<th>Name</th>
<th>Data Entry Directions</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSID</td>
<td>Enter the student’s Statewide Student Identifier (SSID). The student whose SSID matches will be displayed.</td>
</tr>
<tr>
<td>First Name</td>
<td>Enter a few characters from the first name of the student.</td>
</tr>
<tr>
<td>Last Name</td>
<td>Enter a few characters from the last name of the student.</td>
</tr>
<tr>
<td>Organization</td>
<td>From the drop-down list, select the organization with which the student is associated. The system will return only students from the selected organization.</td>
</tr>
<tr>
<td>Grade</td>
<td>From the list, either select the grade of the student or leave the default, “All.” If a selection is made, the system will display only students matching that grade; otherwise, the results are not filtered for grade.</td>
</tr>
<tr>
<td>Unlisted Resources (UR) Review Status</td>
<td>From the drop-down list, select a review status for an unlisted resource. If one is not selected, the search returns all students that match the other search fields entered.</td>
</tr>
<tr>
<td>English Language Acquisition Status</td>
<td>Select the English Language Acquisition Status for the student.</td>
</tr>
</tbody>
</table>
Search Results

The search results (figure 62) are displayed as a list of students matching specific search term(s) entered.

Figure 62. View & Edit Students Screen—“Search for Students” Section
The table that follows (table 35) describes each field on the **View & Edit Students** screen—“Search for Students” section.

Table 35. Fields on the **View & Edit Students** Screen—“Search for Students” Section

<table>
<thead>
<tr>
<th>Field</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results Count</td>
<td>The number of students matching the search criteria, above the results table, in the following format: “We found &lt;###&gt; entries matching your search criteria.”</td>
</tr>
<tr>
<td>Results Per Page</td>
<td>The number of student search result rows appearing on a single page in TOMS. The default value is 20. To increase or decrease the number of result rows per page, select from the list.</td>
</tr>
<tr>
<td>#</td>
<td>The row number of the returned student. This field is view only.</td>
</tr>
<tr>
<td>Name</td>
<td>The last and first name of the student. This field is view only.</td>
</tr>
<tr>
<td>SSID</td>
<td>The student’s SSID. This field is view only.</td>
</tr>
<tr>
<td>School</td>
<td>The name and county-district-school code (CDS) of the school associated with the student. This field is view only.</td>
</tr>
<tr>
<td>Grade</td>
<td>The grade level of the student. This field is view only.</td>
</tr>
</tbody>
</table>
| Unlisted Resources   | The status of an unlisted resource associated with the student, if applicable.  
  • The **Approved** green checkmark [✔️] icon is displayed when the unlisted resource has been approved.  
  • The **Submitted** orange checkmark [✔️] icon is displayed when the unlisted resource has been assigned but not yet approved.  
  • The **Unlisted Resources** form [ mtx ] icon is displayed when the student has been assigned an unlisted resource. |
| UR Submitted Date    | The date that the unlisted resource was approved for use by the student. This field is view only.                                                   |
The table that follows (table 36) describes the actions possible on the View & Edit Students screen—“Search for Students” section.

Table 36. Actions on the View & Edit Students Screen—“Search for Students” Section

<table>
<thead>
<tr>
<th>Name</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>View</td>
<td>Select the [View] magnifying glass [ ] icon to view the details of the selected student.</td>
</tr>
</tbody>
</table>
| Unlisted Resources   | The [Unlisted Resources] graph [ ] icon is displayed when the student has been assigned an unlisted resource. Select this icon to view details of the unlisted resource portion of the student’s profile. The status of the unlisted resource is indicated by one of the following icons:  
  • [Submitted] orange checkmark [ ] icon  
  • [Approved] green checkmark [ ] icon |

1. To return to the search results, select the [Back to Results] button, located in the top right section of the screen.

2. In the results list, find the specific student, and then select the [View] magnifying glass [ ] icon to the right of that student. The student’s details are displayed on the View & Edit Students screen, under the [Demographics] tab.

**Students—Demographics**

The [Demographics] tab on the View & Edit Students screen (figure 63) displays detailed information about the student selected, including SSID, responsible LEA and school, grade, date of birth, and primary language. Additional information, such as English learner (EL) status and ethnicity, is displayed as well.

**Note:** The information under the [Demographics] tab is derived from CALPADS information. All changes to student demographic information must occur within CALPADS; no changes can be made from the [Demographics] tab.
Figure 63. View & Edit Students Screen—[Demographics] Tab

Other tabs on the View & Edit Students screen provide information about student Test Assignments, Test Settings, and Unlisted Resources.
Students—Test Assignments

Overview

The [Test Assignments] tab of the View & Edit Students screen displays the list of assessments for which a student is currently registered as well as the student’s demographic information as recorded in the California Longitudinal Pupil Achievement Data System (CALPADS).

Important points about using the student test assignment function in TOMS:

- Student test assignments do not carry over from year to year in TOMS.
- Student data in CALPADS, including data in education programs (e.g., the special education or the Section 504 plan program), must be kept current to ensure that students remain eligible to take the correct assessment with the appropriate settings.

**WARNING:** The individualized education program (IEP) setting cannot be updated after the student has started testing unless those tests that have already been taken also are reset; a new IEP setting will not hold if a student has already started testing.

To learn more about how to search for an individual student, refer to the “Search for Students” section on page 109 of this User Guide.

The [Test Assignments] tab (figure 64) (which replaces the [Test Mode] tab of the previous version of TOMS) displays a student’s demographic information, assigned test administration, and test assignments. This information is based on the student’s grade. The [Test Assignments] tab can also be used to remove or add a test assignment.
The **Test Assignments** tab also shows any current active test assignments for the student. Figure 65 shows an example of CAASPP test assignments.

![Current Active Test Assignments for FAN224 TAN224](image_url)

**Figure 65. [Test Assignments] Tab, Bottom of Screen—CAASPP**
Figure 66 shows an example of ELPAC test assignments.

![ELPAC Test Assignments](image)

Figure 66. [Test Assignments] Tab, Bottom of Screen—ELPAC

The table that follows (table 37) describes the information displayed in the **CAASPP Current Active Test Assignments** box.

<table>
<thead>
<tr>
<th>Field</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Program</td>
<td>The test program for the current active test assignment. This field is view only.</td>
</tr>
<tr>
<td>Test Assignment Status</td>
<td>The status of the current active test assignment; the status can be only “In Progress” or “Assigned.” This field is view only.</td>
</tr>
<tr>
<td>Test Delivery Mode</td>
<td>The test delivery mode. This field is view only.</td>
</tr>
<tr>
<td>Condition Code</td>
<td>A condition code of not tested medical emergency (NTE) or parent/guardian exemption (PGE), if a condition code has been saved for the test assignment</td>
</tr>
<tr>
<td>Action</td>
<td>The <strong>[COND. CODE]</strong> button, which can be used to edit or assign condition codes for a selected test.</td>
</tr>
</tbody>
</table>

Take the following steps to assign a condition code:

1. In the Action column, select the **[COND. CODE]** button.
2. In the Select Condition Code pop-up box (figure 67), select a condition code from the Select Condition Code drop-down list. **Note:** If a condition code has already been entered and needs to be removed, select the “blank” space from the drop-down list.
3. To save the selection, select the [SAVE] button (figure 67), and then select the [CLOSE] button (figure 68). To cancel, select the [CANCEL] button (figure 67).

Figure 67 displays the Select Condition Code pop-up box.

![Select Condition Code Pop-Up Box](image)

Figure 67. Select Condition Code Pop-Up Box

Figure 68 shows the pop-up message that appears after the condition code is saved.

![Condition Code Saved Pop-Up Message](image)

Figure 68. Condition Code Saved Pop-Up Message

At the bottom of the screen is the Add/Remove Test Assignments box (figure 69). To add or remove test assignments for the general assessments or the California Alternate Assessments (CAAs), select the box(es) for the test(s) to be added. All checked tests are assigned to the student. Those that are not selected are not assigned.

Additional tests may be assigned to the student on the basis of the student's grade.

![CAASPP Add/Remove Test Assignments Box](image)

Figure 69. CAASPP Add/Remove Test Assignments Box

4. Select a test to be added and then select the [SAVE] button.

A confirmation pop-up message appears (figure 70).
5. Select the [Cancel Update Test Assignments] button to clear the changes or the [YES, Update Test Assignments] button to save the changes.

6. After saving the changes, the “Test Assignments successfully saved” pop-up message will appear (figure 71). Select the [CLOSE] button to close the pop-up message.

The screen for the [Test Assignments] tab will refresh, and the Current Active Test Assignments table will include the new test assignment for the student (figure 72). The test assignment status will show as “In Progress” until the test assignment is processed. Note that a condition code cannot be assigned until the test assignment status changes from “In Progress” to “Assigned.”
For CAASPP and the ELPAC, the screens showing the Current Active Test Assignments are different. Figure 73 shows the ELPAC screen.

**Note:** A student with an ELAS of “to be determined” (TBD) is automatically assigned the Initial ELPAC. A student with an ELAS of “English learner” (EL) is automatically assigned the Summative ELPAC.
Note the following about the Summative ELPAC current active test assignments.

- If the “Alternate Assessment” checkbox for any of the domains is chosen, the “Exemption” checkbox for that domain will be grayed out and will not be available. A student cannot be exempt from a domain and take an alternate assessment for that domain. Before selecting the “Alternate Assessment” checkbox, verify that the use of an alternate assessment is specified in the student’s IEP.

- If the student has a disability for which there are no appropriate accommodations in a particular domain, as indicated in the student’s IEP or Section 504 plan, the “Domain Exemption” checkbox should be selected for that domain.

- Users cannot select two domain exemptions that are part of the same composite score (the Listening and Speaking domains compose the Oral Language composite, and the Reading and Writing domains compose the Written Language composite). For example, the user cannot select domain exemptions in both the Listening and Speaking domain because they are both part of the Oral Language composite. However, exemptions in Listening and Reading would be acceptable because each is a part of a different composite.

- Selecting one of the domain exemptions contained in a composite score automatically grays out the other domain exemption and makes it unavailable.

- It takes 24 to 48 hours for an alternate assessment or domain exemption to take effect in the Test Delivery System (TDS).

- Once an alternate assessment or domain exemption is effective in the TDS, that domain will no longer be available to the student.

7. To return to the search results for either CAASPP or ELPAC, select the [Back to Results] button, located in the top right portion of the screen.
Students—Test Settings

Overview

The [Test Settings] tab of the Student Profile screen displays the current test settings for a student. This is where a user can go to view or edit student test settings and accessibility resources.

It is important to note the following about student test settings:

- Student test settings must be reestablished each administration year.
- Student test settings should not be changed after a student has begun testing. **Note:** If test settings need to be changed after a student has begun testing, an incident may need to be filed in the Security and Test Administration Incident Reporting System (STAIRS).
- Designated supports are available to all students when determined for use by an educator or team of educators (with parent/guardian and student input, as appropriate) or specified in the student’s IEP or Section 504 plan. Accommodations must be permitted on CAASPP and ELPAC tests to all eligible students if specified in the student’s IEP or 504 plan.

To learn more about how to search for an individual student, refer to the “Search for Students” section on page 109 of this User Guide.

The [Test Settings] tab (figure 74) displays the current test settings for a student. This is where a user can choose accessibility resources for the student.

![Figure 74. [Test Settings] Tab, Top of Screen](image)

The [Test Settings] tab also enables the user to select accessibility resources for the student. If the student has a special education or 504 plan setting of “Yes” in CALPADS, the “Embedded Accommodations” section enables users to select accessibility
resources, depending on the student’s grade. For the California Assessment of Student Performance and Progress (CAASPP), this includes Smarter Balanced English language arts/literacy (ELA) Reading, Writing, and Listening; Smarter Balanced mathematics; the California Science Test (CAST); and the California Spanish Assessment (CSA) (figure 75). Examples of embedded accommodations are braille, American Sign Language, and text-to-speech.

**Note:** On CAASPP tests, accommodations are permitted for all eligible students when specified in the students’ IEP or Section 504 plan.

<table>
<thead>
<tr>
<th>Select Accessibility Resource</th>
<th>Accommodation/Subject</th>
<th>Smarter Balanced ELA (Reading, Writing, and Listening)</th>
<th>Smarter Balanced Mathematics</th>
<th>CAST</th>
<th>CSA</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Sign Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audio Transcript (Includes Braille Transcript)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Braille</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Closed Captioning</td>
<td>(Listening)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Text-to-Speech</td>
<td>(Reading Passages)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Figure 75.** [Test Settings] Tab—Embedded Accommodations—CAASPP

To assign the embedded resource, select the checkbox associated with the accommodation in the Select Accessibility Resource column.

**Note:** Once the box is checked, any subsequent tests that are assigned to the student will automatically receive that test setting.
For CAASPP, some embedded accommodations can also be applicable to the CAA for ELA, the CAA for Mathematics, and the CAA for Science (figure 76).

![Test Settings] Tab—Embedded Accommodations—CAASPP Alternate Assessments

The Non-Embedded Accommodations area for CAASPP (figure 77) enables users to select accommodations such as read-aloud passages and abacus if the student has a special education or 504 plan setting of “Yes.”
Figure 77. [Test Settings] Tab—Non-Embedded Accommodations—CAASPP

Select embedded designated supports for CAASPP are included in the Embedded Designated Supports area. Available supports include masking, permissive mode, and color contrast, among others (figure 78). Designated supports are available to all students when determined applicable by an educator or team of educators (with parent/guardian and student input, as appropriate) or specified in the student’s IEP or Section 504 plan.
The Non-Embedded Designated Supports section under the [Test Settings] tab for CAASPP enables users to select among supports such as a bilingual dictionary and noise buffers (figure 79 and figure 80).
The [Test Settings] tab for the ELPAC accessibility resources is slightly different than the tab for CAASPP.

The Embedded Accommodations section (figure 81) enables users to select accessibility resources, depending on the student’s grade. For ELPAC, this includes the field test and the operational summative assessment. Examples of embedded accommodations include American Sign Language, braille, and closed captioning.

The Non-Embedded Accommodations section allows ELPAC users to select accessibility resources, such as alternate response options and speech-to-text, for the operational summative assessment (figure 82).
The Embedded Designated Supports section under the [Test Settings] tab allows ELPAC users to select supports, such as color contrast and mouse pointer, for the operational summative assessment (figure 83).

The Non-Embedded Designated Supports section for ELPAC allows users to select accessibility resources, such as noise buffers and magnification, for the student (figure 84).
Figure 84. [Test Settings] Tab—Non-Embedded Designated Supports—ELPAC

1. Choose the appropriate accessibility resources needed for the student and then select the [UPDATE] button. **Note:** This change appears in the Test Delivery System (TDS) within 24 to 48 hours. If a test setting has been selected in error, select the appropriate checkbox again to deselected it, and then select the [UPDATE] button.

2. When a pop-up message appears, confirming that the test settings have been saved (figure 85), select the [CLOSE] button.

![Figure 85. Test Settings Saved Pop-Up Message](image)

3. To return to the search results, select the [Back to Results] button, located at the top right of the screen.
Students—Unlisted Resources

Overview

The [Unlisted Resources] tab of the View & Edit Students screen allows LEA coordinators and test site coordinators to add unlisted resources from a preapproved list or request other unlisted resources for a student.

Unlisted resources are not universal tools, designated supports, or accommodations. They are instructional supports identified in a student’s IEP or Section 504 plan that are regularly used by the student in daily instruction or on assessments but have not been previously classified as a universal tool, designated support, or accommodation. The California Department of Education (CDE) [Matrix One: CAASPP System Accessibility Resources] web page and [Matrix Four: Universal Tools, Designated Supports, and Accommodations for the English Language Proficiency Assessments for California] include lists of unlisted resources that already have been identified as resources that change the construct of the assessment. To request a student’s use of one of these preidentified unlisted resources, use the Unlisted Resources screen. When a student is approved to use an unlisted resource, a value appears in the appropriate field in the student data file.

For accessibility resources that are required by a student’s IEP but are not included in Matrix One or Matrix Four, LEA and test site coordinators may submit a request for other unlisted resources to the CDE for approval through the [Unlisted Resources] tab. The CDE will approve use of other unlisted resources on the basis of the IEP or Section 504 plan team’s designation, and if the unlisted resource does not compromise the test’s integrity or security.

For CAASPP, test results for a student for whom approved unlisted resources changed the construct of what was being tested are not considered valid for aggregation of scores. The student will receive a score with a footnote that the test was administered under conditions that resulted in a score that may not be an accurate representation of the student’s achievement.

For ELPAC, the student will receive the lowest obtainable scale score (LOSS) for the affected domain when approved unlisted resources changed the construct of what was being tested. However, the student’s test results will still be used for aggregation of scores.

The [Unlisted Resources] tab (figure 86) displays information about the student’s assigned, preapproved, unlisted resources or other unlisted resources. Here, the user can choose unlisted resources for the student.
Chapter 7: Students

Students—Unlisted Resources

Figure 86. [Unlisted Resources] Tab—Requester and Student Information

The [Unlisted Resources] tab contains a table from which users can select one or more preapproved, non-embedded, unlisted resources for a student’s test assignment (figure 87 displays an ELPAC screen, and figure 88 displays a CAASPP screen). This table lists the available resources for each test. If the unlisted resource listed in the left column of the table is available for a test, a checkbox is displayed under the column for the corresponding test. The unlisted resource is not available for tests with table cells that are grayed out.

1. Select all the non-embedded unlisted resources needed for the student, and then select the [ADD OTHER UNLISTED RESOURCE] button. Select the [CLEAR] button to the right of the table to clear all selections before the initial request has been submitted. It is not required that users select from this table.

**WARNING:** If the testing window for which the student is registered has closed, the user is unable to select any resources on the screen.
Figure 87. Select Pre-Identified Non-Embedded Unlisted Resources (ELPAC)

Figure 88. Select Pre-Identified Non-Embedded Unlisted Resources (CAASPP)
2. Use the Student Needs column (figure 89) to select all applicable student needs. When selected, a pop-up box displays the list of available student needs.

   **Note:** This column should be completed in order to submit the form.

![Figure 89. [Unlisted Resources] Tab—Student Needs Pop-Up Box](image)

3. After choosing a student need by selecting the checkbox in that row, select the **[OK]** button to save it. Select the **[CLEAR]** button to clear all selected checkboxes. Select the **[CANCEL]** button to close this pop-up box and return to the **[Unlisted Resources]** tab on the **View & Edit Students** screen.
4. A table at the bottom of the screen (figure 90) offers users the opportunity to add other unlisted resources not included in the table of pre-identified unlisted resources. Select the [ADD] button to request another unlisted resource. Note that a maximum of four can be submitted.

![Figure 90. Select Other Unlisted Resources](image)

3. □ To submit the form, please affirm that the student uses the requested unlisted resource regularly in the classroom by checking the box.

[MAKE INACTIVE] [SUBMIT]
5. When the [ADD] button is selected, a pop-up window appears, where users can enter the information about the new request for CAASPP (figure 91) or for ELPAC (figure 92).

![Add/Edit Other Unlisted Resource](image)

Figure 91. Add/Edit Other Unlisted Resource, Top Portion—CAASPP
Figure 92 shows the top portion of the screen for ELPAC Add/Edit Other Unlisted Resource.

![Add/Edit Other Unlisted Resource](image)

Figure 92. Add/Edit Other Unlisted Resource, Top Portion—ELPAC

6. In the center portion of the pop-up window, select all the student needs that apply (figure 93).

![Select Student Need(s):](image)

Figure 93. Add/Edit Other Unlisted Resource, Center Portion
7. In the bottom portion, enter information regarding the requested unlisted resources (figure 94). When complete, select the [SAVE] button. Or, select the [CANCEL] button to close the pop-up window and return to the [Unlisted Resources] tab without saving.

8. After adding the new unlisted resource(s) or student need(s), check the box at the bottom of the screen (figure 95) to affirm that the student uses the requested unlisted resource regularly in the classroom. Select the [SAVE FOR LATER] button to save the changes but not submit them. Select the [SUBMIT] button to submit the request. Selecting the [SUBMIT] button sends the unlisted resource request to the CDE for review and approval. Both the requestor and the CDE approver receive an email detailing the request. The CDE will review the request and will either approve or deny the request or will ask for additional information.

9. To return to the Search Results screen, select the [Back to Results] button, located in the top right header.
Search for a Previously Submitted Unlisted Resource Request

Take the following steps to search for a previously submitted unlisted resource request:

1. In the “Search for Students” section of the View & Edit Students screen, select the Pending CDE Review status from the Unlisted Resources (UR) drop-down list to find all the requested unlisted resources, and then select the [SEARCH] button (figure 96).

![View & Edit Students Screen—Unlisted Resources Field](image)

Figure 96. View & Edit Students Screen—Unlisted Resources Field
A list of all students whose unlisted resources match the search term is returned (figure 97).

Figure 97. Search for Students—Unlisted Resources, Results Screen

2. The results screen displays the status of the unlisted resources requests. The status of the unlisted resource is indicated by one of the following icons:
   - [Submitted] orange checkmark [✔] icon
   - [Approved] green checkmark [✔] icon

3. Select the [Unlisted Resources] form [ ]] icon to view the details of the unlisted resources for the student and to select or request other unlisted resources, if needed. The [Unlisted Resources] tab is then displayed.

4. To return to the results screen, select the [Back to Results] button, located in the top right header.
Upload Students

Overview
Use the Upload screen to prepare, validate, and upload a student template to TOMS to make any of the following requests for multiple students.

- Student test assignments for CAASPP: CAAs, CSA, CAST, and special test versions
- Student test assignments for the ELPAC: Summative ELPAC
- Student online test settings for designated supports and accommodations (CAASPP and ELPAC)
- Student condition codes (CAASPP)

LEAs can submit more than one file, and settings can be both activated and deactivated through file uploads.

WARNING: Do not use a template from a previous year. Templates vary from year to year and using a template from a previous year will generate an error in TOMS.

When uploading student files in TOMS, keep the following details in mind:

- Uploaded files must not contain blank rows. A blank row causes the file to stop processing and not validate.
  - If the first available row is blank, an error email is sent, and the file does not validate.
  - If any row after the first row is blank, the records in the rows preceding the blank row are processed during validation; the records following the blank row are not processed during validation, and the blank row does not cause a validation error.

- There are two steps to the upload process; this process is explained further, starting in Prepare a File:
  1. Upload for file validation
  2. Upload to submit the file

- A validated file must be uploaded before the next day’s CALPADS data is processed in TOMS overnight.

WARNING: Previously assigned test settings will be overwritten under the following circumstances (CAASPP only):

- The student’s test assignment changes.
- The student’s data is included with a newly uploaded online student test settings file, and there is now a blank or new value in the field where a resource had been assigned in a previous upload.
The student's Individuals with Disabilities Education Act (IDEA) indicator in TOMS resets to “No” because of a change to the CALPADS education program code field (3.13). This code field must be set for “special education” (value 144), or “504 Plan” (value 101).

### Upload Types

Take the following steps to download a template.

1. On the *Upload* screen (figure 98), from the drop-down list, select the type of upload for uploading the students’ file.

   **Figure 98. Upload Types**

The table that follows (table 38) describes each choice available in the Upload Type drop-down list on the *Upload* screen.

#### Table 38. Upload Types on the *Upload* Screen

<table>
<thead>
<tr>
<th>Field</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Assignments</td>
<td>Download the “Test Assignment Upload” template to prepare, validate, and then upload student test assignments to TOMS.</td>
</tr>
<tr>
<td>Condition Codes (CAASPP only)</td>
<td>Download the “Condition Codes Upload” template to prepare, validate, and then upload student condition code assignments to TOMS.</td>
</tr>
<tr>
<td></td>
<td><strong>Note</strong>: Condition codes should be assigned as soon as the LEA becomes aware the condition exists and before the LEA’s test window end date. Condition codes cannot be assigned in a content area if the student has already submitted all portions of the test.</td>
</tr>
</tbody>
</table>
2. Select the Test Assignments upload type to:
   - Upload assignments for alternate assessments for CAASPP and for the Summative ELPAC.
   - Assign special versions of Smarter Balanced assessments (if approved for use).
   - Change students to a different test administration window from the one shown in TOMS (multitrack schools only).

3. Select the Condition Codes upload type to assign condition codes for multiple students to whom either the PGE or NTE condition code applies.

4. Select the Online Test Settings upload type to assign designated supports and accommodations for multiple students. After selecting the upload type, select the [Next] button to move to the [Prepare a File] progress step.

## Prepare a File

Under the [Prepare a File] progress step (figure 99), the user can download the appropriate template and prepare the Excel file for upload. The template used depends on the button selected on the Upload screen. The instructions, however, are the same regardless of the upload type selected on the Upload screen.

![Figure 99. Upload Screen—[Prepare a File] Progress Step](image)

Take the following steps to prepare a file:

1. Select the [DOWNLOAD TEMPLATE] button to download an empty template from TOMS to a local device, and then manually enter the list of students into the
downloaded file. The type of template downloaded depends on the button selected on the Upload screen.

2. To create an upload file, follow the directions included in the downloaded template.

3. In the Excel file, enter the SSIDs and other requested and required data, using the specifications included in the template’s [File Spec] tab. The SSID field always requires a response.

4. If users need to make notes in a file, they should use a column past the last data column to avoid generating errors when the file is processed—TOMS reads data only up to the last column with a named column heading.

5. Repeat entering data for all additional students.

6. When finished, save the file to a local device.

7. Select the [NEXT] button to move to the [Validate File] progress step.

Validate File

Use the screen displayed under the [Validate File] progress step (figure 100) to validate or check the format of the completed Excel file to upload to TOMS for validation.

![Figure 100. Upload Screen—[Validate File] Progress Step](image)

All files must be validated before they can be uploaded. Take these steps to start the file validation:


2. Save the completed file in the Excel file format. **Note:** Users should not alter the template Excel format in any way.

3. After returning to TOMS, select the [Browse] (Microsoft or Firefox) or [Choose a File] (Chrome) button to navigate to the place on the local device where the completed file is saved; then highlight the file. Select the [NEXT] button to move to the [File Validation Results] progress step.
File Validation Results

The screen under the [File Validation Results] progress step (figure 101) displays the results of the Excel file validation.

Use the following three steps to review the file validation results:

1. If the file is listed as validated, select the [UPLOAD] button in the Actions column to upload the validated file to TOMS. Otherwise, the errors must be corrected, and the file validated again before it can be uploaded to TOMS. Depending on the size of the file, the file upload can take several hours.

2. If there are errors in the file as shown in the Status column, select the [Download] blue down arrow [] icon from the Actions column to download an Excel file that contains a list of the errors. Correct the errors, and then revalidate the file.

The table that follows (table 39) describes the information displayed under the [File Validation Results] progress step.

Table 39. Information Displayed Under the [File Validation Results] Progress Step

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Validation Results List</td>
<td>After validation starts, this list displays the validation status along with other information described here.</td>
</tr>
<tr>
<td>#</td>
<td>The row number for each row.</td>
</tr>
<tr>
<td>Date and Time</td>
<td>The date and time when the file was validated.</td>
</tr>
<tr>
<td>Filename</td>
<td>The name of the Excel file validated.</td>
</tr>
</tbody>
</table>
### Name | Description
--- | ---
Status | The file validation status, as follows.
- Validated—Appears when file validation is complete.
- Errors (#)—Displays the number of errors found in the file.
- Expired—Appears when the Excel file has not finished validation before the next CALPADS processing is complete, and there is no action taken within 24 hours.
- Processing Error—Appears when there is a problem in processing the file

**TIP:** If there are errors, the file must be fixed and revalidated before it can be uploaded again.

3. After revalidating the file, select the [NEXT] button to move to the [Uploaded Files] progress step.

### Uploaded Files

Use the [Uploaded Files] progress step (figure 102) to view the results of the Excel file upload. This tab displays a list of files that TOMS attempted to upload when file upload was initiated. This list displays the status of the file upload along with the other information.

![Figure 102. Upload Screen—[Uploaded Files] Tab](image)

1. After submitting an Excel file for upload, it can be monitored under the [Uploaded Files] progress step. Depending on the size of the file, the file upload can take several hours.
2. Once the submitted Excel file successfully uploads to TOMS, users can verify that the student updates have been saved in TOMS. To do so, from the TOMS
navigation bar, select the [Students] navigation tab to view the View & Edit Students screen, where users can search for the students included in the uploaded Excel file.

The table that follows (table 40) describes the information displayed under the [Uploaded Files] progress step.

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uploaded Files List</td>
<td>A list of files that TOMS attempted to upload when file upload was initiated. The list displays the status of the file upload along with the other information described here.</td>
</tr>
<tr>
<td>#</td>
<td>The row number for each row in the list.</td>
</tr>
<tr>
<td>Date and Time</td>
<td>The date and time when the file was uploaded.</td>
</tr>
<tr>
<td>Filename</td>
<td>The name of the Excel file uploaded.</td>
</tr>
<tr>
<td>Status</td>
<td>The file upload status, as follows: Uploaded—displays when the file upload is complete.</td>
</tr>
<tr>
<td>Actions</td>
<td>Displays “None” once the file is uploaded. This is the only action that appears in this column.</td>
</tr>
</tbody>
</table>

3. Select the [PREVIOUS] button to go back to the previous screen. Select the [DONE] button to return to the [Prepare a File] progress step.
Test Administrations

Overview
Local educational agencies (LEAs) can use the Test Administrations screens to view or set up a test administration. An LEA California Assessment of Student Performance and Progress (CAASPP) coordinator can set up test administrations in the Test Operations Management System (TOMS). LEA English Language Proficiency Assessments for California (ELPAC) coordinators can view Initial ELPAC and Summative ELPAC test administration-related information such as testing window start and end dates and ordering information.

Select LEA to View Test Administrations
Use the “Select LEA to View Test Administrations” section (figure 103) to select the organization for the test administration. Note: Depending on the user’s logon role, this field may be prepopulated.

Take the following steps to set up or edit a test administration:
1. Select the [Admins] navigation tab from the navigation bar to open the Test Administrations screen (figure 103).

![Figure 103. Test Administrations Screen](image)

The Organization field is prepopulated on the basis of the user’s logon role.

2. Select the [VIEW] button to view the test administrations for the LEA. After selecting [VIEW], the user is taken to the View & Set Up Administrations for 2019–20 screen.
3. Select the [CLEAR] button to remove the LEA selection and start over.
View and Set Up Administrations for 2019–20

For CAASPP users, selecting the [VIEW] button will display the “LEA Test Administration(s)” section of the View & Set Up Administrations for 2019–20 screen, showing the [Admin Calendar] tab and the [School Admin Assignment] tab.

For ELPAC users, selecting the [VIEW] button will display the “LEA Test Administration(s)” section of the View & Set Up Administrations for 2019–20 screen, showing the [Admin Calendar] tab only.

From the [Admin Calendar] tab, a user can view the Admin Calendar Summary.

**LEA Test Administration(s)—Admin Calendar**

Use the [Admin Calendar] tab in the “LEA Test Administration(s)” section (figure 104 for CAASPP and figure 105 for ELPAC) to view a list of administration calendars for test administrations that are associated with the LEA. **Note:** For ELPAC, the testing window is determined by the state, so there is only one admin calendar.

![Image of Admin Calendar](image)

Figure 104. “LEA Test Administration(s)” Section—[Admin Calendar] Tab—CAASPP
Figure 105. “LEA Test Administration(s)” Section—[Admin Calendar] Tab—ELPAC

The table that follows (table 41) describes the information displayed under the “LEA Test Administration(s)” section and [Admin Calendar] tab for both CAASPP and ELPAC.

Table 41. Information Displayed Under the “LEA Test Administration(s)” section and [Admin Calendar] Tab

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization Name and Code</td>
<td>The LEA name and county-district-school (CDS) code are displayed just below the LEA Test Administration(s) label.</td>
</tr>
<tr>
<td>Admin Calendar Tab</td>
<td>The [Admin Calendar] tab displays the list of test administrations that are associated with the LEA. The information included is described in the remainder of this table.</td>
</tr>
<tr>
<td>Administrations for &lt;Organization Name and Code&gt;</td>
<td>Displayed as a heading for the [Admin Calendar] tab and includes the LEA name and CDS code.</td>
</tr>
<tr>
<td>Admin</td>
<td>The test administration name.</td>
</tr>
<tr>
<td>Instructional Calendar Start Date</td>
<td>The start date of the instructional calendar for the corresponding test administration.</td>
</tr>
<tr>
<td>Instructional Calendar End Date</td>
<td>The end date of the instructional calendar for the corresponding test administration.</td>
</tr>
</tbody>
</table>
Table 41 (continued)

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last Modified</td>
<td>The date the instructional calendar for the corresponding test administration was last modified.</td>
</tr>
<tr>
<td>Edit/Create Admin Calendar</td>
<td>Select the [Edit Calendar] or [Create Calendar] link to create or edit the instructional calendar for the corresponding test administration. Available only for CAASPP.</td>
</tr>
<tr>
<td>Admin Calendar Summary</td>
<td>Select the [View Summary] link to view the calendar summary for the corresponding test administration.</td>
</tr>
</tbody>
</table>

1. For CAASPP only, users can select the [Edit Calendar] or [Create Calendar] link in the Edit/Create Admin Calendar column to create or edit the instructional calendar for the corresponding test administration. This action takes the user to the Instructional Start/End Dates progress step. Refer to the Instructional Start/End Dates section later in this chapter for further information about editing an administration calendar.

2. Select the [View Summary] link in the Admin Calendar Summary column to view the calendar summary for the corresponding test administration. This action takes the user to the “Calendar Summary” section.
LEA Administration Profile—School Admin Assignment (CAASPP only)

LEA CAASPP coordinators can use the [School Admin Assignment] tab (figure 106) to select the schools to associate with the test administration.

1. Select the school(s) to assign to a test administration by selecting the checkbox to the left of the school name in the table. To select all of the schools in the LEA, select the “Select All” checkbox at the top of the table.

![Figure 106. “LEA Administration Profile” Section—[School Admin Assignment] Tab—CAASPP](image)

**Figure 106. “LEA Administration Profile” Section—[School Admin Assignment] Tab—CAASPP**
The table that follows (table 42) describes the information displayed under the “LEA Administration Profile” section and [School Admin Assignment] tab.

Table 42. Information Displayed Under the “LEA Administration Profile” Section and [School Admin Assignment] Tab

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA: &lt;LEA Name&gt;</td>
<td>The LEA name is displayed just below the LEA Administration Profile label.</td>
</tr>
<tr>
<td>School Admin Assignment Tab</td>
<td>The [School Admin Assignment] tab displays a list of school names together with their CDS codes and the administration assigned to them. It also allows the user to assign administrations to schools.</td>
</tr>
<tr>
<td>Select All</td>
<td>Check the box to the left of this text to select all schools in the screen table. To select individual schools, select the checkbox next to the school name and CDS code.</td>
</tr>
<tr>
<td>School Name (Code)</td>
<td>The school name, with the CDS code in parentheses to the left of it.</td>
</tr>
<tr>
<td>Admin Assigned</td>
<td>The administration assigned to the school. If there is none assigned, the user can assign an administration to individual schools or to all schools.</td>
</tr>
<tr>
<td>Assign Selected Schools to Admin</td>
<td>From the drop-down list, select an admin (test administration) and then select the [APPLY] button.</td>
</tr>
</tbody>
</table>

2. After selecting the school(s), select the specific administration to which the school(s) should be assigned in the “Assign Selected Schools to Admin” section.

3. After school(s) and the appropriate test administration have been selected, select the [APPLY] button to save the change(s) and assign the test administration to the selected schools. A confirmation pop-up message appears (figure 107); select the [CLOSE] button to close the pop-up. This is available only for CAASPP users.

Figure 107. Confirmation: Organization/Admin Assignments Pop-Up Message
4. To return to the administration calendar and create a new testing window, or to edit an existing testing window, select the [Admin Calendar] tab. From there, select either the [Edit Calendar] link or the [Create Calendar] link in the “Administrations for [LEA name]” table. These actions take the user to the [Instructional Start/End Dates] tab.

**Instructional Start/End Dates**

Use the *Instructional Start/End Dates* progress step (figure 108) to set up the testing window for the selected LEA. This is available only for CAASPP.

---

**Figure 108. Instructional Calendar Start/End Dates Screen**

1. Use the calendar [ 📅 ] icons to select the instructional calendar start date and the instructional calendar end date for the relevant test administration.

2. Select the [CANCEL] button to clear the instructional calendar start date and the instructional calendar end date and move back to the “Select LEA to View Test Administrations” section. Select the [PREVIOUS] button to move back to the “LEA Administration Profile” section. Select the [NEXT] button to save the instructional calendar start date and the instructional calendar end date entered on the screen and move to the *Noninstructional Dates* progress step.
Noninstructional Dates

Use the Noninstructional Dates progress step (figure 109 and figure 110), available only for CAASPP, to select the noninstructional dates for the current administrative year as entered under the Instructional Start/End Dates progress step. Nonworking dates appear in a blue rectangle on the monthly calendars. Instructional dates have a white background and a thin rectangular border. Noninstructional dates (that have been selected) have a blue background and an oval border.

![Figure 109. Noninstructional Dates Progress Step—Top of Screen](image-url)
1. Set a noninstructional date by selecting a white date box in the appropriate calendar. When the white date box turns to a blue oval, it is designated as a noninstructional date. Select a date with a blue oval to remove it as a noninstructional date.

2. Select the [CANCEL] button to remove any unsaved selected dates. Select the [PREVIOUS] button to move back to the Instructional Start/End Dates progress step. After all dates have been selected, move to the Test Window Start/End Dates progress step by selecting the [NEXT] button.

**Test Window Start/End Dates**

Use the Test Window Start/End Dates progress step (figure 111) to set the test administration windows for each available test for the CAASPP program.
For the Smarter Balanced assessments (English language arts/literacy [ELA] and mathematics), the California Alternate Assessments (CAAs) (ELA and mathematics), and the California Science Test (CAST), the “Activate” checkbox is checked by default and cannot be edited, as these tests are mandatory. The test administration start and end dates can be selected by the user.

For the CAA for Science, the “Activate” checkbox is checked by default and cannot be edited. The test administration start and end dates also cannot be edited, as they are mandated by the state and align with the LEA’s instructional calendar.

For the California Spanish Assessment (CSA), the “Activate” checkbox is unchecked and can be selected. The test administration start and end dates cannot be edited.

**WARNING:** The only way to change the selected testing dates after December 1, 2019, is to contact the California Technical Assistance Center at [caltac@ets.org](mailto:caltac@ets.org).
Figure 111. *Test Window Start/End Dates* Progress Step
The table that follows (table 43) describes the information displayed under the Test Window Start/End Dates progress step.

### Table 43. Information Displayed Under the Test Window Start/End Dates Progress Step

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Test Administration Windows</strong></td>
<td>The test administration window for each test is displayed as a separate section of the screen and includes details for each of the following tests:</td>
</tr>
<tr>
<td></td>
<td>• Smarter Balanced (ELA and mathematics), CAAs (ELA and mathematics), CAST</td>
</tr>
<tr>
<td></td>
<td>• CAA for Science</td>
</tr>
<tr>
<td></td>
<td>• CSA</td>
</tr>
<tr>
<td><strong>Note:</strong></td>
<td>The instructional start and end dates are displayed under the Select Instructional Start and End Date for the &lt;Test Administration Name&gt; label. Where &quot;&lt;Test Administration Name&gt;&quot; is replaced with the test administration name.</td>
</tr>
<tr>
<td><strong>Test Administration Span Dates</strong></td>
<td>Displayed in red under the test name heading, this text displays the valid dates that can be entered for the corresponding test.</td>
</tr>
<tr>
<td><strong>Activate this Test Administration</strong></td>
<td>Selecting the checkbox activates the corresponding test administration.</td>
</tr>
<tr>
<td><strong>Activate</strong></td>
<td>Selecting the checkbox activates the corresponding test administration start and end dates.</td>
</tr>
<tr>
<td><strong>Test Administration Start Date</strong></td>
<td>The test administration start date.</td>
</tr>
<tr>
<td><strong>Test Administration End Date</strong></td>
<td>The test administration end date.</td>
</tr>
</tbody>
</table>

3. Take the following steps to activate the new test administration:

1. Select the “Activate” checkbox where available to activate the corresponding test administration start and end dates.

2. For the activated test administration, select the test administration start date and then the test administration end date.

3. Select the [CANCEL] button to cancel the activated test administration and move back to the “LEA Test Administration(s)” section—[Admin Calendar] tab. Select the [PREVIOUS] button to move back to the Noninstructional Dates progress step. Select the [SAVE] button to save the test administration calendar changes. A pop-up
message appears confirming the saved test administration (figure 112). Select the [CLOSE] button to close this pop-up message.

![Confirmation: Save Test Administrations Pop-Up Message](image)

Figure 112. Confirmation: Save Test Administrations Pop-Up Message

Calendar Summary

Use the “Calendar Summary” sections (figure 113 through figure 118) to view the test administration calendar summary for each available test for the program associated with the user’s logon role. **Note:** ELPAC has a distinct testing window summary that is different from the testing window summary for CAASPP.
### Test Administrations  
#### School Administration

**View & Set Up Administrations for 2019-20**

**Calendar Summary**
Manhattan Beach Unified (19753330000000)  
Admin02  
Instructional Start Date: Sep 3, 2019  
Instructional End Date: Jun 12, 2020  
The only way to change your selected testing dates after Dec 1, 2019 is to contact the California Technical Assistance Center at caltac@els.org.

- **Smarter Balanced, CAAs, CAST**
- **CAA For Science**
- **CSA**

**Testing Window Summary**

<table>
<thead>
<tr>
<th>Data Type</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Available Test Window Dates</td>
<td>Mar 9, 2020</td>
<td>Jun 12, 2020</td>
</tr>
<tr>
<td>Selected Testing Dates</td>
<td>Mar 5, 2020</td>
<td>Jun 12, 2020</td>
</tr>
<tr>
<td>Test Administration Setup Cutoff Date</td>
<td>Dec 1, 2019</td>
<td></td>
</tr>
<tr>
<td>Last Modified Date</td>
<td>Sep 23, 2019</td>
<td></td>
</tr>
</tbody>
</table>

**Materials Return Date**

<table>
<thead>
<tr>
<th>Data Type</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplemental Order Cutoff Date</td>
<td></td>
<td>Jun 10, 2020</td>
</tr>
<tr>
<td>Materials Return Date</td>
<td></td>
<td>Jun 10, 2020</td>
</tr>
</tbody>
</table>

**NonInstructional Dates**

<table>
<thead>
<tr>
<th>Date</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dec 25, 2019, Dec 26, 2019, Dec 27, 2019</td>
<td></td>
</tr>
</tbody>
</table>

---

Figure 113. “Calendar Summary” Section—[Smarter Balanced, CAAs, CAST] Tab
Figure 114. “Calendar Summary” Section—[CAA For Science] Tab
Figure 115. “Calendar Summary” Section—[CSA] Tab
ELPAC
The “Calendar Summary” sections for the Initial ELPAC, the Summative ELPAC, and the ELPAC CBA field test (figure 116 through figure 118) include important information about the start and end dates for the testing windows, the primary order cutoff dates, and the supplemental order cutoff dates.

![Test Administrations](image)

**Figure 116. “Calendar Summary” Section—[Initial ELPAC] Tab**
Figure 117. “Calendar Summary” Section—[Summative ELPAC] Tab
Figure 118. “Calendar Summary” Section—[ELPAC CBA Field Test] Tab
The table that follows (table 44) describes the information displayed in the “Calendar Summary” section.

Table 44. Information Displayed in the “Calendar Summary” Section

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Testing Window Summary</td>
<td>For each test, the test administration calendar summary is displayed on a separate tab and includes details as follows:</td>
</tr>
<tr>
<td></td>
<td>CAASPP</td>
</tr>
<tr>
<td></td>
<td>• Smarter Balanced (ELA and mathematics), CAAs (ELA and mathematics), CAST</td>
</tr>
<tr>
<td></td>
<td>• CAA for Science</td>
</tr>
<tr>
<td></td>
<td>• CSA</td>
</tr>
<tr>
<td></td>
<td>ELPAC</td>
</tr>
<tr>
<td></td>
<td>• Initial ELPAC</td>
</tr>
<tr>
<td></td>
<td>• Summative ELPAC</td>
</tr>
<tr>
<td></td>
<td>• ELPAC CBA Field Test</td>
</tr>
<tr>
<td>Note:</td>
<td>The LEA name and code, instructional start date and instructional end date are displayed under the Calendar Summary label.</td>
</tr>
<tr>
<td>Date Type</td>
<td>The name of the type of date.</td>
</tr>
<tr>
<td>Start Date</td>
<td>The start date.</td>
</tr>
<tr>
<td>End Date</td>
<td>The end date.</td>
</tr>
<tr>
<td>Noninstructional dates</td>
<td>The list of noninstructional dates selected on the Noninstructional Dates screen for the test(s) included in the summary. Available only for CAASPP.</td>
</tr>
<tr>
<td>Materials Return Dates</td>
<td>Displays for ELPAC. For each test administration, this section displays the dates the materials (Answer Books) are due back.</td>
</tr>
<tr>
<td></td>
<td>• LEA ELPAC Coordinators Date to Return Answer Books to ETS for Scoring</td>
</tr>
<tr>
<td></td>
<td>• LEA ELPAC Coordinators Second Date to Return Answer Books to ETS for Scoring</td>
</tr>
</tbody>
</table>

4. Select the [BACK] button to return to the Test Window Start/End Dates progress step. This button appears only for CAASPP. Select the [Admin Table] button to return to the [Admin Calendar] tab. Select the [Setup Another Admin] button to return to the Instructional Start/End Dates progress step. This button only appears for CAASPP.
School Administration

Overview

Use the screens displayed under the [School Administration] action tab under the [Admins] navigation tab in the top navigation bar in TOMS to view a test administration for a single school. To set up or edit a test administration, use the screens under the [Test Administrations] action tab.

Both the CAASPP and the ELPAC test administrations can be viewed under the [School Administration] action tab, depending on the user’s logon role. **Note:** The ELPAC has a distinct testing window summary in TOMS that is different from the testing window summary for CAASPP.

Take the following steps to view a test administration for a selected school:

1. Select the [Admins] navigation tab from the navigation bar to open the Test Administrations screen (figure 119).

![Figure 119. Test Administrations Screen](image-url)
2. Select the [School Administration] action tab from the menu bar (figure 120).

![Figure 120. [School Administration] Action Tab](image)

3. The Organization field is prepopulated based on the user’s logon role. To change the school, type a few characters into the field to filter the list of schools, and then select a specific school. The Admin field also displays (figure 121).

![Figure 121. [School Administration] Action Tab—Admin Field](image)

4. If more than one test administration has been assigned to the school, select a specific administration to view from the Admin field drop-down list. **Note:** It is possible that only one test administration is assigned to the school.

5. Select the [VIEW] button to view the administration details for the school under the School Administration Summary. Select the [CLEAR] button to clear the selected school and year and start over.
School Administration Summary

The School Calendar Summary, under the School Administration Summary (figure 122), displays the school’s LEA and LEA CDS code, the test administrations assigned to the school, and the instructional start and end dates for that school. It also displays information about the school’s testing windows, material return dates, and noninstructional dates (CAASPP only).
Figure 122. School Administration Summary, CAASPP—[Smarter Balanced, CAAs, CAST] Tab
The School Administration Summary for the ELPAC looks somewhat different than the one for CAASPP (figure 123).

**Figure 123. School Administration Summary, ELPAC—[Initial ELPAC] Tab**

*Note:* The Testing Window Summary for the Initial ELPAC, the Summative ELPAC, and the ELPAC CBA field test includes important information about the start and end dates.
for the testing windows, the primary order cutoff dates, and the supplemental order
cutoff dates.

The table that follows (table 45) describes the information displayed under the School
Administration Summary.

Table 45. Information Displayed Under the School Administration Summary

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>The school selected on the previous screen. This field is view only.</td>
</tr>
<tr>
<td>School Calendar Summary</td>
<td>• The name of LEA and CDS code</td>
</tr>
<tr>
<td></td>
<td>• The name of test administration for which information is displayed on the screen</td>
</tr>
<tr>
<td></td>
<td>• The instructional start date and instructional end date</td>
</tr>
<tr>
<td>Testing Window Summary</td>
<td>The summary is displayed for each test on a separate tab and includes details for each of the following tests:</td>
</tr>
</tbody>
</table>
<pre><code>                       | CAASPP                                                                      |
                       | • Smarter Balanced (ELA and mathematics), CAAs                               |
                       | • (ELA and mathematics), CAST                                                 |
                       | • CAA for Science                                                            |
                       | • CSA                                                                       |
                       | ELPAC                                                                       |
                       | • Initial ELPAC                                                             |
                       | • Summative ELPAC                                                            |
                       | • ELPAC CBA field test                                                      |
</code></pre>
## Table 45 (continued, one)

<table>
<thead>
<tr>
<th>Date Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The date type under Testing Window Summary. The types are: CAASPP</td>
</tr>
<tr>
<td></td>
<td>• Available Test Window Dates</td>
</tr>
<tr>
<td></td>
<td>• Selected Testing Dates</td>
</tr>
<tr>
<td></td>
<td>• Test Administration Setup Cutoff Date</td>
</tr>
<tr>
<td></td>
<td>• Last Modified Date</td>
</tr>
<tr>
<td></td>
<td>ELPAC</td>
</tr>
<tr>
<td></td>
<td>• Available Test Window Dates</td>
</tr>
<tr>
<td></td>
<td>• Primary Order Cutoff Date</td>
</tr>
<tr>
<td></td>
<td>• Supplemental Order Cutoff Date</td>
</tr>
<tr>
<td></td>
<td>The following are descriptions of the date types:</td>
</tr>
<tr>
<td></td>
<td>• Available Test Window Dates—the time period when testing can take place</td>
</tr>
<tr>
<td></td>
<td>• Selected Testing Dates—the testing start and end dates selected for the school. This field is for CAASPP only.</td>
</tr>
<tr>
<td></td>
<td>• Test Administration Setup Cutoff Date—the date by which test administration setup must be completed. This field is for CAASPP only.</td>
</tr>
<tr>
<td></td>
<td>• Last Modified Date—the date when the administrations for the school were last modified. This field is for CAASPP only.</td>
</tr>
<tr>
<td></td>
<td>• Primary Order Cutoff Date—the date by which primary orders must be entered. This field is for ELPAC only.</td>
</tr>
<tr>
<td></td>
<td>• Supplemental Order Cutoff Date—the date by which supplemental orders must be entered. This field is for ELPAC only.</td>
</tr>
<tr>
<td>Start Date</td>
<td>The start date.</td>
</tr>
<tr>
<td>End Date</td>
<td>The end date.</td>
</tr>
</tbody>
</table>
Table 45 (continued, two)

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
</table>
| Materials Return Date(s) | The date type under Materials Return Date(s). The types are CAASPP  
  • Supplemental Order Cutoff Date  
  • Materials Return Date  
  ELPAC  
  • LEA ELPAC Coordinators Date to Return Answer Books to ETS for Scoring  
  • LEA ELPAC Coordinators Second Date to Return Answer Books to ETS for Scoring  
  The following are descriptions of the date types:  
  • Supplemental Order Cutoff Date—the date by which supplemental orders must be entered. This field is for CAASPP only.  
  • Materials Return Date—the date by which materials must be returned. This field is for CAASPP only.  
  • LEA ELPAC Coordinators Date to Return Answer Books to ETS for Scoring—the first date by which Answer Books must be returned. This field is for ELPAC only.  
  • LEA ELPAC Coordinators Second Date to Return Answer Books to ETS for Scoring—the second date by which Answer Books must be returned. This field is for ELPAC only. There is a second date only if provided by the ELPAC program.  |
| Noninstructional Dates | The list of noninstructional dates (nonworking dates for the current administrative year) selected on the Noninstructional Dates screen for the test(s) included in the summary. This field is for CAASPP only. |

To review administrations already set up for the school, select the [Admin Table] button. The [Admin Calendar] tab, located on the Test Administrations screen, is then displayed.

To set up another CAASPP administration for the school, select the [Setup Another Admin] button. The “Create/Edit Test Admin Calendar—Instructional Start/End Dates” section of the Test Administrations screen is then displayed, where a new test administration can be created. Refer to the Test Administrations section of this User Guide for more information.
Set Nondelivery Dates or Nonworking Dates

Overview

Use the *Nondelivery Dates* screen to select an organization and set up the nondelivery or nonworking dates for the organization. Nondelivery or nonworking dates are days when the local educational agency (LEA) is closed or is unable to accept deliveries of materials. Nondelivery or nonworking dates are shown as blue ovals on the monthly calendars.

Take the following steps to select nondelivery dates:

1. Select the **Orders** navigation tab in the top navigation bar.
2. Select the organization from the “Select Organization” section (figure 124), and then select the **CONTINUE** button. **Note:** Depending on the user’s logon role, this field may be prepopulated.

![Nondelivery Dates Screen](image)

Figure 124. *Nondelivery Dates* Screen—“Select Organization” Section (School or LEA)
3. The “Select Nondelivery Dates or Nonworking Dates” section displays monthly calendars for the year (figure 125). Set a nondelivery or nonworking date by selecting a white date box in the appropriate month. When the white date box turns to a blue oval, it is designated as a nondelivery or nonworking date. To remove a blue oval nondelivery or nonworking date, simply select it again.

Figure 125. Nondelivery Dates Screen—“Select Nondelivery Dates or Nonworking Dates” Section (Top of Screen)
Chapter 9: Orders
Set Nondelivery Dates or Nonworking Dates

The bottom of the *Nondelivery Dates* screen—“Select Nondelivery Dates or Nonworking Dates” section displays the [CANCEL] and [SAVE] buttons that can be used to either save or discard the changes made on the monthly calendars (figure 126).

![Figure 126. Nondelivery Dates Screen—“Select Nondelivery Dates or Nonworking Dates” Section (Bottom of Screen)](image)

4. Select the [CANCEL] button to return to the “Select Organization” section without saving the selected dates. Select the [SAVE] button to save changes for the selected dates. When the changes are successfully saved, the Confirmation: Saved pop-up message is displayed (figure 127). To close the pop-up message, select the [CLOSE] button.

![Figure 127. Confirmation: Saved Pop-Up Message](image)

5. Once the “Confirmation: Saved” pop-up message is closed, the [Back] button is displayed at the bottom of the *Nondelivery Dates* screen—“Select Nondelivery Dates or Nonworking Dates” section (figure 128). Select it to return to the “Select Organization” section.

![Figure 128. Nondelivery Dates Screen—“Select Nondelivery Dates or Nonworking Dates” Section, [Back] Button](image)
Place Primary Order

Overview
LEA English Language Proficiency Assessments for California (ELPAC) coordinators can use the [Place Primary Order] action tab to place a primary order for standard and large-print test materials by entering the test material counts into a downloaded Material Counts template, validating the file, and then uploading it to the Test Operations Management System (TOMS).

Note: Braille test materials can be ordered only by calling CalTAC.

Once a primary order has been submitted, the LEA cannot place another primary order. The LEA would need to wait to submit a supplemental order during the supplemental order window. Information about the LEA’s supplemental order window can be found in the Calendar Summary on the View & Set Up Administrations for 2019–20 screen, located under the [Test Administrations] action tab. For further information, refer to the Calendar Summary section of this user guide. In particular, figure 116 and figure 117 show the primary order and supplemental order dates. These dates are also available on the Initial ELPAC Test Administration and the Summative ELPAC Test Administration web pages.

There are five components in the placing of a primary order:
1. Prepare a File
2. Validate File
3. File Validation Results
4. Uploaded Files
5. Review and Submit

Select Primary Order Criteria
Take the following steps to select criteria for the primary order.
1. Select the [Orders] navigation tab on the top navigation bar and then the [Place Primary Order] action tab (figure 129).

2. Use the Place Primary Order screen—“Select Primary Order Criteria” section (figure 130) to select the organization, test administration, and testing program for the primary order. Once the information is entered, select the [CONTINUE] button.

Note: The primary order window must be open in order to place an order. If the primary order window is closed, the user will receive an error message.
Chapter 9: Orders
Place Primary Order

The table that follows (table 46) describes each field under the Place Primary Order screen—“Select Primary Order Criteria” section.

Table 46. Fields Under the Place Primary Order Screen—“Select Primary Order Criteria” Section

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization*</td>
<td>Select the LEA.</td>
</tr>
<tr>
<td>Test Administration*</td>
<td>Select the test administration year.</td>
</tr>
<tr>
<td>Testing Program*</td>
<td>Select the testing program.</td>
</tr>
</tbody>
</table>

*Required field

3. After choosing an organization, test administration, and testing program, select the [CONTINUE] button.

4. A confirmation pop-up message (figure 131) is displayed, confirming the shipping address. If the selected organization has both a primary and secondary shipping address, select the address to be used for this order. Otherwise, confirm that the primary shipping address is correct. If the shipping address needs to be changed for the order, select the [EDIT] button. The [Addresses] tab of the organization, where the shipping address can be changed, will be displayed. Otherwise, select the [CONFIRM] button to continue placing the order.

**Note:** The shipping address cannot be a post office (P.O.) box.
Chapter 9: Orders | Place Primary Order

Prepare File for Upload

Take the following steps to prepare a file for upload:

1. When the Place Primary Order screen—Prepare a File progress step (figure 132) is displayed, select the [DOWNLOAD TEMPLATE] button to download the Material Count template from TOMS to a local device. Follow the instructions included in the template to prepare the .xlsx file for upload. Direct any questions about using the template to the California Technical Assistance Center (CalTAC) at caltac@ets.org.
2. After the template has been completed and the information has been saved on the local device, select the [NEXT] button to advance to the next step.

**Validate File**

Use the Place Primary Order screen—Validate File progress step (figure 133) to validate or check the format of the completed .xlsx file that will be uploaded to TOMS.

**Note:** All files must first be validated by TOMS before they can be uploaded.

Take the following steps to start the file validation:

1. In the Select File to Validate field, select the [Browse] (Internet Explorer and Edge or Firefox) or [Choose File] (Chrome) button to navigate to the place on the local device where the completed file is saved, and then select the file.
2. To cancel the order (if desired), select the [CANCEL] button. To return to the Prepare a File progress step, select the [PREVIOUS] button. To continue to the Place Primary Order screen—File Validation Results progress step, select the [NEXT] button.

File Validation Results

Take the following steps to view results of the file validation:

1. Use the Place Primary Order screen—File Validation Results progress step (figure 134) to view the File Validation Results table. If the validation is successful—that is, there are no errors in the file—an email noting that the file is error free will be sent to the user.
Figure 134. Place Primary Order Screen—File Validation Results Progress Step

2. Review each file’s validation status in the File Validation Results table. If the file is successfully validated, the [Complete] checkmark [✔️] icon is displayed in the “Status” column and the [UPLOAD] button is displayed in the “Actions” column. Select the [UPLOAD] button to upload the validated order file to TOMS.

3. If there are validation errors, a number displays in the “Errors” column and the [DOWNLOAD] button is displayed in the “Actions” column. Select the number to view a pop-up list describing the errors encountered in the file. Select the [DOWNLOAD] button to download a .csv file that lists the errors in the .xlsx file that failed validation.

**Note:** If there are errors in the file, the file must be fixed and revalidated before it can be uploaded.

**Note:** The system displays an “excess materials warning” message if material counts exceed the standard counts by more than 10 percent. Users can upload a file with a warning. However, ordering excess materials can result in an additional charge to the LEA, so users are encouraged to review any warnings carefully.

The table that follows (table 47) describes the information displayed under the Place Primary Order screen—File Validation Results progress step.
Table 47. Information Displayed Under the *Place Primary Order* Screen—*File Validation Results* Progress Step

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>The row number for each file submitted for validation.</td>
</tr>
<tr>
<td>Date (PST)</td>
<td>The date and time when the file was submitted for validation.</td>
</tr>
<tr>
<td>Filename</td>
<td>The name of the .xlsx file submitted for validation.</td>
</tr>
<tr>
<td>Status</td>
<td>The file validation status (shown as an icon). Status icons are view only.</td>
</tr>
<tr>
<td></td>
<td>• The [Complete] checkmark [✔] icon indicates the file validation is complete and the file is error free.</td>
</tr>
<tr>
<td></td>
<td>• The [Processing] circle of arrows [〇] icon indicates the file validation is still running.</td>
</tr>
<tr>
<td></td>
<td>• The [Processing Error] circled red X [❌] icon indicates the file validation is complete but errors were detected.</td>
</tr>
<tr>
<td></td>
<td>• The [Expired] red triangle with an exclamation mark [⚠] icon indicates the .xlsx file did not complete processing before daily CALPADS updating began.</td>
</tr>
<tr>
<td>Errors</td>
<td>The number of errors. If greater than zero, the number becomes a hyperlink. Select the hyperlink to view the errors.</td>
</tr>
<tr>
<td></td>
<td>Files with errors cannot be uploaded.</td>
</tr>
<tr>
<td>Warnings</td>
<td>The system displays an “excess materials warning” message if material counts exceed the standard counts by more than 10 percent. Users can upload a file with a warning. However, ordering excess materials can result in an additional charge to the LEA, so users are encouraged to review any warnings carefully</td>
</tr>
<tr>
<td>Actions</td>
<td>After the file has successfully validated, the [UPLOAD] button is displayed in the Actions column of the corresponding row. Select the [UPLOAD] button to upload the order to TOMS.</td>
</tr>
</tbody>
</table>

4. To cancel the order (if desired), select the [CANCEL] button. To return to the *Place Primary Order* screen—*Validate File* progress step, select the [PREVIOUS] button. After a validated material counts .xlsx file is uploaded, select the [NEXT] button to continue with the order and move to the *Place Primary Order* screen—*Uploaded Files* progress step.

**Uploaded Files**

Use the *Place Primary Order* screen—*Uploaded Files* progress step (figure 135) to view the results of the .xlsx file upload. The Uploaded Files table provides information about
the uploaded files. An email from caltac@ets.org is sent to the user notifying whether or not the upload was successful.

An unsuccessful upload of a file that has been validated is usually caused by a network issue or system error. If an error occurs during the file upload, a number will display in the “Errors” column. Select the number to review a pop-up list of errors encountered during the file upload.

Table 48. Fields Under the Place Primary Order Screen—Uploaded Files Progress Step

<table>
<thead>
<tr>
<th>Field</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>The row number for each file being uploaded.</td>
</tr>
<tr>
<td>Date (PST)</td>
<td>The date and time when the upload process was initiated for each file.</td>
</tr>
</tbody>
</table>
Table 48 (continued)

<table>
<thead>
<tr>
<th>Field</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Filename</td>
<td>The name of the .xlsx file uploaded.</td>
</tr>
<tr>
<td>Status</td>
<td>The file upload status.</td>
</tr>
<tr>
<td></td>
<td>• <strong>Complete</strong> is displayed when the file upload is successful.</td>
</tr>
<tr>
<td></td>
<td>• <strong>Processing</strong> is displayed when the file upload is in process.</td>
</tr>
<tr>
<td></td>
<td>• <strong>Processing Error</strong> is displayed when the file upload failed.</td>
</tr>
<tr>
<td>Errors</td>
<td>The number of errors. If greater than zero, the number becomes a hyperlink.</td>
</tr>
<tr>
<td></td>
<td>Select the hyperlink to view the errors. Files with errors cannot be uploaded.</td>
</tr>
<tr>
<td>Warnings</td>
<td>The system displays an “excess materials warning” message if material counts exceed the standard counts by more than 10 percent. Users can upload a file with a warning. However, ordering excess materials can result in an additional charge to the LEA, so users are encouraged to review any warnings carefully.</td>
</tr>
<tr>
<td>Actions</td>
<td>• The column is blank if the “Status” column displays “Processing” or “Complete.”</td>
</tr>
<tr>
<td></td>
<td>• The [Delete File] red trash can [🗑️] icon appears if there are any numbers shown in the “Errors” column.</td>
</tr>
</tbody>
</table>

When the *Place Primary Order* screen—*Uploaded Files* progress step is displayed, the user can take any of the following actions:

- To cancel the order (if desired), select the [CANCEL] button. To return to the *File Validation Results* progress step, select the [PREVIOUS] button. If the completed material counts .xlsx file uploaded successfully, select the [NEXT] button to continue with the order.

**Review and Submit**

Take the following steps to review and submit a primary order.

1. The *Place Primary Order* screen—*Review and Submit* progress step (figure 136) displays the Review Material Counts table. Review each row and column in the table to verify the material counts for each grade level in the primary order.
2. To cancel the order (if desired), select the [CANCEL] button. To return to the
Uploaded Files progress step, select the [PREVIOUS] button. If the order is correct,
select the [SUBMIT ORDER] button to save the order to TOMS.

The table that follows (table 49) describes each field under the Place Primary Order
screen—Review and Submit progress step.

Table 49. Fields Under the Place Primary Order Screen—Review and Submit Progress Step

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade</td>
<td>The grade for which the materials order was placed.</td>
</tr>
<tr>
<td>Standard</td>
<td>The count of standard materials ordered.</td>
</tr>
<tr>
<td>Braille</td>
<td>The count of braille materials ordered.</td>
</tr>
<tr>
<td>Large Print</td>
<td>The count of large print materials ordered.</td>
</tr>
</tbody>
</table>

3. When the order has been successfully submitted, a confirmation pop-up is displayed
(figure 137).
   • Select the [CANCEL] button to return to the Place Primary Order screen—
     Review and Submit progress step.
Chapter 9: Orders |
Place Primary Order

- Select the [CONFIRM] button to save the order to TOMS.

![Figure 137. Submit Order Confirmation Pop-Up Message](image)

4. When the order has been successfully saved in TOMS, a confirmation pop-up is displayed (figure 138). Select the [CLOSE] button to close the pop-up message.

![Figure 138. Save Order Confirmation Pop-Up Message](image)
Place Supplemental Orders

Overview

ELPAC users can use the Place Supplemental Orders screen to place a supplemental order for test materials for the selected LEA, test administration, testing program, and test form type needed. For the Initial ELPAC, this screen is used when large-print materials must be ordered for 2019–20 only.

WARNING: Supplemental orders for CAASPP can be made only by contacting the California Technical Assistance Center (CalTAC).

Take the following six steps to place a supplemental order:

1. Select the [Orders] navigation tab from the top navigation bar, and then select the [Place Supplemental Orders] action tab (figure 139).

2. Use the “Select Supplemental Order Criteria” section of the Place Supplemental Orders screen to enter the order criteria for the supplemental order to be submitted (figure 140).

3. Once the criteria are entered, select the [CONTINUE] button. Or, to clear the fields and start again, select the [CLEAR] button.
4. The system then displays the “Select a shipping address” pop-up message (figure 141), where the user must select either the primary or secondary shipping address associated with the organization where the supplemental order will be sent. To edit the selected address, select the [EDIT] button. The address for the organization is displayed, where the user can make the necessary changes.

5. Once the shipping address has been chosen, select the [CONFIRM] button to continue placing the supplemental order.

6. The system displays the “Enter Material Quantities” section, where the user can enter the quantities by grade.

    The table that follows (table 50) describes expected entry for each field in the Place Supplemental Orders screen—“Select Supplemental Order Criteria” section.

Table 50. Fields in the Place Supplemental Orders Screen—“Select Supplemental Order Criteria” Section

<table>
<thead>
<tr>
<th>Name</th>
<th>Entry Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization*</td>
<td>Select the LEA or school (this field may be prepopulated).</td>
</tr>
<tr>
<td>Testing Program*</td>
<td>Select the testing program: Initial ELPAC or Summative ELPAC.</td>
</tr>
<tr>
<td>Test Administration*</td>
<td>Select the test administration year.</td>
</tr>
<tr>
<td>Test Form Type*</td>
<td>Select the test form type: Standard Test or Special Version Test (large print).</td>
</tr>
</tbody>
</table>

*Required field

Figure 141. Select a Shipping Address Pop-Up Message
Enter Material Quantities

The top of the Place Supplemental Orders screen—“Enter Material Quantities” section displays information about the organization for which the supplemental order is being placed. It displays the name and county-district-school (CDS) code of the organization, as well as the test administration, testing program, and test form type.

The “Enter Material Quantities” section search criteria narrow the list of material types displayed. To use the search criteria, enter or select criteria in one or more of the search fields and then select the [SEARCH] button. The Materials list displayed is filtered to include only materials that match the entered search criteria.

If nothing is entered in the search criteria fields, the Materials list displays all available material types.

Take the following steps to enter quantities for a supplemental order.

1. The system displays the Place Supplemental Orders screen—“Enter Material Quantities” section (figure 142), where a user can enter the quantities for each grade for which the user wants to place a supplemental order for the organization, test administration, program, and test form selected.

2. Once quantities have been entered, the [REVIEW ORDER] button can be selected to move to the “Review Order for” section.
Figure 142. *Place Supplemental Orders* Screen—"Enter Material Quantities" Section
3. If the number entered in the Quantity field exceeds the total proposed material count for a school or grade by more than 10 percent, a pop-up message is displayed, warning the user that the order may result in excess material charges to the LEA (figure 143).

![Figure 143. Excess Materials Warning Pop-Up Message](image)

The table that follows (table 51) describes each field in the Place Supplemental Orders screen—“Enter Material Quantities” section.

**Table 51. Fields in the Place Supplemental Orders Screen—“Enter Material Quantities” Section**

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keyword</td>
<td>Filters by title.</td>
</tr>
<tr>
<td>Select Grade</td>
<td>Filters by grade level.</td>
</tr>
<tr>
<td>Materials</td>
<td>Displays the material type (material title).</td>
</tr>
<tr>
<td>Quantity</td>
<td>Enter the number of items (max. value 999,999).</td>
</tr>
</tbody>
</table>

4. Select the [REVIEW ORDER] button to move to the Place Supplemental Orders screen—“Review Order for” section, where the supplemental order can be reviewed, edited, and submitted. Select the [CLEAR] button to cancel the supplemental order and return to the Place Supplemental Orders screen—“Select Supplemental Order Criteria” section.
Review Order

Use the Place Supplemental Order screen—“Review Order for” section (figure 144) to verify, edit, and submit the supplemental order.

At the bottom of the Place Supplemental Order screen are the [EDIT ORDER] and [SUBMIT ORDER] buttons.

Figure 144. Place Supplemental Order Screen
Take the following steps after reviewing a supplemental order:

1. To edit the supplemental order, select the [EDIT ORDER] button. The Place Supplemental Order screen—“Enter Material Quantities” section appears, where the order can be edited and then reviewed again. After editing the supplemental order, select the [REVIEW ORDER] button to again review the order.

2. To submit the order, select the [SUBMIT ORDER] button. A confirmation pop-up message appears (figure 145). Select the [CANCEL] button if the material counts are not approved and need to be reviewed again. Select the [CONFIRM] button to confirm the order for supplemental materials.

3. When the order is successfully placed, the “Thank you for your order” pop-up message is displayed (figure 146). Select the [CLOSE] button to close the pop-up message.

4. Once the order is submitted, processed, and shipped, a tracking number is assigned to the shipment. This number can be found on the View and Track Orders screen.
View and Track Orders

Overview

Use the View & Track Orders screen—“Search for Order” section to search for a specific test materials order by entering information about that order, and then viewing the details of that order.

Search for an Order

Take the following steps to search for an order that has been placed.

1. Select the [Orders] navigation tab in the top navigation bar, and then select the [View & Track Orders] action tab.
2. Use the View & Track Orders screen—“Search for Order” section (figure 147) to search for specific test materials orders. Select search criteria from the fields on this screen.
3. Select the [SEARCH] button to find those orders matching the search terms.

   Note: If no information is entered into any of the fields, the system returns a list of all orders for the organization associated with the current user’s role.

4. Select the [CLEAR] button to clear all the fields and start a new search.
The table that follows (table 52) describes the expected entry for each field in the View & Track Orders screen—“Search for Order” section.

Table 52. Fields in the View & Track Orders Screen—“Search for Order” Section

<table>
<thead>
<tr>
<th>Name</th>
<th>Entry Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>Select the LEA or school.</td>
</tr>
<tr>
<td>Test Administration</td>
<td>Select the test administration. CAASPP and ELPAC options vary.</td>
</tr>
<tr>
<td>Testing Program</td>
<td>Select the testing program. CAASPP and ELPAC options vary.</td>
</tr>
<tr>
<td>Test Form Type</td>
<td>Select the test form type: Standard Test or Special Version Test.</td>
</tr>
</tbody>
</table>
Table 52 (continued)

<table>
<thead>
<tr>
<th>Name</th>
<th>Entry Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Order Status</td>
<td>Select the status of the order.</td>
</tr>
<tr>
<td></td>
<td>• Submitted—the order has been submitted but has not yet been processed.</td>
</tr>
<tr>
<td></td>
<td>• Processing—the order has been submitted and is being processed.</td>
</tr>
<tr>
<td></td>
<td>• Shipped—the order has been shipped.</td>
</tr>
<tr>
<td>Order Type</td>
<td>Select the type for the order: Primary or Supplemental</td>
</tr>
<tr>
<td>Order Number</td>
<td>Enter the order number.</td>
</tr>
</tbody>
</table>

The table that follows (table 53) describes the information displayed in the “Search for Order” section—Results.

Table 53. Information Displayed in the “Search for Order” Section—Results

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization Name</td>
<td>The LEA or school.</td>
</tr>
<tr>
<td>Administration</td>
<td>The administration year.</td>
</tr>
<tr>
<td>Testing Program</td>
<td>The testing program. CAASPP and ELPAC options vary.</td>
</tr>
<tr>
<td>Order Type/Test Form Type</td>
<td>The order type (first line) and test form type (second line).</td>
</tr>
<tr>
<td>Order Number</td>
<td>The order number. If there is no order number, the system displays “N/A.”</td>
</tr>
<tr>
<td>Order Date</td>
<td>The date the order was submitted.</td>
</tr>
<tr>
<td>Status</td>
<td>The current status of the order.</td>
</tr>
<tr>
<td></td>
<td>• Submitted—the order has been submitted but has not yet been processed.</td>
</tr>
<tr>
<td></td>
<td>• Processing—the order has been submitted and is currently being processed.</td>
</tr>
<tr>
<td></td>
<td>• Shipped—the order has been shipped.</td>
</tr>
<tr>
<td>View track</td>
<td>• Select the [View Track] red arrow [&gt;] icon to view the details of this order.</td>
</tr>
<tr>
<td></td>
<td>• Select the [Track Order] green tracker [•] icon to view the tracking details of this order.</td>
</tr>
</tbody>
</table>
5. To view a specific order, select the [View Track] red arrow icon from the “View track” column (figure 148) next to that order.

![Figure 148. “Search for Order” Section—Results](image)

**Order Details**

The details of the order are displayed on the View & Track Orders screen—“Order Details” section (figure 149). The order details differ depending on whether the order is being processed or submitted. For an order that has a status of “Processing,” the materials are listed and the requested quantities and quantities to be shipped are displayed as having the same value. For a “Submitted” order, the materials and quantities are listed, but the value in the Shipped Quantity field differs from the value in the Requested Quantity field; the Shipped Quantity field shows zero because the order has not yet shipped.

![Figure 149. View & Track Orders Screen—“Order Details” Section](image)

Select the [BACK] button to return to the “Search for Order” section to start a new search.

**Track Order**

Take the following steps to track an order.

1. Once an order is submitted, the fulfillment system sends the tracking information to TOMS. A tracking icon is displayed on the View & Track Orders screen—“Search for Order” section, Results (figure 150).
2. Select the tracking icon to display the View & Track Orders screen—“School Shipment Tracking” section (figure 151).

3. Access tracking information for an order by selecting the order’s tracking number link located on the View & Track Orders screen—“School Shipment Tracking” section in the “Tracking Number” column. The tracking number links to the UPS Tracking screen, where the order can be tracked.
Ordering Initial ELPAC Pre-Identification (Pre-ID) Labels

Overview

Pre-ID labels are not used for the Initial ELPAC unless the organization is one of the LEAs identified by the CDE as participating in the Rotating Score Validation Process (RSVP); other LEAs do not need to request or order these labels. The identified LEAs that are part of the RSVP will receive the labels monthly (from August to November) once scores are entered and locked in the Local Scoring Tool (LST).
Chapter 10. Local Scoring Tool
Local Scoring Tool for the Initial ELPAC

Overview

The Test Operations Management System (TOMS) contains the Local Scoring Tool (LST), which local educational agencies (LEAs) use to input raw scores from the Initial ELPAC to produce scale scores, performance levels, Student Score Reports (SSRs), and a configurable parent/guardian letter. LEAs can enter scores only for students in the California Longitudinal Pupil Achievement Data System (CALPADS) who have a Statewide Student Identifier (SSID), an English Language Acquisition Status (ELAS) of “to be determined” (TBD), and a primary language that is not English or American Sign Language on the home language survey and in the Primary Language field in CALPADS.

Note: The LST is for the Initial ELPAC only. The Initial ELPAC is scored locally; the raw scores must be entered into the LST by the appropriate users to produce the official scale score.
Search and Enter Scores for a Student into the LST

Overview

Use the “Search for Students” section of the Local Scoring Tool (LST) 2019–20 screen to search either for specific students or all the students in the associated LEA and enter scores in the LST.

Search for Students

Take the following steps to search for a student in the LST:

1. Select the [LST] navigation tab in the top navigation bar to open the LST 2019–20 screen.
2. Do one of the following and then select the [SEARCH] button (figure 152):
   - For a specific student whose SSID is known, enter the SSID only.
   - For a specific student whose SSID is unknown, enter other student information or first and last names.
   - For a list of all students in the LEA, leave all fields empty.
3. Select the [CLEAR] button to clear any previously entered search term(s).
The table that follows (table 54) describes each field in the Local Scoring Tool (LST) 2019–20 screen—“Search for Students” section.

Table 54. Fields in the Local Scoring Tool (LST) 2019–20 Screen—“Search for Students” Section

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSID</td>
<td>The student’s SSID (the SSID is 10 numbers without spaces or hyphens).</td>
</tr>
<tr>
<td>First Name</td>
<td>The student’s first name.</td>
</tr>
<tr>
<td>Last Name</td>
<td>The student’s last name.</td>
</tr>
<tr>
<td>Organization</td>
<td>The student’s school or LEA. The system will return only the students who are from the selected organization.</td>
</tr>
<tr>
<td>Grade</td>
<td>The student’s grade. The system returns only students who match the grade selected.</td>
</tr>
<tr>
<td>Name</td>
<td>Description</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>English Language Acquisition Status</td>
<td>From the list, select the ELAS of the student.</td>
</tr>
<tr>
<td></td>
<td>• All—returns all students who meet the selected search options regardless of ELAS</td>
</tr>
<tr>
<td></td>
<td>• TBD—indicates students for whom the ELAS is not yet known. If a student’s ELAS is TBD, and the primary language is not English or American Sign Language on the home language survey and in the Primary Language field in CALPADS, the student must take the Initial ELPAC in order to determine the ELAS.</td>
</tr>
<tr>
<td></td>
<td>• English Learners—returns all students who meet the selected search options and are English learners</td>
</tr>
<tr>
<td></td>
<td>• IFEP—returns all students who meet the selected search options and are also Initial Fluent English Proficient (IFEP)</td>
</tr>
</tbody>
</table>
The results of the search will appear at the bottom of the screen (figure 153).

![Figure 153. LST Search for Students—Results Screen](image)

The table that follows (table 55) describes each field under the Local Scoring Tool (LST) 2019–20 screen—"Search for Students" section, results.

**Table 55. Fields Under the Local Scoring Tool (LST) 2019–20 Screen—"Search for Students" Section, Results**

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>The row number of the student. This field is view only.</td>
</tr>
<tr>
<td>Name</td>
<td>The last and first names of the student. This field is view only.</td>
</tr>
<tr>
<td>SSID</td>
<td>The SSID for the student. This field is view only.</td>
</tr>
<tr>
<td>School</td>
<td>The name and county-district-school (CDS) code of the school with which the student is associated. This field is view only.</td>
</tr>
<tr>
<td>Grade</td>
<td>The grade level of the student. This field is view only.</td>
</tr>
</tbody>
</table>
Table 55 (continued)

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSR Status</td>
<td>The status of the SSR. This field is view only.</td>
</tr>
<tr>
<td>Actions</td>
<td>The possible actions:</td>
</tr>
<tr>
<td></td>
<td>• Select the [Enter Scores] button to enter the scores for the selected student.</td>
</tr>
<tr>
<td></td>
<td>• Select the [Print Scores] button to print the score report for the selected student.</td>
</tr>
<tr>
<td></td>
<td>• Select the [Reprint Scores] button to reprint the score report for the selected student.</td>
</tr>
</tbody>
</table>

Enter Scores for a Student in the LST

Use the “Enter Scores” section of the Local Scoring Tool (LST) 2019–20 screen to enter Initial ELPAC test information and raw scores for the student in the LST.

The Local Scoring Tool (LST) 2019–20 screen—“Enter Scores” section opens with read-only student demographic information and score entry fields for the four domains: Listening Scores, Speaking Scores, Reading Scores, and Writing Scores (figure 154, figure 155, and figure 156).

Take the following thirteen steps to enter scores in the LST:

1. Enter the Teacher/Test Examiner Name and Date Testing Completed fields in the “Enter Scores” section (figure 154).

Figure 154. Local Scoring Tool (LST) 2019–20 Screen—“Enter Scores” Section (Top of Screen)
Chapter 10: Local Scoring Tool | Search and Enter Scores for a Student into the LST

Figure 155. Local Scoring Tool (LST) 2019–20 Screen—“Enter Scores” Section, Listening Scores and Reading Scores

Figure 156. Local Scoring Tool (LST) 2019–20 Screen—“Enter Scores” Section, Speaking Scores and Writing Scores Sections
The table that follows (table 56) describes each field in the *Local Scoring Tool (LST)* 2019–20 screen—“Enter Scores” section.

**Table 56. Fields in the *Local Scoring Tool (LST)* 2019–20 Screen—“Enter Scores” Section**

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score Entry User</td>
<td>The username (email address) of the user who is entering the scores. This field is prepopulated.</td>
</tr>
<tr>
<td>Teacher/Test Examiner Name*</td>
<td>The name of the teacher or test examiner for this student.</td>
</tr>
<tr>
<td>Date Testing Completed*</td>
<td>Select the calendar [ ] icon to the right of the text box to select the date testing was completed.</td>
</tr>
</tbody>
</table>

*Required field

2. If the student has a disability for which there are no appropriate accommodations in a particular domain and as indicated in the student’s IEP or Section 504 plan, the “Domain Exemption” checkbox should be selected for that domain (figure 157). Before selecting the “Domain Exemption” checkbox, verify that the use of a domain exemption(s) is specified in the student's IEP.

![Figure 157. Domain Exemption Box Checked in the Listening Scores Domain](image)

3. If the user tries to select the “Domain Exemption” checkbox for another domain that is the same composite of domains (the Oral Language composite is composed of the Listening and Speaking domains; the Written Language composite is composed of the Reading and Writing domains), an error message will appear (figure 158).
4. If the “Alternate Assessment” checkbox is selected, that specific domain will be grayed out and scores can no longer be entered for that domain (figure 159). The student will receive the lowest obtainable score (LOSS) in that domain. Uncheck the box to enter scores for that domain. Before selecting the “Alternate Assessment” checkbox, verify that the use of an alternate assessment(s) is specified in the student’s individualized education program (IEP).

5. Enter the raw scores for all domains and test components (task types). Only in-range score point values can be entered for each domain. An error message is displayed when the score value entered is out of range (figure 160).
TIP: Selecting the “Irregularities” checkbox will not stop the user from entering scores for the domain, nor will it affect the scoring of the test. If the “Irregularities” checkbox is selected, a notation will be made on the SSR indicating that “A testing irregularity occurred during the administration.”

6. If any of the entered scores are incorrect, the user can select the [CLEAR] button to clear all information from the form (figure 156).

7. A confirmation pop-up window will open; select the [CANCEL] button to cancel and return to the page without clearing the data, or select the [CONFIRM] button to clear the data entered (figure 161).

![Figure 161. Clear Form Confirmation Pop-Up Message](image)

8. After all score data has been entered into the score fields, select the [PREVIEW SCORE REPORT] button to view an unofficial preview of the SSR (figure 162).

![Figure 162. [PREVIEW SCORE REPORT] Button](image)

9. Use the Local Scoring Tool (LST) 2019–20 screen—Generate Student Score Report (figure 163 and figure 164) to review the SSR.
Figure 163. **Local Scoring Tool (LST) 2019–20 Screen—Generate Student Score Report (Top of Screen)**
10. Select the [LOCK SCORES] button to lock the scores in TOMS (figure 165). Select the [EDIT SCORES] button to return to the Local Scoring Tool (LST) 2019–20 Screen—“Enter Scores” section. Once the scores are locked, the [EDIT SCORES] button will be deactivated, and the scores will be final.

**WARNING:** Only the California Technical Assistance Center (CalTAC) can change scores that have been locked. To change locked scores, the LEA coordinator must contact CalTAC and have the request approved by the California Department of Education (CDE) before CalTAC can unlock the scores.

11. After the [LOCK SCORES] button has been selected, a pop-up window asks the user to confirm (figure 166). Select the [YES] button to continue and lock the scores. Select the [NO] button to cancel and return to the score report preview.
Chapter 10: Local Scoring Tool
Search and Enter Scores for a Student into the LST

Figure 166. Confirmation Pop-Up Message When Locking Scores in the LST

12. After the scores have been locked, the [PRINT SCORE REPORT] button becomes available to print the SSR (figure 167).

Figure 167. [PRINT SCORE REPORT] Button after Scores Have Been Locked

13. Select the [PRINT SCORE REPORT] button to open the SSR PDF and print a copy of it (figure 168).
Chapter 10: Local Scoring Tool |
Search and Enter Scores for a Student into the LST

Figure 168. PDF of Initial ELPAC SSR
Parent/Guardian Letter and Data

Overview
Use the Download Parent/Guardian Letter and Data screen to customize and select a parent/guardian letter template with details about Initial ELPAC scores.

Download Parent/Guardian Letter and Data
Take the following steps to download the parent/guardian letter and data in the LST:

1. Select the [LST] navigation tab in the top navigation bar and then select the [Parent/Guardian Letter and Data] action tab (figure 169).

2. From the Template Language Type drop-down list, choose either the English Language Template or the English and Spanish Language Template and then select the [DOWNLOAD LETTER TEMPLATE] button to download and save a copy.

3. To download the data file needed for the parent/guardian letter, choose the organization and the date range, and then select the [DOWNLOAD DATA FILE] button (figure 170). Save the data file to a local device to open and edit the file.
The letter template includes mail merge fields with values that will be systematically populated, after the mail merge, from the downloaded Parent/Guardian Letter Data file. The LEA ELPAC coordinator can update the student criteria (blue text values) and the school or LEA criteria (green text values) in the Excel file. The LEA ELPAC coordinator also can add any common data to the letter in the template’s red text fields before running mail merge in Microsoft Word to create parent/guardian letters. Refer to the Microsoft Mail merge using an Excel spreadsheet web page for instructions on the mail merge process.
Overview

Use the [Reports] navigation tab in the Test Operations Management System (TOMS) to access various reports generated for local educational agencies (LEAs), sites, and the Local Scoring Tool (LST). There is also a new tab that allows users to view reports requested in the last 30 days.

Note: Some reports are for the California Assessment of Student Performance and Progress (CAASPP) exclusively, while some reports are for the English Language Proficiency Assessments for California (ELPAC) exclusively. Other reports are the same for both CAASPP and ELPAC and will be marked as such. Following in this chapter are general instructions for running a report. Details relevant to each available LEA report follow the general instructions.
LEA Reports

LEA reports can be accessed only by users at the LEA level. Take the following steps to access LEA reports:

1. Select the [Reports] navigation tab in the top navigation bar; the [LEA Reports] action tab is displayed (figure 171).

2. To access an LEA report, scroll through the Available Reports menu to select the appropriate report.

3. For some reports, users must select the [Search] magnifying glass [Q] icon in the Organization search field to select the school or LEA for the report, type in a few characters to filter the list, select the LEA, and then select the [DOWNLOAD REPORT] button. Depending on the size of the file, the download can take several minutes. Note that, for some reports, the Organization field is prepopulated.

4. For other reports, users must select the [REQUEST NEW REPORT] button. An email notification is sent to the user from ca-assessments@ets.org when the report is ready to download. The email directs the user to the Requested Reports screen under the [Reports] navigation tab to download the report.

LEA CAASPP Reports

The following LEA reports are available for CAASPP users. They are described in the section that follows. Some reports contain more detail than others in terms of the selection criteria used for generating the report.

- CAASPP LEA-Level SSR Distribution Report
- CAASPP LEA-Level Student Test Assignment Report
Chapter 11: Reports | LEA Reports

- CAASPP LEA-Level Student Test Settings Report
- CAASPP LEA User List Report
- CAASPP STAIRS and Appeals Report
- CAASPP Student Completion Status Report
- CAASPP Student Completion Status Summary Report
- CAASPP Student Score Data Extract Report
- CAASPP Student Score Report PDFs
- CAASPP Total Enrolled Students Report
- CAASPP Unlisted Resources Report
- Download Signed Security Forms
- LEA-Level High School Participation Report for the CAST and CAA for Science
- LEA-Level Student Demographics Report
- Security Forms Status Report

The descriptions of LEA reports that follow are organized in the order shown in TOMS for LEA CAASPP coordinators.

**CAASPP LEA-Level SSR Distribution Report**

This report generates a list of printed SSRs that have been requested by the LEA. LEA CAASPP coordinators can use this report to verify that paper SSRs have been requested for specific students who registered for all CAASPP assessments.

To access this report, refer to the steps listed under LEA Reports on page 221.

**CAASPP LEA-Level Student Test Assignment Report**

This report generates a list of test assignments made in TOMS for students in the LEA. LEA CAASPP coordinators can use this report to verify student test assignments for all CAASPP assessments.

To access this report, refer to the steps listed under LEA Reports on page 221.

**CAASPP LEA-Level Student Test Settings Report**

This report generates a list of students within the LEA and the embedded and non-embedded resources assigned to them. LEA CAASPP coordinators can use this report to ensure that appropriate accessibility resources are assigned to students who need them.

*Note:* Accessibility resources are assigned to the student using the [Test Settings] tab of the Student Profile screen through the process of the test settings upload.
CAASPP LEA User List Report

This report generates a list of all CAASPP users associated with the LEA. It contains information about individuals assigned to roles associated with the organization.

LEA coordinators can download the previous school year report, update it, and then upload it into TOMS using the User Upload screen in order to use it for the current school year. The current school year file can be modified to change user roles and remove users who are no longer associated with the LEA.

Take the following steps to access this report:

1. From the Available Reports menu, select the CAASPP LEA User List Report.
2. Once the report is selected, the Organization field is prepopulated on the basis of the user’s logon credentials (figure 172). From the Administration Year drop-down list, choose the applicable school year. Select “Previous School Year” to download a file containing a list of users from the previous administration year.

![Figure 172. LEA Reports—“CAASPP LEA User List Report”](image)

CAASPP STAIRS and Appeals Report

This report provides details of CAASPP Security and Test Administration Incident Reporting System (STAIRS)/Appeals cases and statuses at the LEA level. It contains information about STAIRS cases, such as the school name and county-district-school (CDS) code, the details of the test associated with the incident, the STAIRS case number, the STAIRS status, the date of the incident, the date the incident was submitted, and the Appeal number, type, and status.

To access this report, refer to the steps listed under LEA Reports on page 221.

CAASPP Student Completion Status Report

This report provides the testing status of all students for that LEA by school. This report provides information about the students in the LEA, such as name, statewide student identifier (SSID), and grade. It also provides information about the status of test administrations (English language arts/literacy [ELA], mathematics, science, and CSA) for each student—whether the student is registered for the test, whether the student has started or completed the test, and whether a condition code (either parent/guardian
exemption [PGE] or not tested medical emergency [NTE]) has been assigned to a student for a given test.

To access this report, refer to the steps listed under LEA Reports on page 221.

**CAASPP Student Completion Status Summary Report**

This report provides aggregate information about students’ testing status at the LEA as well as individual schools within the LEA. This information includes the total number of students eligible for each test and the total number of students who started and completed each test. This report also provides information about test exemptions (PGE or NTE). LEA coordinators can use this report to monitor completion rates at the district and school levels.

To access this report, refer to the steps listed under LEA Reports on page 221.

**CAASPP Student Score Data Extract Report**

This report provides the LEA’s student score results for all students testing within a particular test administration as well as demographic information for each student. LEA coordinators can use this report to upload the student results into their student information systems.

The extract report is downloaded into a .zip file with .csv and .dat format versions. It is available to download by administrative year. Links to PDFs of student data file layouts for the current and previous years also are available on this screen.

Take the following steps to access this report:

1. From the Available Reports menu, select the CAASPP Student Score Data Extract Report.
2. Once the report is selected, the Organization field is prepopulated on the basis of the user’s logon credentials (figure 173). From the Administration Year drop-down list, choose the applicable school year.
   
   **Note:** Administration Year is a required field.

   **Note:** To view the student data layout, while holding the [Ctrl] key select the blue link corresponding to the relevant administration year. This needs to be done before proceeding to step 3.

3. Download the report.
CAASPP Student Score Report PDFs

This report (figure 174) allows the user to download a file that contains CAASPP electronic Student Score Reports (SSRs) for a grade (or multiple grades) at a school (or multiple schools) in the selected LEA.

Take the following steps to access this report:

1. From the Available Reports menu, select the CAASPP Student Score Report PDFs.
2. Once the report is selected, additional fields appear that allow the user to enter information for this report. From the available tabs, first choose the administration year associated with the SSRs. The Organization field is prepopulated on the basis of the user’s logon credentials.

3. From the drop-down School list, select the school associated with the SSRs. To select more than one school, hold the [Ctrl] key and select individual schools. To select all schools, select “All Schools.”

   **Note:** This is a required field.

4. In the Name Your Report field, enter a name for this report.

   **Note:** Spaces are not allowed. Allowable characters are hyphen, underscore, uppercase and lowercase letters (a–z and A–Z), and the numbers 0–9.

5. Select the grade associated with the SSRs. To select more than one grade, hold the [Ctrl] key and select individual grades. To select all grades, select “All” from the drop-down Grade list.

   **Note:** This is a required field.

6. From the Start Date and End Date calendar icons, select a start date and an end date so that only SSRs for students who are in the selected school(s) and grade(s) during the specified date range, are downloaded. **Note:** These are required fields.

7. Select the [REQUEST REPORT] button to generate the report.

8. When a confirmation message appears, select the [CLOSE] button to close the message. When the report is ready, the user receives an email from ca-assessments@ets.org containing a link to retrieve the report. **The link, which expires after 24 hours, is the only method of retrieval for these SSR PDFs.**

9. Select the [Student Score Reports] link from the notification email.

   - If using the Internet Explorer browser or the Microsoft Edge browser, a message appears asking the user what to do with the .zip file.
   - If using the Google Chrome browser, the .zip file automatically downloads.

10. Save the .zip file locally, and then open it to access all the SSRs.

   **Note:** The Bulk Download report contains only the students who were tested in the specified LEA. It does not include students who tested elsewhere and have since enrolled in the LEA.

### CAASPP Total Enrolled Students Report

This report provides the number of students enrolled for that LEA and its schools as of the day the user requests the report. LEA CAASPP coordinators can use this report to view the total number of students in the LEA, broken down by school and grade level. LEAs also can use this report to verify the administration window each school is assigned to and the number of students listed in TOMS in each grade.
Note: CALPADS is the sole source for student demographic, enrollment, and program data. All updates must be made in CALPADS. LEAs cannot update student demographic, enrollment, or program data in TOMS.

To access this report, refer to the steps listed under LEA Reports on page 221.

CAASPP Unlisted Resources Report

This report generates a list of all students in the LEA with unlisted resources. LEA CAASPP coordinators and LEA ELPAC coordinators can use this report to monitor the status of the CDE adjudication of the requested unlisted resources and to ensure that resources are requested for the students who need them.

To access this report, refer to the steps listed under LEA Reports on page 221.

Download Signed Security Forms

This report provides a copy of every user-signed test security agreement and test security affidavit for those within an LEA who have access to TOMS.

Take the following steps to access this report:

1. From the Available Reports menu, select Download Signed Security Forms.
2. Once the report is selected, the Organization field is prepopulated on the basis of the user’s logon credentials (figure 175).
3. From the Administration Year drop-down list, choose the applicable school year. Note: This is a required field.
4. Select the [REQUEST NEW REPORT] button to generate a new report.
5. When the report is ready to download, the user receives an email notification from ca-assessments@ets.org, which provides a link to retrieve the report. The link, which expires after 24 hours, is the only method of retrieval for this report.
6. Select the [Download Signed Security Forms] link from the notification email.
   - If using the Internet Explorer browser or the Microsoft Edge browser, a message appears asking the user what to do with the .zip file.
   - If using the Google Chrome browser, the .zip file automatically downloads.
7. If desired, save the .zip file locally, and then open it to access all the signed security forms.
LEA-Level High School Participation Report for the CAST and CAA for Science

This report generates a list of all high school students who are currently registered with the selected LEA regardless of their status (active or inactive). Appropriate columns are populated if the students have previously taken the science test in one of the high school grades (ten, eleven, and twelve). LEA CAASPP coordinators can use this report to monitor the eligibility of high school students to register for the CAST and California Alternate Assessment (CAA) for Science.

Note: A report providing this information for a specific school is available from the Reports—Site Reports screen.

To access this report, refer to the steps listed under LEA Reports on page 221.

LEA-Level Student Demographics Report

This report (figure 176) generates a unique demographic record for each student who is enrolled in the user’s LEA. LEAs can use this report to verify that correct information is being sent from CALPADS to TOMS.
Take the following steps to access this report:

1. From the Available Reports menu, select the LEA-Level Student Demographics Report.
2. Once the report is selected, the Organization field is prepopulated based on the user’s logon credentials.
3. Select the school(s) for which this report is being generated.
   
   **Note:** This is a required field.
   - To select more than one school, hold down the [Ctrl] key while selecting the individual schools.
   - Select All Schools if this report should include all schools within the organization.
4. The following are optional:
   - Select a status from the English Language Acquisition Status (ELAS) drop-down list.
   - Select one or more optional columns from the Select Optional Columns drop-down list.
5. Select the **REQUEST NEW REPORT** button. An email notification is sent from ca-assessments@ets.org when the report is ready to download. The email directs the user to the *Requested Reports* screen, under the [Reports] tab, to download the report.
6. Select the **Download** button corresponding to the LEA-Level Student Demographic Report.
7. Open the Excel file to access the LEA-level student demographic information.

The table that follows *(Error! Reference source not found.)* describes each field on the *LEA Reports—LEA-Level Student Demographics Report* screen.

### Security Forms Status Report

This report generates a list of the test security agreements and test security affidavits that have been signed by the users at the LEA and when they were signed. This list allows LEA coordinators to ensure that all appropriate staff have completed security information prior to testing.

Take the following steps to access this report:

1. From the Available Reports menu, select the Security Forms Status Report.
2. Once the report is selected, the Organization field is prepopulated on the basis of the user’s logon credentials.
3. Select the Administration Year.
   
   **Note:** This is a required field.
4. Select the **REQUEST NEW REPORT** button to generate a new report. The *Requested Reports* screen appears
5. After receiving an email notification that the report is ready, return to TOMS. Select the [Reports] navigation tab in the top navigation bar, and then select the [Requested Reports] action tab. Select the [Download] button corresponding to the LEA Coordinators Security Forms Status Report.

6. Open the Excel file to access a list of users and the status of all security forms.

**LEA ELPAC Reports**

The following LEA reports are available for ELPAC users. They are described in detail in the section that follows. Some reports contain more detail than others in terms of the selection criteria used for generating the report.

- Download Signed Security Forms
- ELPAC Electronic Summary Report
- ELPAC LEA-Level SSR Distribution Report
- ELPAC LEA-Level Student Test Assignment Report
- ELPAC LEA-Level Student Test Settings Report
- ELPAC LEA User List Report
- ELPAC Pre-ID Report
- ELPAC STAIRS and Appeals Report
- ELPAC Student Completion Status Report
- ELPAC Student Completion Status Summary Report
- ELPAC Summative Student Eligibility Report
- ELPAC Total Enrolled Students Report
- ELPAC Unlisted Resources Report
- LEA-Level Student Demographics Report
- Security Forms Status Report
- Summative ELPAC Student Score Report PDFs
- Summative Student Score Data Extract Report

The descriptions of LEA reports that follow are organized in the order shown in TOMS for LEA ELPAC coordinators.

**Download Signed Security Forms**

This report provides a copy of every user-signed test security agreement and test security affidavit for those within an LEA who have access to TOMS.

Take the following steps to access this report:
1. From the Available Reports menu, select Download Signed Security Forms.
2. Once the report is selected, the Organization field is prepopulated on the basis of the user’s logon credentials (figure 177).
3. From the Administration Year drop-down list, choose the applicable school year. **Note:** This is a required field.
4. Select the [REQUEST NEW REPORT] button to generate a new report.
5. When the report is ready to download, the user receives an email notification from ca-assessments@ets.org, which provides a link to retrieve the report. **Note:** The link to the report expires after 24 hours.
6. Select the [Download Signed Security Forms] link from the notification email.
   - If using the Internet Explorer browser or the Microsoft Edge browser, a message appears asking the user what to do with the .zip file.
   - If using the Google Chrome browser, the .zip file automatically downloads.
7. If desired, save the .zip file locally, and then open it to access all the signed security forms.

![Download Signed Security Forms](image)

**Figure 177. LEA Reports—“Download Signed Security Forms”**

### ELPAC Electronic Summary Report

This is a summary report of all students who took either the Initial ELPAC or the Summative ELPAC in the LEA during the current or previous administration.

The report is downloaded into a .zip file containing a .csv format file. The .zip file name includes the LEA code, year, and time.

Take the following steps to access this report:

1. From the Available Reports menu, select the ELPAC Electronic Summary Report. When this report is selected, additional fields appear that allow the user to select the testing program and school year of administration for this report (figure 178). The Organization field is prepopulated on the basis of the user’s logon credentials.
2. From the Testing Program drop-down list, select the testing program for which this report is being generated.

   **Note:** This is a required field.

3. From the School Year drop-down list, select the administration year.

   **Note:** This is a required field.

4. Select the [DOWNLOAD REPORT] button to generate a new report.

5. A .zip file is downloaded, containing an Excel CSV file.

   **Note:** To obtain directions on how to open a CSV file, refer to the California Department of Education Importing Data Files into Access and Excel web page at https://www.cde.ca.gov/ds/si/ds/excelaccessinstruct.asp.

6. Open the Excel file to access the ELPAC Summative Summary Report.

**ELPAC LEA-Level SSR Distribution Report**

This report generates a list of printed SSRs that have been requested by the LEA. LEA ELPAC coordinators can use this report to verify that paper SSRs have been requested for specific students who registered for all ELPAC assessments.

To access this report, refer to the steps listed under LEA Reports on page 221.

**ELPAC LEA-Level Student Test Assignment Report**

This report generates a list of test assignments made in TOMS for students in the LEA. LEA ELPAC coordinators can use this report to verify student test assignments for all ELPAC assessments.

To access this report, refer to the steps listed under LEA Reports on page 221.

**ELPAC LEA-Level Student Test Settings Report**

This report generates a list of students within the selected LEA and the embedded and non-embedded resources assigned to them. LEA ELPAC coordinators can use this report to ensure that appropriate accessibility resources are requested for students who need them.
Note: Accessibility resources are assigned to the student using the [Test Settings] tab of the Student Profile screen through the process of the test settings upload.

To access this report, refer to the steps listed under LEA Reports on page 221.

**ELPAC LEA User List Report**

This report generates a list of all ELPAC users associated with the LEA. It contains information about individuals assigned to roles associated with the organization.

LEA coordinators can download the previous school year report, update it, and then upload it into TOMS using the User Upload screen in order to use it for the current school year. The current school year file can be modified to change user roles and remove users who are no longer associated with the LEA.

Take the following steps to access this report:

1. From the Available Reports menu, select the ELPAC LEA User List Report.
2. Once the report is selected, the Organization field is prepopulated on the basis of the user’s logon credentials (figure 179). From the Administration Year drop-down list, choose the applicable school year. Select Previous School Year to download a file containing a list of users from the past administration.

![Figure 179. LEA Reports—"ELPAC LEA User List Report"](image)

**ELPAC Pre-ID Report**

This report displays the student data used for generating pre-identification (pre-ID) labels for the LEA. Pre-ID labels are generated and printed by Educational Testing Service (ETS).

Take the following steps to access this report:

1. From the Available Reports menu, select the ELPAC Pre-ID Report.
2. Once the report is selected, additional fields appear that allow the user to enter information for this report (figure 180). The Organization field is prepopulated on the basis of the user’s logon credentials.
3. From the Testing Program list, choose the applicable testing program. The choices are ELPAC CBA Field Test, Initial ELPAC, and Summative ELPAC.
4. Select the [DOWNLOAD REPORT] button to generate a new report.
5. Open the Excel file to access the student data used for generating pre-ID labels for the LEA.

**ELPAC STAIRS and Appeals Report**

This report provides details of ELPAC Security and Test Administration Incident Reporting System (STAIRS) /Appeals cases and statuses at the LEA level. It contains information about STAIRS cases, such as the school name and county-district-school (CDS) code, the details of the test associated with the incident, the STAIRS case number, the STAIRS status, the date of the incident, the date the incident was submitted, and the Appeal number, type, and status.

To access this report, refer to the steps listed under LEA Reports on page 221.

**ELPAC Student Completion Status Report**

This report provides the testing status of all students for that LEA by school. This report provides information about the students in the LEA, such as name, statewide student identifier (SSID), and grade. It also provides information about the status of the test administration for each student—whether the student is registered for the test, whether the student has started or completed the test, and whether a domain exemption or alternate assessment has been assigned to the student for a given test.

To access this report, refer to the steps listed under LEA Reports on page 221.

**ELPAC Student Completion Status Summary Report**

This report provides aggregate information about students' testing status at the LEA as well as individual schools within the LEA. This information includes the total number of students eligible for each test and the total number of students who started and completed each test. This report also provides information about domain exemptions and alternate assessment assignments. LEA coordinators can use this report to monitor completion rates at the district and school levels.

To access this report, refer to the steps listed under LEA Reports on page 221.
ELPAC Summative Student Eligibility Report

This report is available to download throughout the test administration and contains only students eligible to take the Summative ELPAC within the LEA. Run this report for a list of all students within the LEA who are eligible to take the Summative ELPAC.

To access this report, refer to the steps listed under LEA Reports on page 221.

ELPAC Total Enrolled Students Report

This report provides the number of students enrolled for that LEA and its schools as of the day the user requests the report. LEA ELPAC coordinators can use this report to view the total number of students in the LEA, broken down by school and grade level. LEAs also can use this report to verify the number of students listed in TOMS in each grade.

Note: CALPADS is the sole source for student demographic, enrollment, and program data. All updates must be made in CALPADS. LEAs cannot update student demographic, enrollment, or program data in TOMS.

To access this report, refer to the steps listed under LEA Reports on page 221.

ELPAC Unlisted Resources Report

This report generates a list of all students in the LEA with unlisted resources. LEA ELPAC coordinators can use this report to monitor the status of the CDE adjudication of the requested unlisted resources and to make sure resources are requested for the students who need them.

To access this report, refer to the steps listed under LEA Reports on page 221.
LEA-Level Student Demographics Report

This report (figure 181) generates a unique demographic record for each student who is enrolled in the user’s LEA. LEAs can use this report to verify that correct information is being sent from CALPADS to TOMS.

Take the following steps to access this report:

1. From the Available Reports menu, select the LEA-Level Student Demographics Report.
2. Once the report is selected, the Organization field is prepopulated on the basis of the user’s logon credentials.
3. Select the school(s) for which this report is being generated.  
   **Note:** This is a required field.
   - To select more than one school, hold down the [Ctrl] key while selecting the individual schools.
   - Select “All Schools” if this report should include all schools within the organization.
4. The following are optional:
   - Select a status from the English Language Acquisition Status drop-down list.
   - Select one or more optional columns from the Select Optional Columns drop-down list.
5. Select the [REQUEST NEW REPORT] button. An email notification is sent to the user from ca-assessments@ets.org when the report is ready to download. The email directs the user to the Requested Reports screen, under the [Reports] tab, to download the report.
6. Select the [Download] button corresponding to the LEA-Level Student Demographic Report.

7. Open the Excel file to access the LEA-level student demographic information.

**Security Forms Status Report**

This report generates a list of the test security agreements and test security affidavits that have been signed by the users at the LEA and when they were signed. This list allows LEA coordinators to ensure that all appropriate staff have completed security information prior to testing.

Take the following steps to access this report:

1. From the Available Reports menu, select the Security Forms Status Report.
2. Once the report is selected, the Organization field is prepopulated on the basis of the user’s logon credentials.
3. Select the Administration Year.

   **Note:** This is a required field.

4. Select the [REQUEST NEW REPORT] button to generate a new report. The Requested Reports screen appears

5. After receiving an email notification that the report is ready, return to TOMS. Select the [Reports] navigation tab in the top navigation bar, and then select the [Requested Reports] action tab. Select the [Download] button corresponding to the LEA Coordinators Security Forms Status Report.

6. Open the Excel file to access a list of users and the status of all security forms.

**Summative ELPAC Student Score Report PDFs**

This report allows the user to download either an individual SSR or a file that contains the SSRs for a grade, or multiple grades, at a school, or multiple schools, in a specific LEA.

The Bulk Download report contains only the students who were tested in the specified LEA. It does not include students who tested elsewhere and have since enrolled in the LEA.

The Individual Download report can be used to obtain the SSRs of students who tested elsewhere but are now enrolled in the LEA.

**Take the following steps to download the Bulk Download report:**

1. From the Available Reports menu, select Summative ELPAC Student Score Report PDFs.
2. Once the report is selected, additional fields appear that allow the user to select various report criteria. From the available tabs, first choose the administration year associated with the SSRs (figure 182).
3. The Organization field is prepopulated on the basis of the user’s logon credentials.

4. From the drop-down School List, select the school associated with the SSRs. To select more than one school, hold the [Ctrl] key and select individual schools. To select all schools, select “All Schools.”

   **Note:** This is a required field.

5. In the Name Your Report field, enter the name for this report.

   **Note:** Spaces are not allowed. Allowable characters are hyphen, underscore, uppercase and lowercase letters (a–z and A–Z), and the numbers 0–9.

6. Select the grade associated with the SSRs. To select more than one grade, hold the [Ctrl] key and select individual grades. To select all grades, from the drop-down Grade list, select “All.”

   **Note:** This is a required field.

7. From the Start Date and End Date calendar icons, select a start and an end date.

   **Note:** These are required fields.
8. Select the [REQUEST REPORT] button to generate a new report. A message box appears informing the user that the request was successful. Select the [CLOSE] button to close the message box.

9. When the report is ready, the user receives an email from ca-assessments@ets.org containing a link to retrieve the report. The link to the report expires after 24 hours.

10. Select the [Summative ELPAC Student Score Report PDFs] link from the notification email. The Student Score Reports are downloaded into a .zip file containing PDFs.
   - If using the Internet Explorer browser or the Microsoft Edge browser, a message appears asking the user what to do with the .zip file.
   - If using the Google Chrome browser, the .zip file automatically downloads.

11. Save the .zip file locally, and then open it to access all the SSRs.

**Take the following steps for the Individual Download report:**

1. To find the option to download an individual SSR, scroll down in the “Summative ELPAC Student Score Report PDFs” section to find it under the “Bulk Download” section (figure 183). Enter the Statewide Student Identifier (SSID) for the student associated with the SSR to be printed, and then select the [DOWNLOAD REPORT] button.

2. Open the file to access the SSR for that student.

![Figure 183. Summative ELPAC Student Score Report PDFs—Individual Download](image-url)
Summative Student Score Data Extract Report

This report provides the LEA’s student score results for all students testing within a particular test administration. LEA coordinators can use this report to upload the student results to their student information systems.

The extract report is downloaded into a .zip file with .csv and .dat format versions. It is available to download by administrative year and report type (by enrolled LEA or by tested LEA). Links to PDFs of student data file layouts for the current and previous years also are available on this screen.

Take the following steps to access this report:

1. From the Available Reports menu, select the Summative Student Score Data Extract Report.
2. Once the report is selected, a message is displayed: “Important: If you are requesting a new report by selecting the [REQUEST NEW REPORT] button, you will receive an email notification when it is ready for Download.”
3. The Organization field is prepopulated on the basis of the user’s logon credentials (figure 184).

4. From the Administration Year drop-down list, choose the applicable school year. When the administration year is chosen, the Report Type field is displayed (figure 185).

   **Note:** These are required fields.

   **Note:** To view the student data layout, while holding the [Ctrl] key select the blue link corresponding to the relevant administration year. This needs to be done before selecting the [REQUEST NEW REPORT] button.
5. From the Report Type drop-down list, select the report type; the choices are “By Enrolled LEA” and “By Tested LEA.”

![LEA Reports—“Summative Student Score Data Extract Report”—Report Type field](image)

Figure 185. LEA Reports—“Summative Student Score Data Extract Report”—Report Type field

6. Choose a report type, and then select the [REQUEST NEW REPORT] button to generate a new report.

7. After receiving an email notification that the report is ready, return to TOMS. Select the [Reports] navigation tab in the top navigation bar, and then select the [Requested Reports] action tab. Select the [Download] button corresponding to the Summative Student Score Data Extract Report.

8. A .zip file is downloaded, containing an Excel CSV file.

   **Note:** To obtain directions on how to open a CSV file, refer to the CDE Importing Data Files into Access and Excel web page at [https://www.cde.ca.gov/ds/si/ds/excelaccessinstruct.asp](https://www.cde.ca.gov/ds/si/ds/excelaccessinstruct.asp).

9. Save the .zip file locally, and then open it to access the Student Score Report data extract.
Site Reports

Use the Site Reports screen to download or request a site report for CAASPP or the ELPAC. LEA coordinators can choose the organization or school for site reports; for test site coordinators, this field is prepopulated.

Take the following steps to access site reports:

1. Select the [Reports] navigation tab in the top navigation bar and then select the [Site Reports] action tab (figure 186).

2. To access a Site Report, scroll through the Available Reports menu to select the appropriate report.

3. For some reports, users must select the [Search] magnifying glass [ ] icon in the School search field to select the school or LEA for the report, type in a few characters to filter the list, select a school or the LEA, and then select the [DOWNLOAD REPORT] button. Depending on the size of the file, the download can take several minutes.

4. For other reports, users must select the [REQUEST NEW REPORT] button. An email notification is sent to the user from ca-assessments@ets.org when the report is ready to download. The email directs the user to the Requested Reports screen under the [Reports] navigation tab to download the report.

Site CAASPP Reports

The following site reports are available for CAASPP users. They are described in detail in the section that follows. Some reports contain more detail than others in terms of the selection criteria used for generating the report.

- CAASPP School-Level High School Participation Report for the CAST and CAA for Science
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- CAASPP School-Level STAIRS and Appeals Report
- CAASPP School-Level Student Completion Status Report
- CAASPP School-Level Student Score Report PDFs
- CAASPP School-Level Student Test Assignment Report
- CAASPP School-Level Student Test Settings Report
- School-Level Student Demographics Report

The descriptions of site reports that follow are organized in the order shown in TOMS for CAASPP site coordinators.

**CAASPP School-Level High School Participation Report for the CAST and CAA for Science**

This report (figure 187) generates a list of all high school students who are currently registered with the selected school regardless of their status (active/inactive). Appropriate columns are populated if the students have already taken the science test in high school (grades ten, eleven, or twelve). School coordinators should use this report to identify students in high school grades who need to take the CAST or CAA for Science.

![Select a Report from the list of Available Reports](image)

Figure 187. Site Reports—“CAASPP School-Level High School Participation Report for the CAST and CAA for Science”

To access this report, refer to the steps listed under [Site Reports](#) on page 242.
CAASPP School-Level STAIRS and Appeals Report

This report provides details of the STAIRS/Appeals cases and the statuses created in TOMS at the school level for CAASPP.

Take the following steps to access this report:

1. From the Available Reports menu, select the CAASPP School-Level STAIRS and Appeals Report.
2. From the School list, select the school for which this report is being generated (figure 188).
   
   Note: This is a required field.
3. Download the report. Depending on the size of the file, the download can take several minutes.

CAASPP School-Level Student Completion Status Report

This report provides the testing status of all students in the school for the CAASPP assessments. It also provides information about the status of test administrations (ELA, mathematics, science, and the CSA) for each student—whether the student is registered for the test, whether the student has started or completed the test, and whether a condition code (PGE or NTE) has been assigned to the test.

Take the following steps to access this report:

1. From the Available Reports menu, select the CAASPP School-Level Student Completion Status Report.
2. From the School search field, select the [Search] magnifying glass [q] icon to select the school for this report (figure 189). Type in a few characters to filter the list.
   
   Note: This is a required field.
3. Download the report. Depending on the size of the file, the download can take several minutes.
CAASPP School-Level Student Score Report PDFs

This report (figure 190) allows the user to download a .zip file that contains CAASPP electronic SSRs for a specific grade, or multiple grades, at a specific school, or multiple schools, in the LEA. The bulk download report contains only the students who were tested in the specified LEA. It does not include students who tested elsewhere and have since enrolled in the LEA.

Take the following steps to access this report:

1. From the Available Reports menu, select CAASPP School-Level Student Score Report PDFs.
2. Once the report is selected, additional fields appear that allow the user to enter information for this report. From the available tabs at the top left of the screen, choose the administration year associated with the SSRs.
3. Select the school associated with the SSRs from the Organization field. To select all schools, select “All Schools” from the School List field.
4. In the Name Your Report field, enter the name for this report.
   
   **Note:** Spaces are not allowed. Allowable characters are hyphen, underscore, uppercase and lowercase letters (a–z and A–Z), and the numbers 0–9.

   **Note:** This is a required field.

5. Select the grade associated with the SSRs. To select more than one grade, hold the [Ctrl] key and select grades. To select all grades, from the drop-down Grade list, select “All Grades.”

   **Note:** This is a required field.

6. From the Start Date and End Date calendar icons, select a start and an end date.

   **Note:** These are required fields.

7. Select the [REQUEST REPORT] button to generate the report.

8. When a confirmation message appears, select the [CLOSE] button to close the message. When the report is ready, the user receives an email from ca-assessments@ets.org containing a link to retrieve the report. The link to the report expires after 24 hours.

9. Select the [Student Score Reports] link from the notification email.
   
   • If using the Internet Explorer browser or the Microsoft Edge browser, a message appears asking the user what to do with the .zip file.
   
   • If using the Google Chrome browser, the .zip file automatically downloads.

10. Save the .zip file locally, and then open it to access all the SSRs.

### CAASPP School-Level Student Test Assignment Report

This report generates a list of test assignments made in TOMS for students at a selected school within the LEA. LEA CAASPP coordinators can use this report to verify student test assignments for all CAASPP assessments.

To access this report, refer to the steps listed under [Site Reports](#) on page 242.

### CAASPP School-Level Student Test Settings Report

This report generates a list of the test settings assigned to each student in the school for the CAASPP assessments.

To access this report, refer to the steps listed under [Site Reports](#) on page 242.

### School-Level Student Demographics Report

This report generates a unique demographic record for each student who is enrolled in the user’s school. LEAs can use this report to verify that correct information is being sent from CALPADS to TOMS.
To access this report, refer to the steps listed under Site Reports on page 242.

**Site ELPAC Reports**

The following site reports are available for ELPAC users. They are described in detail in the section that follows. Some reports contain more detail than others in terms of the selection criteria used for generating the report.

- ELPAC School-Level STAIRS and Appeals Report
- ELPAC School-Level Student Test Assignment Report
- ELPAC School-Level Student Test Settings Report
- ELPAC Summative Student Eligibility Report
- School-Level Student Demographics Report
- Summative ELPAC School-Level Student Score Report PDFs

The descriptions of site reports that follow are organized in the order shown in TOMS for ELPAC site coordinators.

**ELPAC School-Level STAIRS and Appeals Report**

This report provides details of the STAIRS/Appeals cases and the statuses created in TOMS at the school level for the ELPAC program.

Take the following steps to access this report:

1. From the Available Reports menu, select the ELPAC School-Level STAIRS and Appeals Report.
2. From the School list, select the school for which this report is being generated (figure 191).
   
   **Note:** This is a required field.

3. Download the report. Depending on the size of the file, the download can take several minutes.
ELPAC School-Level Student Test Assignment Report

This report generates a list of test assignments made in TOMS for students at a selected school within the LEA. LEA ELPAC coordinators can use this report to verify student test assignments for all ELPAC assessments.

To access this report, refer to the steps listed under Site Reports on page 242.

ELPAC School-Level Student Test Settings Report

This report generates a list of the test settings assigned to each student in the school for the ELPAC assessments.

To access this report, refer to the steps listed under Site Reports on page 242.

ELPAC Summative Student Eligibility Report

This report is available to download throughout the administration window and contains only students eligible to take the Summative ELPAC within the selected school.

To access this report, refer to the steps listed under Site Reports on page 242.

School-Level Student Demographics Report

This report generates a unique demographic record for each student who is enrolled in the user’s school. LEAs can use this report to verify that correct information is being sent from CALPADS into TOMS.

To access this report, refer to the steps listed under Site Reports on page 242.

Summative ELPAC School-Level Student Score Report PDFs

This report allows the user to download a file that contains ELPAC electronic SSRs for a specific grade, or multiple grades, at a specific school, or multiple schools, in the LEA, for multiple students or a single student.

The Bulk Download report contains only the students who were tested in the specified LEA. It does not include students who tested elsewhere and have since enrolled in the LEA.

The Individual Download report can be used to obtain the SSRs of students who tested elsewhere but are now enrolled in the LEA.

Take the following steps to download the Bulk Download report:

1. From the Available Reports menu, select Summative ELPAC School-Level Student Score Report PDFs.
2. Once the report is selected, additional fields appear that allow the user to enter information for this report. From the available tabs at the top left of the screen, choose the administration year associated with the SSRs (figure 192).
3. Select the school associated with the SSRs from the Organization field. To select all schools, select “All Schools” from the School List field.

   **Note:** This is a required field.

4. In the Name Your Report field, enter the name for this report.

   **Note:** Spaces are not allowed. Allowable characters are hyphen, underscore, uppercase and lowercase letters (a–z and A–Z), and the numbers 0–9.

5. Select the grade associated with the SSRs. To select more than one grade, hold the [Ctrl] key and select individual grades. To select all grades, select “All” from the drop-down Grade list.

   **Note:** This is a required field.

6. From the Start Date and End Date calendar icons, select a start and an end date.

   **Note:** These are required fields.

7. Select the [REQUEST REPORT] button to generate a new report. A message box appears informing the user that the request was successful. Select the [CLOSE] button to close the message box.
8. When the report is ready, the user receives an email from ca-assessments@ets.org containing a link to retrieve the report. The link to the report expires after 24 hours.

9. Select the [Summative ELPAC School-Level Student Score Report PDFs] link from the notification email. The SSRs are downloaded into a .zip file containing PDFs.
   - If using the Internet Explorer browser or the Microsoft Edge browser, a message appears asking the user what to do with the .zip file.
   - If using the Google Chrome browser, the .zip file automatically downloads.

10. Save the .zip file locally, and then open it to access all the SSRs.

**Take the following steps to download the Individual Download report:**

1. To find the option to download an individual SSR, scroll down in the “Summative ELPAC School-Level Student Score Report PDFs” section to find it under the “Bulk Download” section (figure 193). Enter the SSID for the student associated with the SSR to be printed and then select the [DOWNLOAD REPORT] button.

2. Open the file to access the SSR for that student.
LST Reports—ELPAC Only

Users with access to the LST section of TOMS have access to various Initial ELPAC reports generated from the LST. Take the following steps to access LST reports:

1. Select the [Reports] navigation tab in the top navigation bar and then select the [LST Reports] action tab (figure 194).

2. To access an LST Report, scroll through the Available Reports menu to select the appropriate report.

3. For some reports, users must select the [Search] magnifying glass [Q] icon in the Organization search field to select the school or LEA for the report, type in a few characters to filter the list, select a school or LEA, and then select the [DOWNLOAD REPORT] button. Depending on the size of the file, the download can take several minutes.

4. For other reports, users must select the [REQUEST NEW REPORT] button. An email notification is sent from ca-assessments@ets.org when the report is ready to download. The email directs the user to the Requested Reports screen, under the [Reports] navigation tab, to download the report.

The following LST reports are available for ELPAC users. They are described in detail in the section that follows. Some reports contain more detail than others in terms of the selection criteria used for generating the report.

- Initial ELPAC Export Student Score Data
- Initial ELPAC LEA-Level Student Demographic Report
- Initial ELPAC LEA-Level Student Demographic Snapshot Report
- Initial ELPAC Local Scoring Tool Score Audit Report
- Initial ELPAC LST Score Lock Report
- Initial ELPAC Print Student Score Reports
• Initial ELPAC School-Level Student Demographic Report
• Initial ELPAC School-Level Student Demographic Snapshot Report
• Initial ELPAC Score Comparison Report
• Initial ELPAC Student Eligibility Report
• Initial ELPAC Student Score Report Print Status

The descriptions of LST reports that follow are organized in the order shown in TOMS for ELPAC coordinators.

**Initial ELPAC Export Student Score Data**

This report allows the user to export score data for students who tested in, and are currently enrolled in, the LEA. LEA coordinators can use this report to upload the student results for the Initial ELPAC to their student information systems.

Take the following steps to access this report:

1. From the Available Reports menu, select the Initial ELPAC Export Student Score Data report.

2. Once the report is selected, additional fields appear that allow the user to enter information for this report (figure 195).

3. The Organization field is prepopulated on the basis of the user’s logon credentials.

4. From the Administration Year drop-down list, choose the applicable school year.  
   **Note:** This is a required field.

5. From the Report Type field drop-down list, select the report type; the choices are “By Enrolled LEA” and “By Tested LEA.”  
   **Note:** This is a required field.

6. Select the [REQUEST NEW REPORT] button.
7. When the report is ready, the user receives an email from ca-assessments@ets.org with a notification that the download of the Initial ELPAC Export Student Score Data report is complete.

8. Go to TOMS, select the [Reports] navigation tab, and then select the [Requested Reports] button. The Initial ELPAC Export Student Score Data report shows as “Available” in the Status field; select the [Download] button to download a .zip file that contains the SSRs sorted by school and grade.

**Initial ELPAC LEA-Level Student Demographic Report**

This report generates a unique demographic record for each student who is enrolled in the user’s LEA—only after scores have been locked in the LST. Users can use this report to verify that correct information is being sent from CALPADS to TOMS.

Take the following steps to access this report:

1. From the Available Reports menu, select the Initial ELPAC LEA-Level Student Demographic Report.

2. Once the report is selected, additional fields appear that allow the user to enter information for this report (figure 196).

3. The Organization field is prepopulated on the basis of the user’s logon credentials.

4. From the English Language Acquisition Status drop-down list, select one of the following options:
   - All
   - TBD
   - English Learner

   **Note:** This is a required field.
5. From the School List, select the school(s) for which this report is being generated.  
   **Note:** To select more than one school, hold down the [Ctrl] key while selecting each school. To have the report include all schools within the organization, select “All Schools.”

   **Note:** This is a required field.

6. At this point, the user has the option to select all the additional columns to be added to the report.

7. Select the [REQUEST NEW REPORT] button.

8. When the report is ready, the user receives an email from ca-assessments@ets.org with a notification that the download of the Initial ELPAC LEA-Level Student Demographic Report is complete.

9. Go to TOMS, select the [Reports] navigation tab, and then select the [Requested Reports] button. The Initial ELPAC LEA-Level Student Demographic Report shows as “Available” in the Status field; select the [Download] button to download the file. An Excel file will become available for viewing and saving.

### Initial ELPAC LEA-Level Student Demographic Snapshot Report

This report generates a unique record for each student who tested in the particular LEA for which the report was requested and has a locked score in the LST. The snapshot report provides student demographic information as of the point in time when a student’s score is locked in the LST and the CALPADS ELAS is TBD. LEAs can use this data to verify the student’s demographic information against the LEA’s Initial ELPAC Export Student Score Data report (LEA Student Data File).

To access this report, refer to the steps listed under LST Reports on page 251.

### Initial ELPAC Local Scoring Tool Score Audit Report

This report generates the audit history of Initial ELPAC scores that have been entered or locked, printed, deleted, or reentered for the selected organization in the LST.

In this report, students have more than one row if their scores were deleted and then reentered. The older rows contain details of the student’s previous score entry as well as the deletion date and reason, if applicable. If the student’s scores were deleted and reentered, the latest row contains details of the reentered scores.

**Note:** LEA coordinators can choose the school associated with this report from the list of all schools in that LEA. For site coordinators, this field is prepopulated on the basis of the logon information.

To access this report, refer to the steps listed under LST Reports on page 251.
Initial ELPAC LST Score Lock Report

This report provides the assessment results of students whose Initial ELPAC scores are locked in the LST for the selected organization.

To access this report, refer to the steps listed under LST Reports on page 251.

Initial ELPAC Print Student Score Reports

This report screen (figure 197) allows the user to download an individual SSR or a file that contains the SSRs for one or more grades, at one or more schools, in a specific LEA.

Use the Bulk Download option to download a file that contains the SSRs of students who tested in the specified LEA; the file does not include students who tested elsewhere and have since enrolled in the LEA.

Use the following steps to download SSRs in bulk:

1. Select the organization, and then select the school and the grade for the reports to be compiled (figure 197). To select more than one grade, hold the [Ctrl] key while selecting each grade.

2. Select the [REQUEST NEW REPORT] button.

3. When the report is ready, the user receives an email from ca-assessments@ets.org with a notification that the report is ready.

4. Go to TOMS, select the [Reports] navigation tab, and then select the [Requested Reports] button. The Initial ELPAC Print Student Score Reports – Bulk Download shows as “Available” in the Status field; select the [Download] button to download a .zip file that contains the SSRs sorted by school and grade.

5. Open the .zip file to access the organization’s folder of SSR PDFs. The file named “Org_<CDS Code>” opens into subfolders for each school. These subfolders are named “Org_<School CDS Code>.” Each subfolder contains grade folders for the SSRs. The grade folders contain the individual SSR PDFs.
6. To print an individual SSR from the .zip file, open the PDF, and then select the [Print] button.

7. To print multiple SSRs, select the [Extract All] button on the Compressed Folder Tools box, and then select the [Browse] button to choose a location on the local device to copy the SSR PDFs. The SSR PDFs can be printed together by selecting all of the PDFs in the folder, right-clicking the selection, and then selecting the [Print] button.

Use the Individual Download option to download, one at a time, the SSRs of students who tested elsewhere but are now enrolled in the LEA.

**Use the following step to download an individual SSR:**

1. Enter the student’s SSID in the SSID field, and then select the [DOWNLOAD REPORT] button (figure 198).

   **Note:** If the student’s scores are not locked in the LST, a pop-up message is displayed, informing the user that there is no score report for that student.

---

![Figure 198. LST Reports—“Initial ELPAC Print Student Score Reports, Individual Download”](image)

**Initial ELPAC School-Level Student Demographic Report**

This report generates a unique demographic record for each student who is enrolled in the user’s school—only after scores have been locked in the LST. Users can use this report to verify that correct information is being sent from CALPADS to TOMS.

Take the following steps to access this report:
1. From the Available Reports menu, select the Initial ELPAC School-Level Student Demographic Report.

2. From the School search field, select the [Search] magnifying glass [Q] icon to select the school or LEA for this report (figure 199). Type in a few characters to filter the list. **Note:** This is a required field.

3. From the English Language Acquisition Status drop-down list, select one of the following options:
   - All
   - TBD
   - English Learner
   **Note:** This is a required field.

4. Download the report. An Excel file will become available for viewing and saving.

---

**Initial ELPAC School-Level Student Demographic Snapshot Report**

This report generates a unique record for each student who tested in the school for which the report was requested and has a locked score in the LST. The snapshot report provides student demographic information as of the point in time when a student's score is locked in the LST and the CALPADS ELAS is TBD. Schools can use this data to verify the demographic information of the student against the Initial ELPAC Export Student Score Data report.

To access this report, refer to the steps listed under [LST Reports](#) on page 251.

**Initial ELPAC Student Eligibility Report**

This report generates a list of all students who are eligible to take the Initial ELPAC but have not yet taken it. Students who appear on this report must have an ELAS of TBD in CALPADS.

To access this report, refer to the steps listed under [LST Reports](#) on page 251.
Initial ELPAC Student Score Report Print Status
This report provides information about Initial ELPAC SSRs, including the LST scores lock date, the score report print date, and the SSR download date. This report lists students in the selected LEA whose scores are locked in the LST. It also displays the date that an SSR was printed from the LST.

To access this report, refer to the steps listed under LST Reports on page 251.

Initial ELPAC Score Comparison Report
This report compares the student score data entered in the LST with the student score data from scores scanned by ETS for organizations participating in the Rotating Score Validation Process (RSVP), for students within the selected LEA. LEA ELPAC coordinators can run this report.

Note: An Initial ELPAC Score Comparison Report is available only to LEAs participating in the RSVP for the current Initial ELPAC administration.

Take the following steps to access this report:

1. From the Available Reports menu, select the Initial ELPAC Score Comparison Report (figure 200).
   The Organization field is prepopulated on the basis of the user’s logon credentials.

2. Download the report. An Excel file will become available for viewing and saving.

Figure 200. LST Reports—“Initial ELPAC Score Comparison Report”
Requested Reports

Many reports in TOMS are available for immediate download. However, some reports take time for the system to generate. In those instances, the user receives a message that an email notification will be sent when the report is ready for download. The email message directs the user to the [Requested Reports] action tab under the [Reports] navigation tab in the top navigation bar.

Note: Some reports can be downloaded once the user receives an email that the file is ready. The email notification includes a direct link to the report. Those reports do not appear on the Requested Reports screen. They are as follows:

- Download Signed Security Forms
- CAASPP Student Score Report PDFs
- Summative ELPAC Student Score Report PDFs
- CAASPP School-Level Student Score Report PDFs
- Summative ELPAC School-Level Student Score Report PDFs

To access a requested report, select the [Reports] navigation tab in the top navigation bar, and then select the [Requested Reports] action tab. A list of all reports requested in the last 30 days is displayed (figure 201).

![Figure 201. Requested Reports Screen](image)
The table that follows (table 57) describes the information displayed on the Requested Reports screen.

Table 57. Information Displayed on the Requested Reports Screen

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date/Time Requested</td>
<td>The date and time the report was requested. This field is view only.</td>
</tr>
<tr>
<td>Type</td>
<td>The type of report: LEA, LST, or site. This field is view only.</td>
</tr>
<tr>
<td>Title</td>
<td>The title of the report requested. This field is view only.</td>
</tr>
<tr>
<td>Organization/School</td>
<td>The name of the organization that requested the report. This field is view only.</td>
</tr>
<tr>
<td>Status</td>
<td>The status of the requested report: Available or Pending. This field is view only.</td>
</tr>
<tr>
<td>Action</td>
<td>When the status is “Pending,” this field is grayed out. When the status is “Available,” the [Download] button is activated. Select it to download the requested report.</td>
</tr>
</tbody>
</table>
Student Information System (SIS) Vendor Credentialing

Overview

Local educational agency (LEA) coordinators can use the SIS Vendor Credentialing screen (figure 202) to establish credentials for their student information system (SIS) vendors or parent or student portal vendors to access electronic Student Score Reports (SSRs). Credentials consist of a User Name and Secret Key. One set of credentials is generated per LEA, regardless of the number of vendors. The credentials are for the use of only the SIS vendors or parent-student portal vendors. The LEA must securely provide this information to each SIS vendor or parent-student portal vendor to allow the secure transfer of electronic SSRs from TOMS to the identified vendor.

Credentials currently expire every 90 days, but that will change to 365 days after January 14, 2020. The Test Operations Management System (TOMS) provides reminders for LEA coordinators to regenerate their credentials in TOMS as the expiration date approaches. The reminders include:

- Email notification—TOMS sends the LEA coordinator email reminders two weeks, one week, three days, and one day prior to the 90-day expiration date, until credentials are regenerated.
• MyTOMS Home—An announcement is displayed on the MyTOMS Home page beginning 14 days before the credentials expire and remains there until the credentials are regenerated.

• Text notification in TOMS—The credentials are generated and the “Credentials” section of the Credentials screen displays the current expiration day count in red.

**WARNING:** Once the credentials have been generated or regenerated, the LEA coordinator is responsible for securely sharing the User Name and Secret Key with each SIS vendor or parent-student portal vendor. When the credentials are regenerated, the previous credentials expire in 24 hours. If the credentials expire, the credentials must be regenerated (figure 209). **LEA CAASPP and ELPAC coordinators need to work closely on this process so as not to overwrite each other’s generated credentials.**

**Steps to Take to Establish SIS Vendor Credentials**

Take the following steps to establish SIS vendor credentials; refer to figure 203 throughout the steps as needed.
Chapter 12: Credentialing
Student Information System (SIS) Vendor Credentialing

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1. The “Organization” section of the SIS Vendor Credentialing screen displays the LEA name and code associated with the user’s role when logging on to TOMS. This is the LEA for which the credentials are generated.

2. Use the “Parent or Student Portal Vendor(s)” section of the SIS Vendor Credentialing screen to select one or more vendors from the Parent or Student Portal Vendor(s) list. LEA coordinators should select only the vendors with whom credentials should be shared.

   If LEA coordinators select “Other” to add a new vendor, the new vendor will be added for this user but will **not** be added to the system list.

3. Select the [UPDATE VENDOR(S)] button to update the Parent or Student Portal Vendor(s) list. A confirmation pop-up message is displayed when the list has successfully updated (figure 204).

---

**Figure 203. SIS Vendor Credentialing Screen**

<table>
<thead>
<tr>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA:</td>
</tr>
<tr>
<td>Demo CDE District (99999960000000)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parent or Student Portal Vendor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SchoolPathways</td>
</tr>
<tr>
<td>Schoolmaster</td>
</tr>
<tr>
<td>SchoolWise</td>
</tr>
<tr>
<td>StudentTrac</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Authorization to Release Student Data to Vendors</th>
</tr>
</thead>
<tbody>
<tr>
<td>I authorize Educational Testing Service (ETS) to provide CAASPP and ELPAC Student Score Report access to the SIS vendor(s) designated by the LEA. I acknowledge ETS does not have a direct relationship with such vendors and the LEA will be responsible for all conduct of such vendors in accessing and using the score reports and data contained therein.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credentials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select the [GENERATE CREDENTIALS] button to generate a username and secret key that you can provide securely to your SIS vendor or parent or student portal vendor to allow secure transfer of SSRs from TOMS to your identified vendor.</td>
</tr>
</tbody>
</table>

---

Figure 204. Update Vendor—Confirmation Pop-Up Message

4. Use the “Authorization to Release Student Data to Vendors” section of the SIS Vendor Credentialing screen to confirm that LEA coordinators are authorizing Educational Testing Service (ETS) to provide SSR access to the designated SIS vendors. Selecting the “Authorization to Release Student Data to Vendors” checkbox enables either the [GENERATE CREDENTIALS] (first-time credentials are generated) or [REGENERATE CREDENTIALS] button (subsequent times credentials are generated), as appropriate.

5. Use the “Credentials” section of the SIS Vendor Credentialing screen (figure 205) to view instructional text about the current credentials. This screen provides warning text that shows either how many days remain before the credentials for the LEA expire, or whether the credentials have already expired.

TIP: If credentials have never been generated, the [GENERATE CREDENTIALS] button is displayed, and the LEA coordinator will need to generate them.

If credentials have been generated at least once, the [REGENERATE CREDENTIALS] button is displayed, and the LEA coordinator will need to use this button when it is time to regenerate the credentials.
Refer to “Credentials Instructional Text” on the “Credentials” section of the SIS Vendor Credentialing screen for information about the state of the credentials and for instructions on how to generate or regenerate the credentials.

The table that follows (table 58) describes each field on the SIS Vendor Credentialing screen—“Credentials” section.

Table 58. Fields on the SIS Vendor Credentialing Screen—“Credentials” Section

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>User Name</td>
<td>The system-generated User Name portion of the credentials.</td>
</tr>
<tr>
<td>Secret Key</td>
<td>The system-generated Secret Key portion of the credentials. This button is available upon successful generation or regeneration of the credentials when the key is hidden.</td>
</tr>
</tbody>
</table>

The table that follows (table 59) describes the actions possible on the SIS Vendor Credentialing screen—Credentials section.

Table 59. Actions on the SIS Vendor Credentialing Screen—“Credentials” Section

<table>
<thead>
<tr>
<th>Name</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Show Secret Key</td>
<td>Select the [SHOW SECRET KEY] button to show the Secret Key. This button is only available upon successful generation or regeneration of the credentials and when the key is hidden.</td>
</tr>
<tr>
<td>Hide Secret Key</td>
<td>Select the [HIDE SECRET KEY] button to hide the Secret Key. This button is available upon successful generation or regeneration of the credentials when the key is displayed.</td>
</tr>
<tr>
<td>Generate Credentials</td>
<td>Select the [GENERATE CREDENTIALS] button to generate a User Name and Secret Key.</td>
</tr>
<tr>
<td>Regenerate Credentials</td>
<td>Select the [REGENERATE CREDENTIALS] button to regenerate a User Name and Secret Key.</td>
</tr>
</tbody>
</table>

The Generate Credentials informational text (figure 206) provides instruction regarding the [GENERATE CREDENTIALS] button. This is located under the User Name and Secret Key. This text is only available when the credentials have not yet been generated for the current LEA.
Once the [GENERATE CREDENTIALS] button has been selected, the “Proceed with generating credentials?” pop-up message is displayed (figure 207). Select the [CANCEL] button to stop generating the new credentials. Select the [YES, GENERATE CREDENTIALS] button to continue generating the new credentials.

The Regenerate Credentials informational text (figure 208) provides instruction regarding the [REGENERATE CREDENTIALS] button and displays the email address of the current user. This text is located under the User Name and Secret Key. It is available when the credentials have been generated at least once for the current LEA.
If the credentials have already been generated at least once and have now expired, the [REGENERATE CREDENTIALS] button is displayed (figure 209) and the LEA coordinator must regenerate them.
Chapter 12: Credentialing

Student Information System (SIS) Vendor Credentialing

Figure 209. [REGENERATE CREDENTIALS] Button—Credentials Have Expired and Must Be Regenerated

1. Current credentials have expired.

2. Select the [REGENERATE CREDENTIALS] button to generate a username and secret key that you can provide securely to your SIS vendor or parent or student portal vendor to allow secure transfer of SSRs from TOMS to your identified vendor(s).

3. Select the [SHOW SECRET KEY] button to display the secret key; make a note of both the username and the secret key, because this information is on screen only when you generate or regenerate credentials. If you close or navigate away from this screen, you cannot recall this set of credentials onscreen. You can, however, make a note to the credentials and use them until they expire or regenerate the credentials at any time. If you make a note of the credentials, you are encouraged to store them in a secure location.

4. If your LEA has more than one SIS vendor, do not generate separate credentials for each vendor. Instead, provide each vendor with the same User Name and Secret Key. If you regenerate credentials for your LEA, you must share the new credentials with each SIS vendor for that vendor to have continued access.

Please note: When you select the [REGENERATE CREDENTIALS] button to override the current credentials generated by [twoolfgeddtes@ets.org], the current credentials will expire in one day (24 hours).
Chapter 13. Security and Test Administration Incident Reporting System (STAIRS)/Appeals
Overview

Local educational agency (LEA) California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC) coordinators and test site coordinators can use the Security and Test Administration Incident Reporting System (STAIRS) screens to enter new test security or test administration-related incidents, search for existing STAIRS incidents, and search for appeals.
New STAIRS

Overview

Use the New STAIRS screen to enter new incidents into the Test Operations Management System (TOMS).

Background Information

Take the following eight steps to enter background information for an incident.

1. Select the [STAIRS] navigation tab from the top navigation bar to open the New STAIRS screen. The Background Information progress step appears (figure 210). Use the New STAIRS screen—Background Information progress step to enter information for the new incident.

   Note: All fields on this screen are required.

![Figure 210. New STAIRS Screen—Background Information Progress Step](image-url)
2. In the School field, select the school associated with the incident. Enter at least the first five text characters of the school’s name or county-district-school (CDS) code and then select from the resulting list.

3. In the Date of Testing Incident field, select the calendar icon to choose the date the incident occurred. Once selected, the date is displayed in MM/DD/YYYY format. **Note:** The user cannot select a future date.

4. In the Grade Affected field, select the grade associated with the incident.

5. In the Test Name field, select the test associated with the incident.

6. In the Type/Domain field, select the test type or domain associated with the incident.

7. If needed, select the [CLEAR] button to remove any unsaved background information. Select the [NEXT] button to move to the Testing Issues progress step. This button is available once all required background information has been selected.

**Testing Issues**

Use the Testing Issues progress step on the New STAIRS screen to select a testing issue for the incident. The “Select Testing Issue” section is divided into two screens. The first screen is displayed beneath the STAIRS ID with the text “Select Testing Issue” and includes the list of available incident types (figure 211). The content of the second list is dependent upon which incident type is selected on the first screen.
1. Select the radio button that corresponds to the incident type.

2. To return to the Background Information progress step, select the [PREVIOUS] button. To clear the radio button selection, select the [CLEAR] button. To save as a draft, select the [SAVE AS DRAFT] button. To move to the next screen, select the [NEXT] button.

If more information is required after an incident type is selected from the first New STAIRS screen—“Select Testing Issue” section, the second section appears on a new screen (figure 212). The second screen contains instructions to select a button—from
this next list—that gives further information about the incident type selected on the first screen.

**Note:** Depending on the type of incident selected on the first screen, the content of the second screen will vary.

![New STAIRS](image)

**Figure 212.** *Testing Issues* Progress Step—Second “Select Testing Issue” Section

3. Select one of the radio buttons from the second *New STAIRS* screen—“Select Testing Issue” section.

4. To return to the first “Select Testing Issue” section, select the [PREVIOUS] button. To clear the radio button selection, select the [CLEAR] button. To save as a draft, select the [SAVE AS DRAFT] button. To move to the *New STAIRS* screen—*Student Information* progress step, select the [NEXT] button.

**Student Information**

Use the *New STAIRS* screen—*Student Information* progress step (figure 213) to enter the number of students involved in the testing incident as well as the Statewide Student Identifiers (SSIDs) of the students affected by the incident. A description of the issue for the California Technical Assistance Center (CalTAC) is required before the user can move to the next screen. This description can be up to 1,000 characters and should
provide additional information about the case and not just restate the testing issue selected on the previous screens.

**Note:** All of the fields under the *Student Information* progress step are required.

**Note:** Depending on the type of incident selected in the “Select Testing Issue” sections, the *Student Information* progress step may be bypassed and the user taken directly to the *Confirm Details* progress step.

Take the following thirteen steps to enter information related to an incident.

![New STAIRS Screen—Student Information Progress Step](image)

**Figure 213. New STAIRS Screen—Student Information Progress Step**

1. Enter the total number of students involved. This should be the number of students for which an appeal is needed. Depending on the number of students involved, users can enter the SSIDs of the students either manually via screen input or via the bulk upload option using a template. If the number of students involved is less than 10, screen input is the default option, and fields are displayed where the user can manually enter each SSID (figure 214). For more than 10 students, the SSIDs must be uploaded through the bulk upload option using a template.
2. From the SSID(s) drop-down list, select an input type:
   - Screen Input
   - Upload Option

3. In the Description Of the Issue box, enter a description of the issue, using a maximum of 1,000 characters. The description should contain additional information about the case and not just restate the testing issue selected on the previous screens.

4. If the screen input option was selected, enter the SSID(s) in the indicated field(s). To return to the second New STAIRS screen—"Select Testing Issue" section, select the [PREVIOUS] button. To clear the radio button selection, select the [CLEAR] button. To save as a draft, select the [SAVE AS DRAFT] button. To move to the New STAIRS screen—Confirm Details progress step, select the [NEXT] button.
5. If the upload option was selected, then after entering a description of the issue, select the [NEXT] button. The “Prepare File for Upload” section of the New STAIRS screen—Student Information progress step is displayed (figure 215).

Figure 215. New STAIRS Screen—Student Information Progress Step—“Prepare File for Upload” Section

6. Select the [DOWNLOAD TEMPLATE] button to download an empty STAIRS_SSID_Upload Excel template.

7. Follow the directions in the downloaded Excel template to enter the list of SSIDs for each student involved in the incident.

8. After entering the SSIDs into the template, save to a local device as an .xlsx file and then select the [NEXT] button. The option to select the file to upload is displayed (figure 216).
Figure 216. *New STAIRS* Screen—*Student Information* Progress Step—Select File to Upload, Google Chrome

**Note:** When using the Google Chrome or Firefox browsers, the user will be asked to “Choose File”; if using Microsoft browsers, the user will be asked to “Browse.”

9. Select the STAIRS SSID Upload file to be uploaded, and then select the [NEXT] button.

10. The “File Validation Results” section of the *New STAIRS* screen—*Student Information* progress step appears. If there are errors in the uploaded file, the [Download File] blue download arrow [_downarrow] icon appears in the “Actions” column (figure 217). Select this icon to view the .csv file listing the errors contained in the uploaded file.

**Note:** All errors must be corrected before uploading the file again.
The "Status" column displays the word "Errors" if there are errors in the uploaded file. If there are no errors in the uploaded file, the "Status" column displays the word "Success" (figure 218).
11. After selecting the [NEXT] button, the New STAIRS screen—Student Information progress step—“File Validation Results” Section, No Errors

Figure 218. New STAIRS Screen—Student Information Progress Step—“File Validation Results” Section, No Errors

progress step appears with all fields completed. A new field is also displayed, listing the SSIDs (figure 219).
12. After reviewing the information on the screen, the user may choose one the following actions. To return to the second New STAIRS screen—“Select Testing Issue” section, select the [PREVIOUS] button. To clear the radio button selection, select the [CLEAR] button. To save as a draft, select the [SAVE AS DRAFT] button. To move to the New STAIRS screen—Confirm Details progress step, select the [NEXT] button.

**WARNING:** The system displays an error when the [NEXT] button is selected in the following cases. Also, the [SAVE AS DRAFT] button will not save the SSIDs in the following cases.

- Invalid SSIDs were entered.
- Nonnumeric text was entered in the SSID column.
- SSIDs associated with a different school were entered.
Confirm Details

Use the “STAIRS Submission Information” section of the New STAIRS screen—Confirm Details progress step (figure 220) to view the details of the new incident before submitting it. Review all the details very carefully.

Figure 220. New STAIRS Screen—Confirm Details Progress Step
Review the *New STAIRS* screen—*Confirm Details* progress step.

- If the details are incorrect, select the [PREVIOUS] button to return to the *New STAIRS* screen—*Student Information* progress step, where the details of the incident can be modified.
- If the details are correct, but the incident cannot be submitted immediately, select the [SAVE AS DRAFT] button to save the information to submit at a later time.
- If the details are correct, select the [NEXT] button to confirm the incident. Once it is selected, the *New STAIRS* screen—*Submit* progress step is displayed.

The table that follows (table 60) describes the information displayed on the *New STAIRS* screen—*Confirm Details* progress step.

**Table 60. Information Displayed on the New STAIRS Screen—Confirm Details Progress Step**

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAIRS ID</td>
<td>The STAIRS identification for the incident that was saved with the background information entered on the <em>Background Information</em> progress step.</td>
</tr>
<tr>
<td>User Name</td>
<td>The first and last name of the user who entered the incident.</td>
</tr>
<tr>
<td>User Role</td>
<td>The role of the user who entered the incident.</td>
</tr>
<tr>
<td>Email Address</td>
<td>The email address of the user who entered the incident.</td>
</tr>
<tr>
<td>Phone Number</td>
<td>The phone number of the user who entered the incident. This field can be changed if needed.</td>
</tr>
<tr>
<td></td>
<td><strong>TIP:</strong> This contact detail is exclusively for the user who has submitted the STAIRS case and is not related to the LEA contact information for the organization. Changes to this field do not affect the organization information.</td>
</tr>
<tr>
<td>School [CDS code]</td>
<td>The name and CDS code of the school associated with the incident.</td>
</tr>
<tr>
<td>LEA [County/District/School (CDS) code]</td>
<td>The name and CDS code of the LEA associated with the incident.</td>
</tr>
<tr>
<td>Date of Incident</td>
<td>The date the incident occurred.</td>
</tr>
<tr>
<td>Grade Affected</td>
<td>The grade selected for the incident.</td>
</tr>
<tr>
<td>Total Number of Students Involved</td>
<td>The total number of students entered for the incident.</td>
</tr>
<tr>
<td>Test Name</td>
<td>The test name selected for the incident.</td>
</tr>
<tr>
<td>Type/Domain</td>
<td>The test type or domain selected for the incident.</td>
</tr>
</tbody>
</table>
Table 60 (continued)

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Testing Issue</td>
<td>The incident type selected.</td>
</tr>
<tr>
<td>Further Description of Testing Issue</td>
<td>The detailed information selected for the incident type on the first Testing Issues progress step.</td>
</tr>
<tr>
<td>Additional Comments</td>
<td>The brief description entered on the Student Information progress step.</td>
</tr>
<tr>
<td>Appeal Type</td>
<td>The appeal type needed. This field is generated automatically given the testing issues selected.</td>
</tr>
</tbody>
</table>
Submit the STAIRS Case

Use the *New STAIRS* screen—*Submit* progress step to submit the STAIRS case. Information regarding the incident appears under the STAIRS ID, including whether or not the case is eligible for an appeal.

- If the security incident does not require an appeal, information regarding the incident will be listed in the section titled “Cases for Security Incidents” (figure 221).

![New STAIRS Screen—Submit Progress Step—“Cases for Security Incidents” Section](image)

Figure 221. *New STAIRS* Screen—*Submit* Progress Step—“Cases for Security Incidents” Section
• If the security incident is eligible for an appeal, the appeal type needed will be stated in the section titled “Cases for Appeals” (figure 222).

Figure 222. New STAIRS Screen—Submit Progress Step—“Cases for Appeals” Section

The user can add an optional comment or question for CalTAC or the CDE in the “Comments” section of these screens, if needed. No more than 1,000 characters can be entered.

Note: If answers in the New STAIRS screen—“Select Testing Issue” sections do not align with the student’s test status, the user will receive the message “There is no appealable testing opportunity for the SSID(s) associated with this STAIRS case.” If this happens, the user should go back and review the details of the STAIRS case and student test status and verify that they are filing for the correct appeal or security incident.

If a STAIRS case is saved as a draft, it will be saved for the remainder of the LEA’s test administration window. To submit a STAIRS case that has been saved as a draft, the user must first use the Search Appeals screen to locate the case, update any necessary information, and submit the case following the directions above. STAIRS cases that are
saved as a draft are not reviewed by CalTAC or the CDE and are not valid until submitted.

The table that follows (table 61) describes the information displayed on the New STAIRS screen—Submit progress step.

Table 61. Information Displayed on the New STAIRS Screen—Submit Progress Step

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select *(Appeals only)</td>
<td>Each row represents a corresponding opportunity from the Test Delivery System (TDS). Select the checkbox corresponding to the opportunity for which the user wants to submit the Appeal.</td>
</tr>
<tr>
<td>Statewide Student Identifier (SSID)</td>
<td>The SSID. <strong>WARNING:</strong> It is very important to get the test status from the completion status system before entering the incident in STAIRS. The SSID appears in this table only if the student has a test status that matches the appeal type.</td>
</tr>
<tr>
<td>Grade</td>
<td>The grade for which the incident was entered.</td>
</tr>
<tr>
<td>Test Name</td>
<td>The test name for which the incident was entered as returned from American Institutes for Research (AIR).</td>
</tr>
<tr>
<td>Test Type/Domain</td>
<td>The test type or domain for which the incident was entered as returned from AIR.</td>
</tr>
<tr>
<td>Test State</td>
<td>The test state for which the incident was entered as returned from AIR.</td>
</tr>
<tr>
<td>Test ID</td>
<td>The test identification for which the incident was entered as returned from AIR.</td>
</tr>
<tr>
<td>Test Start Date</td>
<td>The test start date for which the incident was entered as returned from AIR.</td>
</tr>
<tr>
<td>Result ID</td>
<td>The result identification for which the incident was entered as returned from AIR.</td>
</tr>
<tr>
<td>Session ID</td>
<td>The session identification for which the incident was entered as returned from AIR.</td>
</tr>
<tr>
<td>Total Response</td>
<td>The total number of responses as returned from AIR.</td>
</tr>
<tr>
<td>Comments</td>
<td>An optional comment or question to be sent to CalTAC for the Appeal or Security Incident. Enter no more than 1,000 characters. Comments or questions added here appear on the STAIRS Notes screen.</td>
</tr>
</tbody>
</table>
Table 61 *(continued)*

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characters Used</td>
<td>The number of characters entered in the format <code>&lt;number used&gt;</code> out of 1000, where “&lt;number used&gt;” is replaced by the number of characters entered. Located beneath the “Comments or questions” text box.</td>
</tr>
</tbody>
</table>

Take the following three steps to submit a STAIRS case.

1. Select the [SUBMIT] button to submit the case if the information shown is correct and any optional comments or questions have already been entered in the “Comments” section. A confirmation pop-up message appears, asking if the user wants to continue submitting the STAIRS case (figure 223).

![Figure 223. Submit a STAIRS Case Confirmation Pop-Up Message](image)

2. Do one of the following:
   - Select the [CANCEL] button to close the pop-up message and return to the New STAIRS screen—Submit progress step.
   - Select the [YES, SUBMIT] button to submit the STAIRS case.

3. When the [YES, SUBMIT] button is selected, the user is taken to the “STAIRS Summary” section of the Search STAIRS screen to view the summary of the details of the submitted STAIRS case. Refer to the STAIRS Summary section later in this chapter.
Search STAIRS

Overview
Use the Search STAIRS—Search for Incidents screen to view incidents that have already been submitted or that are in draft status. Incidents can also be withdrawn if not yet approved. Incidents that are still in draft status can be updated and submitted.

Search for Incidents
Take the following steps to search for a security incident.

1. Select the [STAIRS] navigation tab from the top navigation bar and then select the [Search STAIRS] action tab to display the STAIRS/Appeals screen—“Search for Incidents” section (figure 224).

2. To view and edit testing incidents, do one of the following:
   - To display all incidents matching the search terms, enter one or more search terms and then select the [SEARCH] button.
   - To display all incidents for the organization associated with the user’s logon role, just select the [SEARCH] button.
The table that follows (table 62) describes the expected entry for each field in the STAIRS/Appeals screen—“Search for Incidents” section.

Table 62. Fields in the STAIRS/Appeals Screen—“Search for Incidents” Section

<table>
<thead>
<tr>
<th>Name</th>
<th>Entry Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select Organization</td>
<td>Select the school that is associated with the incident. Enter at least the first five text characters of the school's name, and then select from the resulting list.</td>
</tr>
<tr>
<td>SSID</td>
<td>Enter the Statewide Student Identifier (SSID) for the student associated with the incident.</td>
</tr>
<tr>
<td>STAIRS ID</td>
<td>Enter the STAIRS identification that was saved with the incident.</td>
</tr>
<tr>
<td>Grade</td>
<td>Select the grade associated with the incident from the drop-down list.</td>
</tr>
</tbody>
</table>
Table 62 (continued, one)

<table>
<thead>
<tr>
<th>Name</th>
<th>Entry Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Name</td>
<td>Select the test name associated with the incident from the drop-down list.</td>
</tr>
<tr>
<td>Type/Domain</td>
<td>Select the test type or domain associated with the incident from the drop-down list.</td>
</tr>
<tr>
<td>Submitted Date</td>
<td>For the first field, select the calendar [ ] icon to select the date the incident was submitted, or, if unsure of the date, to enter the first date of a date range. For the second field, select the calendar [ ] icon to select the end date of a date range.</td>
</tr>
<tr>
<td>STAIRS Status</td>
<td>Select the STAIRS status associated with the incident from the drop-down list.</td>
</tr>
<tr>
<td>Testing Issue</td>
<td>Select the testing issue associated with the incident from the drop-down list.</td>
</tr>
<tr>
<td>Appeal Type</td>
<td>Select the appeal type associated with the incident from the drop-down list.</td>
</tr>
</tbody>
</table>

3. Select the [SEARCH] button to find an incident; the “Search for Incidents—Results” section of the STAIRS/Appeals screen then appears. Select the [CLEAR] button to remove any entered search terms and start the search again.

Search for Incidents—Results

The “Search for Incidents” section of the STAIRS/Appeals screen displays a list of incidents matching the search criteria (search results). If no search terms are entered, all incidents for the organization associated with the user’s logon role are displayed.

After selecting the [SEARCH] button, a list of all incidents that match the search terms is displayed (figure 225).
Figure 225. “Search for Incidents” Section—Results

The table that follows (table 63) describes the information displayed in the “Search for Incidents” section—Results.

Table 63. Information Displayed in the “Search for Incidents” Section—Results

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>We found &lt;number&gt; entries matching your search criteria</td>
<td>The count of incidents returned in the search, where &quot;&lt;number&gt;&quot; is replaced with the count.</td>
</tr>
<tr>
<td>Results Per Page</td>
<td>Select the number of results to be displayed on a single page from the drop-down list. The default is 20.</td>
</tr>
<tr>
<td>#</td>
<td>The row number of the incident in the results list.</td>
</tr>
<tr>
<td>STAIRS ID</td>
<td>The STAIRS identification that was saved with the incident. Select the triangle to the right of the text to reverse the order in which the incidents are listed.</td>
</tr>
<tr>
<td>School</td>
<td>The school that was saved with the incident.</td>
</tr>
<tr>
<td>Grade</td>
<td>The grade that was saved with the incident.</td>
</tr>
<tr>
<td>Test Name</td>
<td>The test name that was saved with the incident.</td>
</tr>
<tr>
<td>Type/Domain</td>
<td>The test type or domain that was saved with the incident.</td>
</tr>
<tr>
<td>Date Submitted</td>
<td>The date and time the incident was submitted. Select the triangle to the right of the text to reverse the date order in which the incidents are listed.</td>
</tr>
</tbody>
</table>
Table 63 (continued)

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Students</td>
<td>The number of students affected by the incident.</td>
</tr>
<tr>
<td>STAIRS Status</td>
<td>The current status of the incident.</td>
</tr>
<tr>
<td>Actions</td>
<td>One of two possible actions, depending on the incident and the STAIRS status.</td>
</tr>
<tr>
<td></td>
<td>• The [Edit] pencil [] icon—Allows users to view and edit the selected incident. The New STAIRS screen—[Background Information] tab is displayed, where users can view and edit the incident by moving through the steps. This is only available for incidents that are in draft status.</td>
</tr>
<tr>
<td></td>
<td>• The [View] magnifying glass [] icon—Allows users to view the “STAIRS Summary” and “STAIRS Notes” sections for the selected incident. This icon is available for incidents that are not in draft status.</td>
</tr>
</tbody>
</table>

**STAIRS Summary**

In the “Search for Incidents” section—Results, after the [View] magnifying glass [] icon is selected, the “STAIRS Summary” section appears. This screen also appears after submitting a STAIRS incident.

Take the following two steps to review a summary of a STAIRS case.

1. Use the “STAIRS Summary” section (figure 226) to view the details of incidents that have been entered into TOMS.

   **Note:** Incidents that are in “Pending Approval” status can still be withdrawn.
2. Select the [WITHDRAW] button to withdraw this STAIRS case. Select the [CLOSE] button to close the “STAIRS Summary” section and return to the “Search for Incidents” section.
STAIRS Notes

Use the [Notes] tab of the STAIRS/Appeals screen (figure 227) to view any comments for CDE or CalTAC that have been added to the current incident. Additional comments about the incident can also be added here for the CDE or CalTAC.

Take the following three steps to add notes to a STAIRS case.

1. On the STAIRS/Appeals screen, select the [Notes] tab.

![Figure 227. STAIRS/Appeals Screen—[Notes] Tab](image)

2. After typing new comments in the comment box, do one of the following:
   - To add the comments in the comment box to the STAIRS case, select the [ADD NOTES] button.
   - To clear any text in the comments box, select the [CLEAR] button.

3. If no additional comments are needed, close this screen by selecting the [Summary] tab and then selecting the [CLOSE] button. Users can also exit by logging off TOMS.
Search Appeals

Overview

Use the “Search for Appeals” section of the STAIRS/Appeals screen to search for and view appeals that have already been processed, are in progress, or have been rejected. The following appeal types can be viewed:

- Invalidate (CAASPP only)
- Grace Period Extension
- Reset
- Re-open
- Restore
- No Appeal

Search for Appeals

Take the following steps to search for an appeal in TOMS.

1. Select the [STAIRS] navigation tab from the top navigation bar and then select the [Search Appeals] action tab to display the STAIRS/Appeals screen—“Search for Appeals” section (figure 228).

![Figure 228. STAIRS/Appeals Screen—“Search for Appeals” Section](image)

2. To search for existing appeals, use the search fields to enter search terms and then select the [SEARCH] button. All appeals matching the search terms are displayed. To obtain a list of all the appeals for the organization associated with the user’s logon role, do not enter any search terms; just select the [SEARCH] button.
The table that follows (table 64) describes the expected entry for each field in the STAIRS/Appeals screen—“Search for Appeals” section.

Table 64. Fields in the STAIRS/Appeals Screen—“Search for Appeals” Section

<table>
<thead>
<tr>
<th>Name</th>
<th>Entry Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organization</td>
<td>From the drop-down list, select the organization (local educational agency [LEA] or school) that is associated with the Appeal. Enter at least five text characters of the organization’s name or CDS code and then select from the resulting list.</td>
</tr>
<tr>
<td>SSID</td>
<td>Enter the Statewide Student Identifier (SSID) for the student associated with the Appeal.</td>
</tr>
<tr>
<td>Appeal ID</td>
<td>Enter the Appeal identification that was saved with the Appeal. TIP: The system generates the Appeal ID when the STAIRS Appeal is submitted. It can be found in the confirmation email sent after the Appeal is submitted.</td>
</tr>
<tr>
<td>Appeal Type</td>
<td>From the drop-down list, select the type of Appeal.</td>
</tr>
<tr>
<td>Appeal Status</td>
<td>From the drop-down list, select the appeal status.</td>
</tr>
<tr>
<td>STAIRS ID</td>
<td>Enter the STAIRS identification that was saved with the incident.</td>
</tr>
</tbody>
</table>

3. Select the [SEARCH] button to search for appeals matching the search terms entered. If no search terms are entered, all appeals for the organization associated with the user’s logon role are returned. After selecting the [SEARCH] button, the “Search for Appeals” section—Results of the STAIRS/Appeals screen then appears. Select the [CLEAR] button to remove all entered search terms.

Search for Appeals—Results

Under the “Search for Appeals” section of the STAIRS/Appeals screen, the listing of Results (figure 229) displays the Appeals matching the search criteria. If no search terms are entered, all Appeals for the organization associated with the user’s logon role are displayed.

**Note:** Each testing incident will have one unique STAIRS ID but can have more than one Appeal ID, depending on the number of students involved.
The table that follows (table 65) describes the information displayed in the STAIRS/Appeals screen—“Search for Appeals” Section—Results.

Table 65. Information Displayed in the STAIRS/Appeals Screen—“Search for Appeals” Section—Results

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>We found &lt;number&gt; entries matching your search criteria</td>
<td>The count of appeals returned in the search, where “&lt;number&gt;” is replaced with the count.</td>
</tr>
<tr>
<td>Results Per Page</td>
<td>From the drop-down list, select the number of results to be displayed on a single page. The default is 20.</td>
</tr>
<tr>
<td>#</td>
<td>The row number of the Appeal in the results list.</td>
</tr>
<tr>
<td>Appeal ID</td>
<td>The identification number that was saved with the Appeal.</td>
</tr>
<tr>
<td></td>
<td><strong>TIP:</strong> The system generates the Appeal ID when the STAIRS incident is submitted. It can be found in the confirmation email.</td>
</tr>
<tr>
<td>STAIRS ID</td>
<td>The STAIRS identification that was saved with the incident.</td>
</tr>
</tbody>
</table>
Table 65 (continued)

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSID</td>
<td>The SSID for the students associated with the Appeal.</td>
</tr>
<tr>
<td>Grade</td>
<td>The grade for the students associated with the Appeal.</td>
</tr>
<tr>
<td>Appeal Type</td>
<td>The type of Appeal.</td>
</tr>
<tr>
<td>Appeal Status</td>
<td>The current status of the Appeal.</td>
</tr>
</tbody>
</table>

Select the [View] magnifying glass icon to view the “Appeals Summary” section for the selected Appeal.

**Appeals Summary**

The “Appeals Summary” section displays a summary of the Appeal (figure 230). It lists such details as the Appeal ID, the STAIRS ID, the STAIRS status, the Appeal Status, and the Appeal Type.

![Figure 230. STAIRS/Appeals Screen—“Appeals Summary” Section](image)

The table that follows (table 66) describes each field in the STAIRS/Appeals screen—“Appeals Summary” section.
### Table 66. Fields in the STAIRS/Appeals Screen—“Appeals Summary” Section

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appeal ID</td>
<td>The appeal identification that was saved with the Appeal.</td>
</tr>
<tr>
<td>STAIRS ID</td>
<td>The STAIRS identification that was saved with the incident.</td>
</tr>
<tr>
<td>SSID</td>
<td>The SSID for the student(s) associated with the Appeal.</td>
</tr>
<tr>
<td>Test Name</td>
<td>The test name selected for the incident.</td>
</tr>
<tr>
<td>Domain</td>
<td>The domain for the incident.</td>
</tr>
<tr>
<td>STAIRS Status</td>
<td>The current status of the incident.</td>
</tr>
<tr>
<td>Appeal Status</td>
<td>The current status of the Appeal.</td>
</tr>
<tr>
<td>Appeal Type</td>
<td>The type of Appeal.</td>
</tr>
<tr>
<td>Appeal Reason</td>
<td>The reason the Appeal was approved or rejected.</td>
</tr>
<tr>
<td>Result ID</td>
<td>The result identification for which the incident was entered, as returned from American Institutes for Research (AIR).</td>
</tr>
<tr>
<td>Test ID</td>
<td>The test identification for which the incident was entered, as returned from AIR.</td>
</tr>
<tr>
<td>Test Start Date</td>
<td>The test start date for which the incident was entered, as returned from AIR.</td>
</tr>
<tr>
<td>Session ID</td>
<td>The session identification for which the incident was entered, as returned from AIR.</td>
</tr>
<tr>
<td>Total Responses</td>
<td>The total number of responses, as returned from AIR.</td>
</tr>
</tbody>
</table>

After viewing the appeal summary, select the [GO TO STAIRS SUMMARY] button to view the details of the STAIRS case on the “STAIRS Summary” and “STAIRS Notes” sections. Refer to the STAIRS Summary section earlier in this chapter.
Chapter 14. Audio
ELPAC Audio

Overview

During the Listening and Speaking portions of the Initial English Language Proficiency Assessments for California (ELPAC) in grades three through twelve, the ELPAC test examiner plays an audio file for students as part of the assessment. These secure files are available for the test examiner to play through the Audio Modules web page in the Test Operations Management System (TOMS).

ELPAC test examiners are encouraged to test their audio systems by playing the sample audio file to determine the appropriate volume, sound quality, and placement of speakers during testing. During test administration, the test examiner can access and play the module associated with the tests the test examiner is administering by selecting the appropriate module, assessment type, grade or grade span, and test version.

**Warning:** Audio files are secure test materials and **must not be saved or recorded.** Audio files are only to be played from TOMS during the test session.
Accessing Audio Modules

Select the [Audio] navigation tab in the top navigation bar to open the Audio Modules screen (figure 231).

Hearing Sample Audio

Immediately before administering the Listening and Speaking domains, use the sample audio file, which repeats “This is a test of the ELPAC recorded audio sound level,” to test the speaker setup.

Take the following steps to listen to the sample audio:

1. Select the [PLAY SAMPLE] button (figure 232).

2. Wait while the sample audio file downloads. The download time may vary.
3. After the audio file downloads, select the [Play] arrow [▶] icon in the Audio Playback interface (figure 233). To pause the audio, select the [Pause] parallel lines [■] icon. After the sample audio begins to play, use the pause icon only in the event of an interruption (e.g., announcements over the intercom, fire drill, etc.).

![Audio Modules Screen—Play Sample Audio](image)

Figure 233. *Audio Modules* Screen—Play Sample Audio

4. Adjust the volume, as necessary, by moving the slider next to the [Volume] speaker [□] icon.

5. When the volume is satisfactory, select the [CANCEL] button to close the *Audio Playback* interface.

**Play Initial ELPAC Audio Modules**

LEA ELPAC coordinators, site ELPAC coordinators, and ELPAC test examiners have access to the Listening and Speaking domains.

Take the following steps to play an audio module during the administration of the Listening or Speaking domain:

1. Choose the module, grade span, and test type by selecting the appropriate radio buttons (figure 234).
Figure 234. *Audio Modules* Screen—Initial ELPAC Radio Button Options

The table that follows (table 67) describes the actions possible on the *Audio Modules* screen—Radio Button Options.

Table 67. Actions on the *Audio Modules* Screen—Radio Button Options

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module</td>
<td>Select a module: Listening Module or Speaking Module.</td>
</tr>
<tr>
<td>Grade Span</td>
<td>After the module has been chosen, three grade spans appear. Select a grade span.</td>
</tr>
<tr>
<td></td>
<td>• Grades 3–5</td>
</tr>
<tr>
<td></td>
<td>• Grades 6–8</td>
</tr>
<tr>
<td></td>
<td>• Grades 9–12</td>
</tr>
<tr>
<td>Test</td>
<td>After the grade span has been chosen, the test types appear. Select a test type: Standard or Braille.</td>
</tr>
</tbody>
</table>

2. Confirm the audio selection by selecting the [CONFIRM] button in the Confirm your selections pop-up message (figure 235). Or, to cancel the request without starting the audio, select the [CANCEL] button.
Figure 235. Speaking Module Confirmation Pop-Up Message

3. Once the audio starts (figure 236), do not pause the audio recording unless a valid disruption occurs (e.g., announcements over the intercom, fire drill). If it is necessary to pause the audio for a valid disruption, test examiners should refer to instructions in the ELPAC Examiner’s Manual on what to do. To pause the audio during playback, select the [Pause] parallel lines [ ] icon.

Figure 236. Audio Modules Screen—Play the Assessment Audio

4. Adjust the volume, as necessary, by moving the slider next to the [Volume] speaker [ ] icon.
5. To stop the audio playback and close the audio test, select the [CANCEL] button. If the audio file stops at 99 percent or does not complete downloading, try the following troubleshooting steps:

- Check the antivirus software. Temporarily disable it, if possible, and determine if problems persist.
- Check if there is a proxy server. Temporarily bypass it, if possible, and determine if problems persist.
- Check alternate browsers, if possible.
- Run a test on the network speed using a web-based speed testing service such as Speedtest or Speakeasy Speed Test.

If these steps do not resolve the audio problems, contact the site ELPAC coordinator. Site ELPAC coordinators can contact their LEA ELPAC coordinator for further assistance.

6. When the audio playback finishes, a confirmation message appears on the screen (figure 237).

![Audio Modules Screen—Audio Playback is Complete](image)

Figure 237. Audio Modules Screen—Audio Playback is Complete
Chapter 15. Links
Chapter 15: Links

Overview

The [Links] navigation tab in the Test Operations Management System (TOMS) provides external links that are important to the various components of the California Assessment of Student Performance and Progress (CAASPP) (figure 238) and English Language Proficiency Assessments of California (ELPAC) (figure 239) systems.

External Links

1. Select the [Links] navigation tab from the top navigation bar to access external links for CAASPP or ELPAC (figure 238 and figure 239, respectively).

![Figure 238. CAASPP External Links](image)

*Figure 238. CAASPP External Links*
The table that follows (table 68) describes the external CAASPP links provided in TOMS.

Table 68. CAASPP External Links

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Administrator (TA) Interface</td>
<td>The Test Administrator Interface is used to start and monitor student test sessions.</td>
</tr>
<tr>
<td>Completion Status and Roster Management</td>
<td>The Completion Status and Roster Management system is the primary means of viewing test status and completion data and managing rosters for students taking part in the CAASPP.</td>
</tr>
<tr>
<td>Online Reporting System (ORS)</td>
<td>The Online Reporting System (ORS) is a web-based system that displays aggregate results and individual score reports for each student who participates in the CAASPP tests.</td>
</tr>
<tr>
<td>Interim Assessment Viewing System</td>
<td>The Interim Assessment Viewing System provides access to the interim assessments for professional development and training purposes. <strong>TIP:</strong> When this link is selected, the system directs the user to the logon page.</td>
</tr>
<tr>
<td>Interim Assessment Hand Scoring System</td>
<td>The Interim Assessment Hand Scoring System enables users to hand score student responses to interim assessment items that require hand scoring, as well as reassign the scoring task.</td>
</tr>
<tr>
<td>California Educator Reporting System (CERS)</td>
<td>The California Educator Reporting System (CERS) enables users to access results for the Smarter Balanced interim assessments. Summative assessment results for the CAASPP and ELPAC assessments will be made available in CERS on a transitional basis between fall 2019 and spring 2022. Group administrators are able to create and manage student groups.</td>
</tr>
<tr>
<td>Digital Library</td>
<td>The Smarter Balanced Digital Library is a free online collection of high-quality classroom activities, lessons, and professional development resources that support K–12 educators in their use of formative assessment processes to adjust teaching and improve student learning.</td>
</tr>
<tr>
<td>Practice and Training Tests</td>
<td>The Practice and Training Tests web page contains links to online practice and training tests for test administrators, test examiners, parents, and students.</td>
</tr>
</tbody>
</table>
For ELPAC, the *Links* screen is somewhat different (figure 239).

![Figure 239. ELPAC External Links](image)
The table that follows (table 69) describes the external ELPAC links provided in TOMS.

Table 69. ELPAC External Links

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Administrator (TA) Interface</td>
<td>The Test Administrator Interface is used to start and monitor student test sessions.</td>
</tr>
<tr>
<td>Completion Status and Roster Management</td>
<td>The Completion Status and Roster Management system is the primary means of viewing test status and completion data and managing rosters for students taking part in the ELPAC. This web-based system enables authorized users to manage rosters and view test progress information for students participating in the computer-based ELPAC administration.</td>
</tr>
<tr>
<td>Data Entry Interface (DEI)</td>
<td>The DEI is a system where ELPAC test examiners enter and submit student scores for the Speaking domain.</td>
</tr>
<tr>
<td>California Educator Reporting System (CERS)</td>
<td>The California Educator Reporting System (CERS) enables users to access results for the Smarter Balanced interim assessments. Summative assessment results for the CAASPP and ELPAC assessments will be made available in CERS on a transitional basis between fall 2019 and spring 2022. Group administrators are able to create and manage student groups.</td>
</tr>
<tr>
<td>Digital Library</td>
<td>The Smarter Balanced Digital Library is a free online collection of high-quality classroom activities, lessons, and professional development resources that support K–12 educators in their use of formative assessment processes to adjust teaching and improve student learning.</td>
</tr>
<tr>
<td>Practice and Training Tests</td>
<td>The Practice and Training Tests web page contains links to online practice and training tests for test administrators, test examiners, parents, and students.</td>
</tr>
<tr>
<td>ELPAC.org</td>
<td>ELPAC.org is the ELPAC website. It serves as the portal for resources that a local educational agency (LEA) will need to administer the ELPAC.</td>
</tr>
</tbody>
</table>
Chapter 16. Resources/Secure Materials
Secure Materials

Overview

Secure Materials that were previously available in the [Help] section of the Test Operations Management System (TOMS), such as voice pack installation or verification files, videos, and PDF documents, can now be accessed directly from the [Resources] navigation tab in TOMS, located in the top navigation bar. These secure materials are only available to users with the appropriate corresponding roles. For example, local educational agency (LEA) California Assessment of Student Performance and Progress (CAASPP) Coordinators will be able to view Directions for Administration (DFAs) for the California Alternate Assessment (CAA) for Science but will not be able to view any English Language Proficiency Assessments for California (ELPAC) materials.

Take the following steps to access these secure materials.

For CAASPP

1. Select the [Resources] navigation tab from the top navigation bar to open the Secure Materials screen (figure 240).

![Figure 240. CAASPP Resources—Secure Materials Screen](image)

2. To view the CAA for Science DFAs, from the Available Materials list select CAA for Science DFAs (figure 241). To view the CAA for ELA and Mathematics DFAs, from the Available Materials list select CAA for ELA and Mathematics DFAs.
3. To view the DFAs for a certain grade, select the button for the appropriate grade or the [High School] button (figure 242).
4. Download the appropriate DFAs as PDFs.
5. To view the CSA Constructed Response Materials, from the Available Materials list select CSA Constructed Response Materials (figure 243).
6. To view the Interim Assessment answer keys, from the Available Materials list select Interim Assessment Secure Materials – Answer Keys (figure 244).
7. To view the answer keys for a certain grade, following the *ELA* or *Math* labels, select the button for the appropriate grade or the [High School] button. The appropriate answer key opens in a separate tab in the user’s browser.

8. To view the Interim Assessment Hand Scoring Training Guides and Exemplars, from the *Available Materials* list select *Interim Assessment Secure Materials - Hand Scoring Training Guides* (figure 245).
9. To view the training materials for a certain grade, select the button for the appropriate grade or the [High School] button (figure 246).
Figure 246. Interim Assessment Hand Scoring Training Guides and Exemplars Screen

10. Download the appropriate training guides or exemplars as PDFs.

Figure 247. CAASPP Available Materials—Interim Assessment Secure Materials – Workshop Screen

12. Download the appropriate handout or presentation materials as PDFs or Word files.
13. To view the voice pack resources for text-to-speech support, from the Available Materials list select Voice Pack Resources (figure 248).
14. Download and read the voice pack installation instructions first by selecting the [DOWNLOAD] button next to the instructions to download the PDF.

15. Choose the appropriate verification and installation files, and then select the [DOWNLOAD] button.
Chapter 16: Resources/Secure Materials

Secure Materials

For ELPAC

1. Select the [Resources] navigation tab from the top navigation bar to open the Secure Materials screen (figure 249).

![Figure 249. ELPAC Resources—Secure Materials Screen](image)

2. To view the Initial ELPAC preliminary scoring supports, from the Available Materials list select Initial ELPAC Preliminary Scoring Supports (figure 250).

   **Note:** The preliminary scoring supports for the Initial ELPAC do not replace the need to enter scores for the Initial ELPAC in the LST.
3. Download the appropriate preliminary scoring supports as PDFs.
4. To view information about the following screens: Interim Assessment answer keys, Hand scoring training guides, workshop materials, and voice pack resources, see the documentation for CAASPP, starting with step 4 on page 325.
5. To view the Summative ELPAC test directions, from Available Materials select *Summative ELPAC Test Directions for Administration (DFAs)* (figure 251).
6. To view the DFAs for a certain grade, select the button for the appropriate grade (figure 252).
7. Select a link to open a PDF in a separate browser tab.

Figure 252. ELPAC Available Materials—Summative ELPAC Test Directions for Administration (DFAs) PDFs
Chapter 16: Resources/Secure Materials

Technical Support

For questions regarding TOMS:

- Test examiners, test administrators, LST correspondence administrators, LST data entry, and other school personnel should contact their site or test site coordinator.
- Site or test site coordinators should contact their local educational agency (LEA) coordinator.
- LEA coordinators should contact the California Technical Assistance Center (CalTAC).

**California Technical Assistance Center (CalTAC) Help Desk for LEA coordinators:**
Monday through Friday, 7 a.m.–5 p.m.
Toll-free telephone support: 800-955-2954
Email support: caltac@ets.org
Chat through the website: http://www.caaspp.org/ or https://www.elpac.org/
Appendix A. Web Browser Requirements
TOMS Web Browser Requirements

TOMS supports the following web browsers:

- Mozilla Firefox 45 and above
- Google Chrome 51 and above
- Safari 7 and above for MacOS
- iPad Safari (all versions)

System functionality and screen displays may have different appearances because of varying web browser and operating system capabilities. The TOMS website is optimal when viewed using a resolution of 1280 x 1024.

**Note:** Although it is possible to open more than one web browser tab or application window at a time, only one web browser tab or window should be open at a time for editing.