Test Operations Management
System Pre-Administration
Guide for CAASPP Testing

- Adding and Managing Users
- Passwords, Access, and Logon
- Test Administration Setup
- Student Test Assignment
- Student Test Settings
- Score Status
- Uploads
- Reports

Smarter Balanced Summative and Interim Assessments
California Science Tests
California Alternate Assessments
California Spanish Assessment

Posted September 2017
Prepared by Educational Testing Service ©
# Table of Contents

**Introduction** ................................................................................................................................. 1  
What's New in 2017–18 for the Test Operations Management System (TOMS) ........................................ 2  
About the Test Operations Management System (TOMS) ...................................................................... 7  
  TOMS Pre-Administration Functions .................................................................................................. 7  
  TOMS Functionality for LEA CAASPP Coordinators .......................................................................... 8  
  TOMS Requirements ............................................................................................................................. 9  
Gaining Access to TOMS ..................................................................................................................... 9  
About This Manual .............................................................................................................................. 10  
Document Conventions ....................................................................................................................... 10  
**Chapter 1. Adding and Managing Users** .................................................................................... 11  
Adding and Managing Users in the Test Operations Management System (TOMS) ......................... 12  
  Module Overview ............................................................................................................................... 12  
  Adding Users ..................................................................................................................................... 14  
  Viewing and Editing Users ............................................................................................................... 19  
  Reactivating a User ............................................................................................................................ 22  
Resetting a User’s Password .............................................................................................................. 23  
**Chapter 2. Passwords, Access, and Logon** ............................................................................... 25  
Accessing California Assessment of Student Performance and Progress (CAASPP) Systems .............. 26  
  General Steps to Log On .................................................................................................................. 27  
New Users—Setting a New Password .................................................................................................. 29  
Existing Users—Resetting a Password ............................................................................................... 31  
  Obtain the Secure Link for a Forgotten Password .......................................................................... 31  
  Reset the Password .......................................................................................................................... 33  
**Chapter 3. Test Administration Setup** .................................................................................... 35  
Using the Test Operations Management System (TOMS) for CAASPP Test Administration Setup .... 36  
  About Test Administration Dates ........................................................................................................ 36  
  Dates for the Smarter Balanced Summative Assessments, CAST, and CAA ........................................ 39  
Configuring Test Administrations ....................................................................................................... 40  
  Step 1. Set Nondelivery/Nonworking Dates ....................................................................................... 41  
  Step 2. Set the Instructional Calendar ................................................................................................. 43  
  Step 3. Set Testing Windows within an Administration ........................................................................ 49  
Assigning Schools to Test Administrations ........................................................................................ 52  
Add Schools ......................................................................................................................................... 52  
Viewing and Editing Test Administrations .......................................................................................... 56  
  View and Edit the Instructional Calendar Administration Summary .................................................. 56  
  View and Edit the Nondelivery/Nonworking Dates ......................................................................... 57  
  View the Details of the Windows Summary ....................................................................................... 58  
  Add, Edit, or Remove Participation in the Electronic Student Score Reporting Pilot ........................... 59  
**Chapter 4. Student Test Assignment** ...................................................................................... 61  
Assigning Students for the California Alternate Assessment (CAA) and Special Test Versions .......... 62  
  Create and Submit a Student Test Assignment File ........................................................................... 64  
Reviewing and Updating Student Assignments and Settings .............................................................. 65  
  View Students ................................................................................................................................. 65  
**Chapter 5. Student Test Settings** ............................................................................................ 71  
Important Information about Student Test Settings for Designated Supports and Accommodations 72  
Assigning Student Test Settings for Designated Supports, Accommodations, and Unlisted Resources ........................................................................................................................................ 74  
  Method 1: Assign Settings for Online Tests by Uploading a Spreadsheet Created Using the CAASPP 2017–18 ISAAP Tool .................................................................................................................. 75  
  Method 2: Assign Settings for Online Tests by Uploading a Spreadsheet Template ......................... 75
Method 3: Assign Settings for Online Tests One by One .......................................................... 75
Further Information about Available Designated Supports and Accommodations ..................... 76
Using the California Assessment of Student Performance and Progress (CAASPP) 2017–18
Individual Student Assessment Accessibility Profile (ISAAP) Tool to Assign Test
Settings for Designated Supports and Accommodations ......................................................... 77
Background ............................................................................................................................. 77
About the CAASPP 2017–18 ISAAP Tool ................................................................................ 77
Assign Designated Supports and Accommodations in the CAASPP 2017–18 ISAAP Tool ........ 79
Using an Excel Template to Assign Test Settings for Designated Supports and Accommodations .. 86
Create and Submit a Student Test Settings Assignment File ................................................... 86
Assigning and Reviewing Online Student Test Settings for Designated Supports and
Accommodations One by One ................................................................................................. 88
View a Student Profile ........................................................................................................... 88
Update or Assign Test Settings for Designated Supports and Accommodations in the
Student Profile ......................................................................................................................... 90
Requesting an Unlisted Resource ............................................................................................ 93
Request an Unlisted Resource in the Student Profile ................................................................. 94
Review the Status of Other Unlisted Resource Request(s) ......................................................... 98
Cancel an Unlisted Resource Request .................................................................................... 99
Restore a Canceled or Inactivated Unlisted Resource Request ................................................ 100
Approving Orders in the Test Operations Management System (TOMS) .................................... 102
Approve Initial Orders for the LEA ......................................................................................... 102
View a Summary of the LEA’s Orders ..................................................................................... 104
View and Track Orders for the LEA ....................................................................................... 105
Request a Supplemental Order for Smarter Balanced Paper-Pencil and Additional Special
Version Materials ................................................................................................................. 106
Chapter 7. Score Status .......................................................................................................... 107
Using Score Status Functions ................................................................................................. 108
View Students ......................................................................................................................... 108
Request a Spanish Student Score Report ................................................................................ 111
Assign Condition Codes ....................................................................................................... 112
Chapter 8. File Uploads ......................................................................................................... 115
Uploading Files in the Test Operations Management System (TOMS) ...................................... 116
Make Data Assignments in the Excel Template ....................................................................... 118
Chapter 9. Reports ............................................................................................................... 127
Downloading California Assessment of Student Performance and Progress (CAASPP)
Administration Reports ......................................................................................................... 128
LEA User List Report ............................................................................................................ 129
School-Level Student Demographics Report ......................................................................... 130
LEA-Level Student Demographics Report .............................................................................. 131
LEA Coordinator Report ......................................................................................................... 132
School-Level Student Test Assignment Report ...................................................................... 133
LEA-Level Student Test Assignment Report .......................................................................... 134
School-Level Student Test Settings Report .......................................................................... 134
LEA-Level Student Test Settings Report .............................................................................. 137
Unlisted Resources Report ..................................................................................................... 137
Student Results Report—Student Score Data Extract ............................................................ 138
Appendixes .............................................................................................................................. 139
Appendix A—CALPADS Disability Codes .............................................................................. 140
User Support ........................................................................................................................... 142
California Technical Assistance Center for LEA CAASPP Coordinators .................................. 142
List of Figures

Figure 1. Sample multiple-role assignment .................................................................................. 13
Figure 2. Create Users Web form .................................................................................................. 15
Figure 3. Search for a User Web form .......................................................................................... 20
Figure 4. Edit Demographic Information (User) Web form .......................................................... 21
Figure 5. Demographic Information (User) Web form ................................................................. 24
Figure 6. Buttons on caaspp.org .................................................................................................. 27
Figure 7. Logon Web form ........................................................................................................... 27
Figure 8. The TOMS Dashboard .................................................................................................. 28
Figure 9. Reset Your Password Web form .................................................................................... 29
Figure 10. Security Questions Web form ...................................................................................... 30
Figure 11. Buttons on caaspp.org ................................................................................................ 31
Figure 12. Logon Web form .......................................................................................................... 32
Figure 13. E-mail Address field on the Reset Your Password Web form ...................................... 32
Figure 14. Enter an answer field on the Reset Your Password Web form .................................... 32
Figure 15. Password fields on the Reset Your Password Web form ........................................... 33
Figure 16. Security Questions Web form ...................................................................................... 33
Figure 17. Set Nondelivery Dates/Nonworking Dates Web form ................................................ 41
Figure 18. Set Nondelivery Dates/Nonworking Dates calendar Web form and confirmation alert box 42
Figure 19. Instructional Calendar Administration Summary view ................................................ 44
Figure 20. Set Instructional Calendar Web form ............................................................................ 45
Figure 21. Instructional Calendar errors ....................................................................................... 46
Figure 22. Set Noninstructional Dates Web form ........................................................................ 48
Figure 23. Set Test Administrations Web form and confirmation message .................................. 50
Figure 24. Instructional Calendar Administration Summary Web form ....................................... 52
Figure 25. Test administrations, with dates .................................................................................. 53
Figure 26. Administration Organization Assignments Web form ................................................ 54
Figure 27. View Instructional Calendar Administration Summary Web form ............................. 56
Figure 28. Choose a summary to view .......................................................................................... 57
Figure 29. Testing Window Summary ........................................................................................... 58
Figure 30. View Instructional Calendar Administration Summary to select the Student Score Reporting Option .......................................................................................................................... 60
Figure 31. Search for Students Web form ..................................................................................... 65
Figure 32. Student search results ................................................................................................ 66
Figure 33. Student Profile—[Demographics] tab .......................................................................... 67
Figure 34. Student Profile—Test Mode ......................................................................................... 68
Figure 35. Sample student information ....................................................................................... 79
Figure 36. Set Student Need information ..................................................................................... 80
Figure 37. Selecting designated supports .................................................................................... 81
Figure 38. Selecting accommodations .......................................................................................... 82
### Acronyms and Initialisms Used in the TOMS Pre-Administration Guide for CAASPP Testing

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART</td>
<td>Administration and Registration Tools</td>
</tr>
<tr>
<td>CAA</td>
<td>California Alternate Assessment</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</td>
<td>County-District-School</td>
</tr>
<tr>
<td>CSA</td>
<td>California Spanish Assessment</td>
</tr>
<tr>
<td>CSD</td>
<td>California School Directory</td>
</tr>
<tr>
<td>CFR</td>
<td>Code of Federal Regulations</td>
</tr>
<tr>
<td>ELA</td>
<td>English language arts/literacy</td>
</tr>
<tr>
<td>ETS</td>
<td>Educational Testing Service</td>
</tr>
<tr>
<td>IEP</td>
<td>Individualized education program</td>
</tr>
<tr>
<td>ISAAP</td>
<td>Individual Student Assessment Accessibility Profile</td>
</tr>
<tr>
<td>LEA</td>
<td>Local educational agency</td>
</tr>
<tr>
<td>NPS</td>
<td>Nonpublic, nonsectarian school</td>
</tr>
<tr>
<td>NTE</td>
<td>Not tested medical emergency</td>
</tr>
<tr>
<td>ORS</td>
<td>Online Reporting System</td>
</tr>
<tr>
<td>PGE</td>
<td>Parent/Guardian exemption</td>
</tr>
<tr>
<td>PT</td>
<td>Performance task</td>
</tr>
<tr>
<td>RLA</td>
<td>Reading/language arts</td>
</tr>
<tr>
<td>SSID</td>
<td>Statewide Student Identifier</td>
</tr>
<tr>
<td>STS</td>
<td>Standards-based Tests in Spanish</td>
</tr>
<tr>
<td>TOMS</td>
<td>Test Operations Management System</td>
</tr>
<tr>
<td>UAAG</td>
<td>Smarter Balanced Usability, Accessibility, and Accommodations Guidelines</td>
</tr>
</tbody>
</table>
Introduction
# What’s New in 2017–18 for the Test Operations Management System (TOMS)

<table>
<thead>
<tr>
<th>Feature</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>User Interface</strong></td>
<td></td>
</tr>
<tr>
<td>Availability</td>
<td>All Test Operations Management System (TOMS) functionality is available starting on September 5, 2017.</td>
</tr>
</tbody>
</table>
| Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA) | • The test administration window for the STS is no longer selected in TOMS. Instead, it is to be selected in the Administration and Registration Tools (ART). Instructions for STS pre-administration will be provided separately.  
• Request braille and large-print versions of the STS by contacting the California Technical Assistance Center (CalTAC). |
| **Dashboard** | |
| Selected test administration | The Local Educational Agency (LEA) Dashboard shows the selected test administration’s start and end dates. |
| **Student Data** | |
| Enrolled Grade (calculation) | TOMS calculates the enrolled grade for students in ungraded programs by subtracting five from his or her chronological age on September 1, 2017. That is the grade in which the student should be tested. |
| Date of Birth | There are now two Date of Birth fields:  
1. **CALPADS Date of Birth**—The student’s current date of birth the California Longitudinal Pupil Achievement Data System (CALPADS) (This might not match the “Date of Birth for Testing” if the student’s date of birth changed in CALPADS after the student started a test.)  
2. **Date of Birth for Testing**—The student’s date of birth in CALPADS at the start of the selected testing window. (This might not match the “CALPADS Date of Birth” if the student's date of birth changed in CALPADS after the student started a test.) |
| Enrolled Grade (display) | There are now two Enrolled Grade fields:  
1. **Grade Assessed**—The grade level of the assigned test based on enrolled grade at the start of testing (This might not match the “CALPADS Enrolled Grade” if the student’s enrollment grade changed in CALPADS after the student started a test.)  
2. **CALPADS Enrolled Grade**—The student’s current enrollment grade in CALPADS (This might not match the “Grade Assessed” if the student’s enrollment grade changed in CALPADS after the student started a test.) |
<table>
<thead>
<tr>
<th>Feature</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adding and Managing Users</strong></td>
<td></td>
</tr>
<tr>
<td>Restriction on user roles</td>
<td>Users cannot have multiple California Assessment of Student Performance and Progress (CAASPP) user roles across a single account. For example, a user who is a test site coordinator at School A cannot also be a test administrator at School B. Instead, the user must be assigned a user account with test site coordinator access at School A and a different user account with a different e-mail address for the test administrator role at School B. The user may, however, have a single user account if he or she has been assigned as a test site coordinator at both School A and School B.</td>
</tr>
<tr>
<td>E-mail address format</td>
<td>The e-mail domain extension portion of an e-mail address is limited to 10 or fewer characters. (The domain extension is the part of the e-mail address after the dot. For example, &quot;.gov&quot; is the domain extension in &quot;@cde.ca.gov.&quot;)</td>
</tr>
</tbody>
</table>

| **Passwords, Access, and Logon**            |                                                                                                                                                                                                        |
| Link for user password                      | • New users will receive an e-mail with a link to a secure Web site at which they can create a new password.                                                                                             |
|                                            | • Existing users will receive an e-mail with a link to a secure Web site at which they can reset their password.                                                                                         |

| **Test Administration Setup**               |                                                                                                                                                                                                        |
| California Science Test (CAST) field test   | The CAST field test is available starting on April 2, 2018. A testing window that begins prior to this date may allow fewer than 25 instructional days for test administration.                                      |
| California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics administration | The CAAs for ELA and mathematics are available on April 2, 2018. A testing window that begins prior to this date may allow fewer than 25 instructional days for test administration. |
| CAA for Science Pilot 2                     | The CAA for Science Pilot 2 embedded performance tasks may be administered once the performance tasks are available on October 30, 2017. However, results cannot be entered until the Data Entry Interface becomes available in January 2017. |
| New California Spanish Assessment (CSA) pilot | Only those LEAs that have been contacted by Educational Testing Service (ETS) will participate in the pilot and will set up a pilot test administration.                                             |
|                                            | • Only the previously identified LEAs will set up a pilot test administration.                                                                                                                              |
|                                            | • The CSA is an optional pilot assessment that assesses grades three through eight and high school-level content.                                                                                         |
|                                            | • The selected testing window for the pilot is a fixed window, from September 18 to October 6, 2017.                                                                                                       |
|                                            | • Scores are not available for the CSA pilot.                                                                                                                                                             |
| Testing Window Summary tabs                 | [CSA] replaces [STS] as a viewing option. Only those LEAs selected to administer the CSA pilot will have a CSA testing window.                                                                            |
| Testing window reminder e-mails             | TOMS will send a reminder e-mail notification to LEA CAASPP coordinators two weeks prior to the selected testing window start date and two weeks prior to the selected testing window end date, as well as an e-mail on the first day of the selected testing window. |
### Student Test Assignment

<table>
<thead>
<tr>
<th>Feature</th>
<th>Change</th>
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</thead>
<tbody>
<tr>
<td><strong>Science pre-operational tests</strong></td>
<td>The pre-operational tests for science include: 1. The CAST field test, and 2. The CAA for Science Pilot 2— for students who have an individualized education program (IEP) and have been assigned to take the alternate assessments.  • All students in grades five and eight will take either the CAST field test or the CAA for Science Pilot 2.  • The criteria for determining which high school students take the CAST field test and CAA for Science Pilot 2 are pending and will be announced to LEAs as soon as they are available.</td>
</tr>
<tr>
<td><strong>CAST field test</strong></td>
<td>Enrollment in the CAST field test is assigned automatically to students in grades five and eight. Criteria for determining which high school students take the CAST field test are pending.</td>
</tr>
<tr>
<td><strong>CAA for Science Pilot 2</strong></td>
<td>• Eligibility requirements for students in grades five, eight, and the selected high school grade taking an alternate assessment in science (CAA for Science Pilot 2) are the same as for the CAAs for ELA and mathematics.  • Assignment of the CAA for Science Pilot 2 can be made for those students eligible to take the CAAs in grades five and eight when TOMS becomes available on September 5, 2017.  • The CAA for Science Pilot 2 (embedded performance tasks [PTs]) will be made available online, as PDFs, on October 30, 2017; test examiners will download and administer these embedded PTs one on one with students and then enter the results in the new Data Entry Interface starting in January 2018.</td>
</tr>
<tr>
<td><strong>CSA pilot</strong></td>
<td>• Only the LEAs that have been contacted by ETS will participate in the pilot, which will be administered within a fixed testing window—from September 18 to October 6, 2017.  • TOMS will not permit a user who is not in one of the pilot LEAs to assign a student to take the CSA.  • TOMS will not permit a student assigned to take a paper-pencil test to take the online CSA.</td>
</tr>
</tbody>
</table>

### Student Test Settings

<table>
<thead>
<tr>
<th>Feature</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unlisted resources availability</strong></td>
<td>Unlisted resources can be requested for the CAA for science.</td>
</tr>
<tr>
<td><strong>Test settings for Smarter Balanced paper-pencil tests</strong></td>
<td>Accessibility resource options for student taking paper-pencil versions of the Smarter Balanced Summative Assessments can be set in TOMS.</td>
</tr>
<tr>
<td><strong>New embedded designated support</strong></td>
<td>• Mouse Pointer (size and color options for the student’s mouse pointer)</td>
</tr>
<tr>
<td><strong>New non-embedded designated support</strong></td>
<td>• Amplification (volume control beyond a device’s built-in settings using headphones or other non-embedded devices)</td>
</tr>
<tr>
<td><strong>New embedded accommodation, Smarter Balanced for ELA (Listening passages) and CAST</strong></td>
<td>• Audio Transcript (transcript of the closed captioning created for the listening packages; includes braille transcript)</td>
</tr>
<tr>
<td><strong>New non-embedded accommodation</strong></td>
<td>• Word Prediction (accessed using a physically separate device that allows students to begin writing a word and choose from a list of words that have been predicted from word frequency and syntax rules)</td>
</tr>
<tr>
<td>Feature</td>
<td>Change</td>
</tr>
<tr>
<td>---------</td>
<td>--------</td>
</tr>
</tbody>
</table>
| Additional CAST field test embedded designated supports | • Color Contrast  
• Stacked Translations and Translated Test Directions (Spanish)  
• Translation Glossaries  
• Turn Off Any Universal Tools |
| Additional CAST field test non-embedded designated supports | • Read-Aloud in Spanish  
• Science Charts  
• Simplified Test Directions |
| Additional CAST field test embedded accommodations | • Closed Captioning  
• Streamline |
| Additional CAST field test non-embedded accommodation | • Alternate Response Options |
| Updated Smarter Balanced non-embedded designated support | • Read Aloud for mathematics has been clarified that it applies to mathematics stimuli and items. |
| Updated non-embedded Smarter Balanced accommodation | • Scribe applies to ELA performance task full write. |
| Updated CAST field test non-embedded designated supports | • 100s Number Table *(was accommodation)*  
• Calculator (four-function for grade five; scientific for grades eight and ten through twelve) *(was accommodation)*  
• Multiplication Table *(was accommodation)*  
• Mathematics Tools *(deleted)* |
| CSA pilot embedded designated supports | • Print Size (that increases the default zoom level of the font size of all items delivered)  
• Turn Off Any Universal Tool(s) |
| CSA pilot non-embedded designated supports | • Color Overlay  
• Magnification  
• Noise Buffers  
• Read-Aloud Items  
• Separate Setting (special lighting/acoustics, adaptive furniture, time of day) |
| CSA pilot non-embedded accommodation | • Print-on-Demand |
| Smarter Balanced paper-pencil tests non-embedded accommodation, ELA | • Braille |
| Smarter Balanced paper-pencil tests non-embedded accommodations, mathematics | • Braille  
• Speech-to-Text |
| Smarter Balanced paper-pencil tests non-embedded designated supports, mathematics | • Stacked Translation  
• Translation Glossaries |
| Accessibility resources for the STS for RLA | Test settings for the online STS are to be assigned in ART. |
### Reports

<table>
<thead>
<tr>
<th>Feature</th>
<th>Change</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Paperless reporting</td>
<td>LEAs selected to participate in the paperless reporting pilot can elect to have all Student Score Reports for a test administration for the LEA either printed locally or securely transferred to a local Student Information System instead of being printed and shipped to the LEA. This option is selectable when configuring an instructional calendar in Test Administration Setup and cannot be changed by the LEA user after December 1, 2017.</td>
<td></td>
</tr>
<tr>
<td>Student Score Reports PDF</td>
<td>The Student Score Report file can be compiled by LEA, school, or selected schools.</td>
<td></td>
</tr>
<tr>
<td>Navigation tab for 2014–15 Student Score Reports</td>
<td>There is no longer a tab for 2014–15 Student Score Reports in the Reports section of the left navigation bar.</td>
<td></td>
</tr>
</tbody>
</table>

### Student Score Status

<table>
<thead>
<tr>
<th>Feature</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional column for CAST</td>
<td>The information in the “California Science Test” section of the [Score Status] tab will include a Status column for field test scoring, although the score will not be reported.</td>
</tr>
<tr>
<td>Information about the CSA</td>
<td>Information about Condition Codes will be available for student who participated in the CSA pilot.</td>
</tr>
</tbody>
</table>
About the Test Operations Management System (TOMS)

Additional Resources:
- California Assessment of Student Performance and Progress (CAASPP) Manuals and Instructions Web page—http://www.caaspp.org/administration/instructions/
- CAASPP Forms Web page—http://www.caaspp.org/administration/forms

TOMS is a secure Web site that permits local educational agency (LEA) CAASPP coordinators to perform a number of tasks for the CAASPP System, which comprises the Smarter Balanced Online Summative Assessments for English language arts/literacy (ELA) and mathematics; the California Alternate Assessments (CAAs) for ELA, mathematics, and science (Pilot 2 of embedded performance tasks); the California Science Test field test; and, for the selected LEAs, the pilot of the California Spanish Assessment.

TOMS Pre-Administration Functions

Functions that support CAASPP pre-administration activities are listed in this subsection.

- **Adding and Managing Users** permits LEA CAASPP coordinators and CAASPP test site coordinators to add users, either one by one or in a batch upload, to the CAASPP Single Sign-On system, which allows users to access the following CAASPP systems:
  - Test Operations Management System (TOMS)
  - Test Administrator Interface
  - Interim Assessment Hand Scoring System
  - Online Reporting System
  - Completion Status Reports
  - Security and Test Administration Incident Reporting System (STAIRS) and Appeals System (*These systems are available in January 2018, although those LEAs participating in the CSA pilot will have access to the CAASPP STAIRS form.*)

- **Test Administration Setup** permits LEA CAASPP coordinators to set up a testing window(s) for the schools in the LEA.

- **Reports** permits LEA CAASPP coordinators and CAASPP test site coordinators to access information about data they have uploaded and/or entered into TOMS.

- **Student Test Assignment** permits LEA CAASPP coordinators to assign the alternate tests to students as well as special version test forms (for students taking a Smarter Balanced paper-pencil test).

- **Student Test Settings** permits LEA CAASPP coordinators and CAASPP test site coordinators to assign accommodations and designated supports, either one by one or in a batch upload, to students within the LEA.

- **Unlisted Resources** permits LEA CAASPP coordinators and CAASPP test site coordinators to request use of an accessibility resource that is not otherwise available for a student who uses the resource in his or her daily instruction.
• **Score Status** permits LEA CAASPP coordinators to assign certain condition codes, either one by one or using batch upload, to students prior to or during the selected testing window and to request that a student’s score reports be produced in Spanish.

**TOMS Functionality for LEA CAASPP Coordinators**

LEA CAASPP coordinators will be able to perform the following tasks in TOMS:

1. **Manage the LEA’s testing windows;**
2. **Verify contact and mailing address information, including delivery and e-mail addresses;**

   **Note:** If your mailing address is incorrect, you need to contact your California School Directory (CSD) coordinator to update this address on the CSD.

1. **Indicate which students are taking the CAAs for English language arts/literacy, mathematics, and the science Pilot 2;**
2. **Review the LEA’s order for all Smarter Balanced paper-pencil materials;**
3. **Assign accommodations and designated supports to students for CAASPP assessments administered by computer, including both embedded and non-embedded supports;**
4. **Submit requests for unlisted resource(s), if necessary, for students with individualized education programs or Section 504 plans;**
5. **Report testing irregularities, breaches, improprieties, and incidents by completing the CAASPP Security and Test Administration Incidents Reporting System form, and then filing an online appeal in TOMS if required;**
6. **Add and manage contact information for the LEA technology coordinator and LEA special education coordinator;**
7. **Add and manage CAASPP test site coordinator, test administrator, test examiner, test administrator & text examiner, IA Administrator Only, Educator – District, Educator – Site, and Educator – Roster access to TOMS, including password resets;**
8. **Download secure materials such as CAASPP training materials for hand scoring interim assessments; Directions for Administration for the CAAs for ELA and mathematics; and the embedded performance tasks for the CAA for Science;**
9. **Download reports associated with student testing, such as the LEA- and school-level student test assignment reports and the LEA- and school-level student test settings reports; and**
10. **Access the LEA’s test results.**
TOMS Requirements

TOMS supports the following Web browsers:

- Internet Explorer 10 and above
- Mozilla Firefox 45 and above
- Google Chrome 51 and above
- Safari 7 and above

See the “Supported Web Browsers for Online Systems Associated with Testing” subsection of the Technical Specifications and Configuration Guide for CAASPP Online Testing, which is linked on the Manuals and Instructions Web page on the CAASPP Portal, for additional information.

System functionality and screen displays may operate or appear differently due to different Web browser and operating system capabilities. The TOMS Web site is optimal when viewed using a resolution of 1280 x 1024.

Important: While it is possible to open more than one Web browser tab or window at a time, only one session of any module of TOMS should be open in a Web browser tab or Web browser application window for editing at one time.

Gaining Access to TOMS

LEA CAASPP coordinators may access this module permitting them to add and manage test site users only after the proper designation and security forms have been submitted to CalTAC:

- the Superintendent’s Designation of LEA CAASPP Coordinator; and
- the CAASPP Test Security Agreement for LEA CAASPP Coordinators and CAASPP Test Site Coordinators.

These electronic forms are linked on the CAASPP Forms Web page.

After these forms are submitted, the LEA CAASPP coordinator will receive an e-mail to verify his or her username (which is the user’s e-mail address) and temporary password from caaspp@ets.org that will allow access to TOMS. During times of high volume, logon credentials may take as long as two business days to arrive.

Note: If necessary, ask your e-mail administrator to white list the e-mail address caaspp@ets.org to ensure you receive your logon credentials.
About This Manual

Additional Resources:

1. This manual provides the instructions necessary for local educational agency (LEA) California Assessment of Student Performance and Progress (CAASPP) coordinators and CAASPP test site coordinators to manage user, test administration, and student data assignments and for LEA CAASPP coordinators to order Smarter Balanced paper-pencil testing materials. *Chapter 2 Passwords, Access, and Logon* provides instructions for users in all assigned roles to access CAASPP systems.

2. Web site users may notice slight differences between what is displayed on the Web page and the screen captures shown in this manual due to individual browser versions, monitor resolution, PC configuration, etc.

3. Data displayed on the Web pages or forms shown as examples in this manual are for demonstration purposes only and may not reflect valid data.

4. Web pages may appear slightly differently under Macintosh, using various versions of Windows, or because of differences in Web browsers or Web browser versions.

5. Information about how to administer Smarter Balanced Interim Assessments, access the Interim Assessment Reporting System, and adding and managing users in the Smarter Balanced Administration and Registration Tools system is found in the *CAASPP Interim Assessment User Guide*.

Document Conventions

Table 1 lists key symbols and typographical conventions used in this manual.

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Warning]</td>
<td><strong>Warning:</strong> This symbol accompanies important information regarding actions that may cause fatal errors.</td>
</tr>
<tr>
<td>![Caution]</td>
<td><strong>Caution:</strong> This symbol accompanies important information regarding a task that may cause minor errors.</td>
</tr>
<tr>
<td>![Note]</td>
<td><strong>Note:</strong> This symbol accompanies additional information that may be of interest.</td>
</tr>
<tr>
<td>![Additional Resources]</td>
<td><strong>Additional Resources:</strong> This symbol accompanies a list of URLs for Web pages and/or Web documents that provide additional information.</td>
</tr>
<tr>
<td>file name</td>
<td>Monospaced text indicates a directory, file name, or something you enter in a field.</td>
</tr>
<tr>
<td>[text]</td>
<td>Bold text in brackets is used to indicate a link or button that is selectable.</td>
</tr>
</tbody>
</table>
Chapter 1. Adding and Managing Users
Adding and Managing Users in the Test Operations Management System (TOMS)

Additional Resources:

- CAASPP Forms Web page—http://www.caaspp.org/administration/forms/
- CAASPP Test Operations Management System (TOMS) Resources Web page—http://www.caaspp.org/administration/toms/

Notes:

- Information about how to add and manage users in the Smarter Balanced Administration and Registration Tools system for interim assessments is found in the CAASPP Interim Assessment User Guide.
- These instructions pertain to user roles and assignments for the CAASPP System only.
- CAASPP test site coordinators should contact their local educational agency (LEA) CAASPP coordinators if they have questions about accessing or using the Test Operations Management System (TOMS). Test administrators, test examiners, test administrators & test examiners, and other school staff should contact their CAASPP test site coordinator if they have questions about accessing or using TOMS.

Module Overview

LEA CAASPP coordinators must add CAASPP test site coordinators and may add other user roles to TOMS to enable the designated users to administer, monitor, and manage the online Smarter Balanced summative and interim assessments. Table 2 on page 16 contains a list of definitions for the user roles. You should refer to the LEA’s privacy policy regarding student information when making decisions about user roles.

Users may be added either individually in the TOMS user interface or in the batch upload of a .csv file.

CAASPP test site coordinators may add Test Administrators, Test Examiners, Test Administrators & Test Examiners, Interim Assessment Administrators, and Educators at the test site to TOMS.
Note: Persons occupying the roles of Test Examiner and Test Administrator & Test Examiner must be licensed or credentialed employees.

Note the following about assigning users in TOMS:

- A user with multiple roles across different LEAs or test sites ("sites") must use one e-mail account per role.
- Each user can be assigned one CAASPP TOMS account, no matter how many different LEAs or sites he or she is associated with as long as the user level of access is the same across all the sites.
- Additional roles for a single user can be added using the TOMS user interface or through the batch upload process.
- If a user is to be assigned roles that have different levels of access at multiple sites, he or she must use a unique e-mail address at each site.
- Assigning different levels of access at each site would also prevent a Test Site Coordinator from creating a subordinate that has the same user role he or she has been assigned at a different site—for example, an individual who is a Test Site Coordinator at School 1 and a Test Examiner at School 2 cannot assign another individual as a Test Examiner at School 1.

**You should not assign** an individual user to multiple roles at a single site; instead, grant the user the highest level of access among those roles at the site. For example, if Jane Adler is both Test Site Coordinator and Test Examiner at School 1, assign Ms. Adler only to the Test Site Coordinator role at School 1.

Figure 1 shows an example of a hierarchy in which one user (i.e., Jane Alder) has different roles at three locations.

![Figure 1. Sample multiple-role assignment](image)

The LEA superintendent may add additional personnel within the LEA who will be granted LEA CAASPP coordinator–level access to TOMS by completing the Superintendent Designation of LEA CAASPP Coordinator Web form. The secondary LEA CAASPP coordinator(s) will be added as a user after he or she submits the electronic CAASPP Test Security Agreement for LEA CAASPP Coordinators and CAASPP Test Site Coordinators Web form. The primary LEA CAASPP coordinator will bear overall responsibility for all of the added users within his or her LEA.
The appointment of a secondary LEA CAASPP coordinator affords extended TOMS access only. Secondary LEA CAASPP coordinators do not have additional responsibilities with the California Department of Education or the California Technical Assistance Center (CalTAC).

**Manage Security**

It is the responsibility of the LEA CAASPP coordinators to have, on file at the LEA, a signed *CAASPP Test Security Agreement for LEA CAASPP Coordinators and Test Site Coordinators* Web form from each CAASPP test site coordinator to whom access has been granted.

It is the responsibility of each CAASPP test site coordinator to have, on file at the school, a *CAASPP Test Security Affidavit* from each test administrator, test examiner, or other staff member to whom access to systems has been granted.

These forms are accessed on the CAASPP [Forms](#) Web page.

**Reset Passwords**

LEA CAASPP coordinators can reset passwords for their CAASPP test site coordinators. CAASPP test site coordinators should contact their LEA CAASPP coordinators directly for this service.

CAASPP test site coordinators can reset passwords for the test administrators, test examiners, and other staff at their schools. Staff should contact their CAASPP test site coordinators directly for this service. Note that all users can reset their own existing passwords by following the instructions in the “[Passwords, Access, and Logon](#)” section.

**Adding Users**

LEA CAASPP coordinators must add test site users to TOMS to enable the designated users to administer, monitor, and manage the online CAASPP assessments.

Once CAASPP test site coordinators are added by their LEA CAASPP coordinator and receive access to TOMS, they will have the ability to add test administrators, test examiners, and other school staff members for their assigned site using the same methods in this section.

There are two methods LEA CAASPP coordinators and CAASPP test site coordinators can use to add users to TOMS:

1. One by one
2. Using a template (either blank or modifying a file of previous users)

**Method 1—One by One**

<table>
<thead>
<tr>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• When you are reactivating an existing user, you must select the <em>[Reset Password]</em> button. This will cause the system to send the reset password e-mail to reactivated user.</td>
</tr>
<tr>
<td>• When you are adding users to TOMS using the one-by-one method, please allow up to two hours for the system to process the request and grant access to the added user.</td>
</tr>
</tbody>
</table>
1. Use an Internet browser to go to the CAASPP Portal and select the [Test Operations Management System (TOMS)] button to access the TOMS Logon Web form to open TOMS.

2. When TOMS has opened, select the [Users] button—shown in Figure 2—in the left navigation bar to open the Create Users Web form.

   ![Create Users Web form](image)

   **Figure 2. Create Users Web form**

3. Select the [Add] button.
4. In the “Demographic Information” section, enter the following information for the user being added:
   • first name
   • last name
   • e-mail address
   • phone number
   • fax number (optional)

   Note that the e-mail domain extension portion of an e-mail address—the portion after the dot, (e.g., “.edu” or “.org”)—is limited to 10 characters.

5. Select the LEA or school the user is associated with by selecting the [Select Organization] link. You also can perform this step as step 5.
   a. To view the LEA’s information, type at least five characters of the LEA’s name (including spaces) or the County-District-School (CDS) code for the LEA.
   b. To view a school’s information that is in your organization, type at least five characters of the school’s name (including spaces) or the CDS code of the school.

6. Based on the selected organization, select the radio button corresponding with the user’s role; roles are shown in Table 2. All of these roles can be set by the LEA CAASPP coordinator. Some of these roles can also be set by CAASPP test site coordinators.

Table 2. User Roles in TOMS

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Site Coordinator</td>
<td>Identifies and trains all relevant site staff, assigns and manages the site user roles of Test Administrator and Test Examiner, assigns and verifies student test settings and condition codes, and coordinates test site security. Manages the Interim Assessment Hand Scoring System, accesses Completion Status Reports, and accesses the Online Reporting System (ORS) for assessment results for all the students in that site. Creates and assigns ORS rosters to site users and able to administer all summative, interim, practice, and training tests.</td>
</tr>
<tr>
<td>Test Administrator</td>
<td>Administers standard summative, interim, practice, and training tests to students, confirms student test settings in the Test Administrator Interface, and ensures test session security. Accesses the Interim Assessment Hand Scoring System, Completion Status Reports, and ORS assessment results for students in an associated student roster. Rosters of students are created and assigned to the test administrator user by the LEA CAASPP coordinator or test site coordinator. Note that unless the test administrator has been assigned to a student roster, he or she cannot see any student results in the ORS.</td>
</tr>
<tr>
<td>Test Examiner (must be a credentialed or licensed employee)</td>
<td>Administers alternate summative assessments and interim, practice, and training tests to students, confirms student test settings in the Test Administrator Interface, and ensures test session security. Accesses the Interim Assessment Hand Scoring System, Completion Status Reports, and ORS assessment results for students in an associated student roster. Rosters of students are created and assigned to the test examiner user by the LEA CAASPP coordinator or test site coordinator. Note that unless the test examiner has been assigned to a student roster, he or she cannot see any results in the ORS.</td>
</tr>
<tr>
<td>Role</td>
<td>Description</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Test Administrator &amp; Test Examiner (must be a credentialed or licensed employee)</td>
<td>Administers both standard and alternate summative assessments and interim, practice, and training tests to students, confirms student test settings in the Test Administrator Interface, and ensures test session security. Accesses the Interim Assessment Hand Scoring System, accesses Completion Status Reports, and ORS assessment results for students in an associated student roster. Rosters of students are created and assigned to the test administrator/test examiner by the LEA CAASPP coordinator or test site coordinator. Note that unless the test administrator/test examiner has been assigned to a student roster, he or she cannot see any results in the ORS. May administer practice and training tests to students.</td>
</tr>
<tr>
<td>IA Administrator Only</td>
<td>Administers only the interim assessments to students. Includes access to Interim Assessment Hand Scoring System and Interim Assessment Completion Status Reports. (Note: Access to Interim Assessment results are available through the Interim Assessment Reporting System logon.)</td>
</tr>
<tr>
<td>Educator – District</td>
<td>Allows access to assessment results in the ORS for the entire LEA. This role is assigned by the LEA CAASPP coordinator.</td>
</tr>
<tr>
<td>Educator – Test Site</td>
<td>Allows access to assessment results in the ORS for the entire school. This role is created and assigned to the user by the LEA CAASPP coordinator or test site coordinator.</td>
</tr>
<tr>
<td>Educator – Roster</td>
<td>Allows access to assessment results for students in an associated student roster in the ORS. Rosters of students are created and assigned to the user by the LEA CAASPP coordinator or test site coordinator. Note that unless this user has been assigned to a student roster, he or she cannot see any results in the ORS.</td>
</tr>
</tbody>
</table>

7. Select [Add Role]. You must add a role to successfully create a new user profile.
8. Select [Close] on the Save User confirmation box.
9. Select [Save] when you are finished adding users.
10. Select [Close] on the Add a user confirmation box.

**Method 2—Adding Users via Template Upload**

LEA CAASPP coordinators and CAASPP test site coordinators also have the option to upload TOMS users via batch upload of a file in .csv format. These users can either edit the file of assigned users from the previous-year’s CAASPP administration or download a template from TOMS and then manually enter users.

A file of your organization’s users assigned during the previous CAASPP administration is available for download. You can manually add, update, and delete users from it and then upload the updated file into TOMS. These users, while included in the previous-year’s version of TOMS, are considered inactive after TOMS transitions from one school year test administration to the next until you activate them either via batch upload or using the one-by-one method.
Notes:
1. LEA CAASPP coordinators should coordinate with CAASPP test site coordinators to decide who will be uploading user information because if a user has already been assigned a role or made an active user within an organization, that role may be overridden in a subsequent upload of users within that organization.

2. When you are adding staff to TOMS using the template upload method, please allow up to two business days for the system to process the file and grant access to the added users.

3. Users who were assigned to two roles associated with one user account during the previous administration are included on the template twice. You must remove one of the user roles (lines) for the user or enter another user e-mail address for one of the user roles or else the file will not validate. For example, if an LEA CAASPP coordinator uploads a file in which active School B test site coordinator Jane Alder (in Figure 1) is assigned a test administrator role at School A, the file will not validate. Either delete one of the lines for Ms. Adler or enter a different e-mail address for one of her user roles.

4. LEA CAASPP coordinators can submit only user information for schools within their LEA. CAASPP test site coordinators can submit only user information for their school.

Step 1. Access TOMS.
1. Open an Internet browser.
2. Go to the CAASPP Portal and select the [Test Operations Management System (TOMS)] button to access the TOMS Logon Web form to open TOMS.

Step 2. Download a file.
Download the file of past users or a blank template in TOMS. Note that the blank template includes a worksheet that contains the file specifications. See the “LEA User List Report” section of this manual for more information about the file of past users.

Download the previous year’s file
1. Open TOMS.
2. Select the [Reports] button in the left navigation bar to open the LEA Reports Web form.
3. In the “LEA User List Report” section, select your organization and Previous School Year from the School Year drop-down list.
4. Select the [DOWNLOAD REPORT] button in this section. You will be prompted to open or download the .csv file and save it locally.

Download the blank template
1. Open TOMS.
2. Select the [Users] button in the left navigation bar.
3. Select the [Upload Users] button in the left navigation bar.

4. Select the [Download Spreadsheet Template] down-arrow [▼] icon to download the Excel template.

or

5. Download the TOMS user upload .csv template from the TOMS Resources Web page.

6. Save the template locally.

**Step 3. Edit the users.**

While the downloaded .csv file is best updated using Notepad or another plain-text editor, you can update it in Microsoft Excel provided you:

1. either copy the contents of the downloaded file into a different spreadsheet or save the .csv file into an Excel format such as .xlsx, and then

2. save it as a .csv file when you are finished editing your user information.

When you are going to create the list of users in a blank template, you can copy or enter the user information into the template. The specifications for each record in the template, including maximum length, required or not, and acceptable value for the field, are described in the [User Upload File Specifications] tab of the user upload template. You must enter data in every field, columns A–F.

**Notes:**

- If you choose to copy the contents of a .csv file into a spreadsheet, make sure that the format applied to the CDS Code column in the alternate spreadsheet is “Number with no decimal places or else the contents may show in scientific notation (e.g., 1.2408E+12).

- If you choose to edit the contents of the .csv file in a plain-text editor, be careful that your data do not include commas, which are used to separate data fields within comma-delimited records.

**Step 4. Upload the file.**

When you are finished, save as a .csv file, validate the file, and upload the file using the processes in Chapter 8 File Uploads.

**Viewing and Editing Users**

On the View & Edit Users Web form, shown in Figure 3, you can search, view, edit, and deactivate roles from other users.

1. Open TOMS.

2. Select the [Users] button in the left navigation bar.

3. Select the [View& Edit] button in the left navigation bar.
4. To find a user, enter criteria in the different search fields in the “Search for a User to View and Edit” section and select [SEARCH]; or just select [SEARCH].

5. To edit a user, select the [Edit] pencil [ ☒ ] icon in the Actions column in the row for the user (circled in Figure 3). The Demographic Information (User) Web form, shown in Figure 4, appears.
Figure 4. Edit Demographic Information (User) Web form
6. You can take the following actions on the Demographic Information Web form:

<table>
<thead>
<tr>
<th>Action</th>
<th>Select...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edit the user’s Demographic Information; you must select [SAVE] to save updated information</td>
<td>[SAVE]</td>
</tr>
<tr>
<td>Deactivate a user</td>
<td>[DEACTIVATE]</td>
</tr>
<tr>
<td>Reset a user’s password (which activates an inactive user)</td>
<td>[RESET PASSWORD]</td>
</tr>
<tr>
<td>Add a user (follow the instructions in the “Adding Users One by One” subsection)</td>
<td>[ADD ROLE]</td>
</tr>
<tr>
<td>Remove a role from a user’s profile</td>
<td>[DELETE SELECTED]</td>
</tr>
<tr>
<td>Remove a user</td>
<td>[DELETE]</td>
</tr>
</tbody>
</table>

**Reactivating a User**

You can reactivate a user by either including that user in the .csv file using the batch upload process, following the steps to add a user using the one-by-one process, or, if the user is present but with a status of “inactive,” assigning a role and selecting the [Reset Password] button on the Edit Demographic Information (User) Web form (Figure 4).
Resetting a User’s Password

Local educational agency (LEA) California Assessment of Student Performance and Progress (CAASPP) coordinators can reset any temporary or existing password for CAASPP test site coordinators and other LEA and school staff. CAASPP test site coordinators can reset passwords for school staff. Additionally, a password reset for an inactive user reactivates that user. Active users can also reset their own password on the Logon Web form.

Note: Users will receive an e-mail with a link to a secure Web site where they can create a new password. The link expires in 15 minutes.

To reset a password in the Test Operations Management System (TOMS):

1. Open TOMS.
2. Select the [Users] button in the left navigation bar to open the Search for a User to View and Edit Web form.
3. Follow the instructions in the “Viewing and Editing Users” subsection of this manual. 
   or
   Scroll to the bottom of the Web form to the “Results” section to see a list of users with whom you are associated.
4. Select the [Edit] pencil icon in the Actions column in the row of the user whose password you will be resetting. The Demographic Information (User) Web form, shown in Figure 5, opens.
5. Select the [RESET PASSWORD] button to reset the password; select [Close] to confirm.

The user will receive an e-mail with a secure link to the Reset Password Web form.
Accessing California Assessment of Student Performance and Progress (CAASPP) Systems

Additional Resources:
- CAASPP Forms Web page—http://www.caaspp.org/administration/forms/

Warning: Neither primary local educational agency (LEA) CAASPP coordinators nor secondary LEA CAASPP coordinators can log on to TOMS until the California Technical Assistance Center (CalTAC) has received the signed Superintendent’s Designation of LEA CAASPP Coordinator form (from the superintendent or charter school administrator) and the electronically signed 2017–18 CAASPP Test Security Agreement for LEA CAASPP Coordinators and CAASPP Test Site Coordinators from the primary LEA CAASPP coordinator (and the secondary LEA CAASPP coordinator, if needed). These forms can be accessed on the CAASPP Forms Web page.

All primary LEA CAASPP coordinators will receive an e-mail from CA-Assessments@ets.org with a link to a secure Web site to create a password, but only if CalTAC has received the CAASPP designation form signed electronically by the superintendent and the security form signed by the LEA CAASPP coordinator. Secondary LEA CAASPP coordinators will receive an e-mail from CA-Assessments@ets.org with a secure link after their primary LEA CAASPP coordinator has received his or hers. All other users receive user assignments from either their LEA CAASPP coordinator or CAASPP test site coordinator.

Users accessing the following applications will use the instructions in this chapter to create or renew passwords and then to log on to CAASPP assessment systems:

- Test Operations Management System (TOMS)
- Test Administrator Interface
- Interim Assessment Hand Scoring System
- Online Reporting System
- Completion Status Reports, Roster Management, and Appeals
- Security and Test Administration Incident Reporting System

Note that the system(s) to which you have access depends on your assigned user role. The user roles shown in the box on this page are described on the CAASPP User Roles in TOMS Web page.
General Steps to Log On

1. Use an Internet browser to go to the CAASPP Portal and select the button representing the system you wish to access. Systems accessible using this username and password are circled in Figure 6. Note that the [STAIRS] and [Smarter Balanced Interim Assessments] buttons are linked to caaspp.org Web pages that offer more options.

![Figure 6. Buttons on caaspp.org](image)

2. The Logon Web form, shown in Figure 7, appears.

3. By using or accessing this site you agree to the terms and conditions of use. Select the [Terms and Conditions of Use] link to read the full text.

4. Enter your username—which is your e-mail address—in the username field next to the [E-mail Address] person icon and your password in the Password field next to the [Password] lock icon in the Logon Web form, and then select the [Secure Logon] button. Note that the username and password are case sensitive.

- All users should follow the process to request a new temporary password if the one you were sent has expired. This process is described in the subsection “Existing Users—Resetting a Password.”

5. When you log on to TOMS, you will proceed to the TOMS home page, the Dashboard, shown in Figure 8.

- The Dashboard default is the News & Announcements tab. This feature will keep you informed of important announcements.

- LEA CAASPP coordinators also can use this feature to set announcements for the users in your organization.

- You can return to the Dashboard at any time by selecting the [Dashboard] button near the center of the application window (indicated in Figure 8).
Figure 8. The TOMS Dashboard
New Users—Setting a New Password

Additional Resources:

Users who are new to CAASPP and the California assessment systems must establish their user credentials by creating a password and an answer to a security question to gain access to the 2017–18 California assessment systems. They will receive an e-mail from CA-Assessments@ets.org that contains a link to a secure Web form where a password can be created. The link is found within the e-mail text, “To begin, visit the secure Web site to create a password.”

Warning: A free e-mail program such as Gmail or Yahoo! might forward the e-mail from CA-Assessments@ets.org directly to a spam or junk mail folder. If you requested an updated secure link e-mail but do not see it in the application’s default Inbox, be sure to check automated folder destinations to make sure the e-mail was not routed incorrectly.

1. Select the secure link in the e-mail; the Reset Your Password Web form appears (Figure 9).

   Note: The link in the e-mail is valid for 15 minutes. If the link is not used within 15 minutes, when you do select it, you will be prompted to enter your e-mail address in the E-mail Address field and select [Submit] to request a link.

2. When you select the secure link, the Reset Your Password Web form appears; enter a password in the Password field and re-enter it in the Confirm Password field (shown in Figure 9). The password must contain the following characteristics:
   - minimum of 8 characters
   - maximum of 16 characters
   - at least 3 of the following:
     - minimum of one uppercase letter
     - minimum of one lowercase letter
     - minimum of one number
     - minimum of one special character such as:
       ~ ! @ # $ % ^ & * ( ) - _ = + [ ] ; : . < > / ?

   You will see an error message if your new password does not match the confirmation password or if your password does not meet the password criteria. Try again.

3. When have successfully entered your password twice, select the [Submit] button. You will be prompted to set up the security question(s) on the Security Questions Web form.
using the Security question drop-down list and providing the answer in the Security answer field, shown in Figure 10.

Figure 10. Security Questions Web form

4. Select the [Add an additional question.] link if you wish to add an additional layer of security to the process by creating another security question. Otherwise, select [Next].

5. Once you have logged on successfully, you will proceed to the TOMS Dashboard.
Existing Users—Resetting a Password

Additional Resources:

Existing users—those who have had user roles during a previous CAASPP administration—must reset their password and security question to gain access to the 2017–18 California assessment systems. They will receive an e-mail from CA-Assessments@ets.org that contains a link to a secure Web form where a password can be created and a security question can be verified. The link is found within the e-mail text, “Visit the secure Web site.” However, if the link is not used within 15 minutes, you will be prompted to enter your e-mail address in the E-mail Address field and select [Submit] to request a link.

Warning: A free e-mail program such as Gmail or Yahoo! might forward the e-mail from CA-Assessments@ets.org directly to a spam or junk mail folder. If you requested an updated secure link e-mail but do not see it in the application’s default Inbox, be sure to check automated folder destinations to make sure the e-mail was not routed incorrectly.

Obtain the Secure Link for a Forgotten Password

If you have forgotten your password, first access TOMS to request the password reset e-mail. If you are responding directly to the e-mail notification, follow the instructions in the next subsection, “Reset the Password.”

1. Use an Internet browser to go to the CAASPP Portal and select the button representing the system you wish to access. Systems accessible using this username and password are circled in Figure 11.

![Figure 11. Buttons on caaspp.org](image-url)
2. The Logon Web form, shown in Figure 12, appears.

3. Select the [Forgot Your Password?] link on the Logon Web form.

4. Enter your e-mail address in the E-mail Address field on the Reset Your Password Web form shown in Figure 13, and then select the [Submit] button.

   ![Figure 13. E-mail Address field on the Reset Your Password Web form](image1)

5. Answer the security question in the Enter an answer field to verify your identity on the Reset Your Password Web form shown in Figure 14, and then select the [Submit] button.

   ![Figure 14. Enter an answer field on the Reset Your Password Web form](image2)
**Reset the Password**

1. Check your e-mail account that is used as your username for an e-mail from caaspp@ets.org that contains the secure link you will use to reset your password. **Note that the secure link will expire in 15 minutes.** If you are notified of an expired link by a message displayed on the Reset Your Password Web form, enter your password and then select the [Submit] button to request a new secure link.

2. When you select the secure link, the Reset Your Password Web form appears; enter a password in the **Password** field and re-enter it in the **Confirm Password** field (shown in Figure 15). The password must contain the following characteristics:
   - minimum of 8 characters
   - maximum of 16 characters
   - at least 3 of the following:
     - minimum of one uppercase letter
     - minimum of one lowercase letter
     - minimum of one number
     - minimum of one special character such as: ~ ! @ # $ % ^ & * ( ) - _ = + [ ] ; : , . < > / ?
   
   You will see an error message if your new password does not match the confirmation password or if your password does not meet the password criteria. Try again.

3. When have successfully entered your password twice, select the [Submit] button. You will be prompted to verify the security question(s) on the Security Questions Web form, shown in Figure 16.

4. Select the [Add an additional question.] link if you wish to add an additional layer of security to the process by creating another security question. Otherwise, select [Next].

5. Once you have logged on successfully, you will proceed to the home page of whichever CAASPP application you selected.
This page is left blank intentionally.
Chapter 3. Test Administration Setup
Using the Test Operations Management System (TOMS) for CAASPP Test Administration Setup

Additional Resources:
- California Assessment of Student Performance and Progress (CAASPP) Planned System Downtime Web page—http://www.caaspp.org/system-status/

Use the Test Operations Management System (TOMS) Test Administration Setup module to determine and calculate dates for the local educational agency’s (LEA’s) 2017–18 administration of the following tests:

- Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics (online, paper-pencil) in grades three through eight and grade eleven
- California Alternate Assessments (CAAs) for ELA and mathematics in grades three through eight and grade eleven; and the science Pilot 2 in grades five and eight and either ten, eleven, or twelve
  - The criteria for determining which high school students take the CAA for Science Pilot 2 are as announced to LEAs.
- California Science Test (CAST) field test in grades five and eight and grades ten, eleven, and twelve
  - The criteria for determining which high school students take the CAST field test are as announced to LEAs.
- California Spanish Assessments (CSA) pilot in grades four through twelve (LEAs that have been selected only)

Administrations should be entered before December 1, 2017. Changes to calendars or the testing window after this date can only be made by contacting the California Technical Assistance Center (CalTAC).

About Test Administration Dates

Test administrations should be entered once the local educational agency (LEA) has finalized its instructional schedule and prior to December 1, 2017. Test administration dates must be finalized before tests are assigned to individual students in TOMS. Changes to calendars or the testing window after December 1, 2017, can only be made by contacting the California Technical Assistance Center (CalTAC).

Multiple Tracks

Schools within an LEA may have a variety of beginning and ending dates of instruction because of multiple tracks. This means an LEA may have more than one test administration window for each test group (Smarter Balanced, CAA, CAST); up to six administrations can be configured. LEAs that have assigned students to nonpublic, nonsectarian schools (NPSs) on the basis of individualized education program (IEP) team recommendations may need specific test administration windows to accommodate the NPSs.
For LEAs that have schools with multiple tracks, LEA CAASPP coordinators should create separate test administration windows to accommodate each track schedule. For each test administration, the schedules will vary for delivery of testing materials, actual testing dates, pickup of materials, and reporting.

If school or track schedules are slightly different but the appropriate percent-of-instructional-days date (described in the next section) is within a day or so for schools within the LEA and if the LEA intends to test all schools during the same test window, the LEA should set up a single test administration period. LEAs should not set up multiple test windows with the same dates.

### Adding Windows

<table>
<thead>
<tr>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The selected testing window for the Smarter Balanced, CAA, and CAST assessments must include at least 25 consecutive instructional days.</td>
</tr>
<tr>
<td>• The CAAs for ELA and mathematics and CAST assessments are available starting on April 2, 2018.</td>
</tr>
<tr>
<td>• The fixed testing window for the California Spanish Assessment (CSA) is from September 18 to October 6, 2017. Only LEAs that have been selected to participate in the CSA pilot should schedule this testing window.</td>
</tr>
</tbody>
</table>

The LEA can add new test administration windows at any time or change dates related to a testing window up to the time the LEA CAASPP coordinator (or CalTAC) approves the testing materials order for that particular test administration. If there are no Smarter Balanced paper-pencil administrations in the window, dates can be changed up to the day before testing begins. After this approval, only CalTAC can edit the test dates. Some dates may not be changed.

The Test Administration Setup module on the TOMS Web site calculates the LEA testing windows automatically.

### Nonpublic, Nonsectarian Schools

LEA CAASPP coordinators for each LEA that has assigned students to NPSs on the basis of IEP team recommendations will continue to be responsible for ordering the testing materials, sending them to the NPSs, receiving the materials back from the NPSs, and returning the materials to the contractor.

The testing windows for NPSs are determined using the same criteria as for LEAs. If the NPS’s testing window coincides with another LEA test administration, include it in that window. If it does not, separate test windows must be entered for the NPS in TOMS.

<table>
<thead>
<tr>
<th>Note:</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is the LEA CAASPP coordinator’s responsibility to communicate with NPSs at which students within the LEA are enrolled to determine whether the NPS will be assigned to an existing testing window or whether a separate testing window will be created.</td>
</tr>
</tbody>
</table>
Do the following to set up the test administration windows for NPSs in which the LEA has enrolled students:

1. Contact all NPSs in which the LEA has enrolled students and request copies of their 2017–18 instructional calendars. These will be needed to set up the test administration windows for the NPSs.

2. Request that each NPS provide the LEA with the dates for its proposed 25-day window. The schools’ proposed windows will need to be verified through the Test Administration Setup module of TOMS. California Education Code Section 56366(a)(8)(B) states that, “Each nonpublic, nonsectarian school shall notify the district of residence of a pupil enrolled in the school of its testing period.”

3. For all NPSs that fit into a test administration window being used for an LEA’s schools, notify the NPSs of the testing window.

4. For any NPS that does not fit into a test administration window being used for an LEA’s schools or that has a student or students who is testing outside of that window, first verify with the NPS that all students in the school are on the same instructional calendar, and then use the instructional calendar provided by the NPS to set up a test administration period for them.

**Spring Break**

If spring break occurs within the testing window(s), dates for testing may be scheduled before and after the break. The 25-day window may not be changed.

LEAs are encouraged to schedule all testing, including makeups, either before or after the spring break, if possible. If it is necessary to schedule some tests before and some tests after the break, schools should take extra precautions with the security of testing materials over spring break.

**Scheduled CAASPP Downtime**

The system downtime dates known as of September 5, 2017, are included on the noninstructional dates calendar and will be combined with the LEA’s noninstructional dates when the selected testing window is calculated. Refer to the CAASPP Planned System Downtime Web page for an updated list of dates on which CAASPP systems will be down. Note that the LEA’s noninstructional calendar will not be recalculated when additional system downtime dates become known and that testing cannot occur on system downtime dates, whether or not they are included in the noninstructional calendar.

**Late Testers**

Late testers are LEAs that have approved State Board of Education waivers to operate nonstandard school years that span fiscal years. The testing windows for some students in these LEAs may be open until (but no later than) July 16, 2018.
Dates for the Smarter Balanced Summative Assessments, CAST, and CAA

Pursuant to the California Code of Regulations, Title 5 (5 CCR), Sections 855(b)(1), 855(b)(2), and 855(c), the rules for the establishment of the testing windows for the Smarter Balanced assessments, the CAA, and the CAST are as follows:

- Testing shall not begin until the day of completion of 66 percent of a school’s annual instructional days, and
- Testing may continue up to and including the last day of school, although so long as a selected testing window has been established in TOMS, LEAs no longer need to administer tests through the last day of school.

Please note, however, that the CAST field test and the CAAs for ELA, mathematics, and science Pilot 2 will not be available until April 2, 2018. If your selected testing window starts before this date, you may not have 25 instructional days in which to administer these tests.

Sixty-six percent of a school year occurs on the 118th instructional day in a 180-day school year, leaving a 12-week window for testing. Table 2 shows typical testing periods for a sample of school-year lengths (in number of instructional days).

<table>
<thead>
<tr>
<th># Instructional Days</th>
<th>Test Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>175</td>
<td>115th – 175th day</td>
</tr>
<tr>
<td>176</td>
<td>116th – 176th day</td>
</tr>
<tr>
<td>180</td>
<td>118th – 180th day</td>
</tr>
</tbody>
</table>

The testing window for Smarter Balanced paper-pencil tests is the same as for the online assessments so long as a carton containing test booklets has not been opened. Were a carton to be opened, Smarter Balanced paper-pencil tests must be administered within three weeks.
Configuring Test Administrations

Additional Resources:
- CAASPP Planned System Downtime Web page—http://www.caaspp.org/system-status/

Notes:
- The California Science Test (CAST) field test and the California Alternate Assessment (CAA) for English language arts/literacy (ELA) and mathematics will be available starting on April 2, 2018. The CAA for Science Pilot 2 will be available after October 30, 2017.
- These steps may be repeated to add new or additional administrations once you have set up the first administration.

The following is a list of the roles and features of the Test Administration area in the Test Operations Management System (TOMS):

- View, add, or edit nondelivery dates
- Create the instructional calendar
- Edit the instructional calendar
- View the instructional calendar summary
- View the test administrations

Each test administration you configure includes a window for Smarter Balanced for grades three through eight and grade eleven for ELA and mathematics; the CAAs in grades three through eight and eleven for ELA and mathematics and for science (Pilot 2) in grades five, eight, and ten, eleven, twelve, and high school students in ungraded programs; and the CAST field test in grades five, eight, and students in grades ten, eleven, and twelve as assigned.

Before you begin, consider gathering the local educational agency's (LEA's) nondelivery/nonworking dates and instructional calendar(s) to facilitate entry of dates.

Take these steps to enter the Test Administration area of TOMS:

1. Using an Internet browser, go to the CAASPP Portal and select the [Test Operations Management System (TOMS)] button to access the TOMS Logon Web form to open TOMS.
2. When TOMS has opened, select the [Test Administrations] button from the left navigation bar to open the Set Nondelivery Dates/Nonworking Dates Web form that is shown in Figure 17.
3. In the **Select LEA** field, type at least five characters of the LEA’s name (including spaces) or the County-District-School code for the LEA in the search field; select the name of your LEA when it appears under the search field.

4. Select [**CONTINUE**](#).

### Step 1. Set Nondelivery/Nonworking Dates.

Nondelivery and nonworking days are days on which the LEA is closed or unable to accept materials deliveries for any other reason. Choose dates for nondelivery and nonworking days between December 2017 and August 2018 to calculate the date(s) when any test materials can be delivered.

Remember the following:

- Mark nondelivery and nonworking days only.
- Nondelivery and nonworking days do not impact the instructional dates calendar.
- The noninstructional days used to calculate test administrations may not necessarily coincide with the LEA’s nondelivery or nonworking days.
- Weekend days are assumed to be nondelivery, nonworking days and **cannot** be changed from blue (nondelivery/nonworking) to white (delivery/working).
- Noninstructional dates, also set up using the Test Administration Setup module, **cannot** be changed from this calendar Web form. However, those dates can be marked as nondelivery/nonworking days or kept as delivery/working days, as appropriate.
The LEA CAASPP coordinator must contact the California Technical Assistance Center (CalTAC) after December 1, 2017, to make changes to the nondelivery/nonworking dates calendar as the calendars are locked to edits after this date.

Take the following steps to set nondelivery/nonworking dates:

1. Configure the nondelivery/nonworking dates on the calendar shown in Figure 18 by selecting the number on a white calendar day to choose it as a nondelivery or nonworking date; selecting the number on a blue-shaded calendar day removes it as a nondelivery/nonworking date.

![Figure 18. Set Nondelivery Dates/Nonworking Dates calendar Web form and confirmation alert box](image-url)
2. When you are finished configuring your dates, select [SAVE].

3. A confirmation alert box, also shown in Figure 18, will display. Select [SET INSTRUCTIONAL CALENDAR] to continue or [Close] to close the calendar.

Step 2. Set the Instructional Calendar.

If you are returning to the administration setup process after setting up your nonworking/nondelivery days (but before setting the instructional calendar), follow the instructions in the “Viewing and Editing Test Administrations” subsection to access the function and continue configuring dates for the test administration.

1. When the Instructional Calendar Administration Summary view (shown in Figure 19) opens and your LEA is participating in the paperless Student Score Reporting pilot, select an option from the drop-down list for student score reporting and then select [Save]. Options are:
   - Request Printed, to have the LEA’s Student Score Reports printed and shipped;
   - Locally Print to have your Student Score Reports available in a downloadable file that are printed at the LEA; and
   - Export to SIS to have the LEA’s Student Score Reports made available for the LEA to provide electronically to the Student Information System.
Instructional Calendar Administration Summary

Schools within a local educational agency (LEA) may be on different instructional tracks and thus have differing beginning and ending dates of instruction. If this is true for your LEA, you may want to group California Assessment of Student Performance and Progress (CAASPP) administrations for your schools accordingly into multiple test administrations.

You will configure up to two different testing windows per administration you set up that includes each of the following assessments:

- Testing that begins after the date on which 66 percent of a school’s program’s, or track’s annual instructional days are completed:
  - CAASPP Smarter Balanced Online Summative Assessments for English language arts/ literacy (ELA) and mathematics—Grades 3–8 and grades 11, online and preapproved paper-pencil testing
  - California Science Test—Grades 5, 8, and selected students in grades 10, 11, and 12 (after 4/2): online
  - California Alternate Assessments for ELA and mathematics—Grades 3–8 and grade 11, online
- Testing for the California Alternate Assessment (CAA) for the Science may be conducted at any time once the embedded performance tasks are available for download in TOMS starting in November 2017. Testing and recording of results must conclude by the end of the selected testing window.

To see an existing administration or to add a new one, search for your organization. Select the [Select Organization] link and type at least five characters of the LEA’s name (including spaces) or the CDS code for the LEA in the search field, and then select [VIEW ADD ADMIN].

Select LEA: Sample Unified School District

Select Student Score Reporting Option:

If your LEA has been chosen to participate in the Electronic Student Score Reporting pilot, you have the option of selecting the method by which you would prefer Student Score Reports for all the LEA’s test administration(s) be delivered when those reports are created. Note that the only way to change this option after December 1, 2017, is by contacting the California Technical Assistance Center and you may not change this option after any test administration within the LEA has reached 90 percent of students scored.

Options are:

- Request PRINT—Have Student Score Reports printed and shipped to the LEA by Educational Testing Service when they are available.
- Print Locally—Print Student Score Reports locally at the LEA.
- Export to SIS—Use the LEA process to transfer all electronic Student Score Reports securely to the LEA’s Student Information System (SIS).

Student Score Reporting Option: Select One

Administrations for Sample Unified School District

Select an icon in the Actions column to work with an administration you have already set up:

1. Select the [Create Administration Dates] (desk-calendar and plus sign) icon to set the Instructional Calendar dates by opening the Instructional Calendar View.
2. Select the [Summary] (desk-calendar) icon to view the LEA’s Testing Windows Summary.
3. Select the [Edit] (pencil) icon to edit the Instructional calendar for an existing test administration.

<table>
<thead>
<tr>
<th>#</th>
<th>Admin</th>
<th>Instructional Calendar Start Date</th>
<th>Instructional Calendar End Date</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Admin01</td>
<td>Aug 22, 2017</td>
<td>Jun 7, 2018</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Admin02</td>
<td>Aug 22, 2017</td>
<td>Jun 7, 2018</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Admin03</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Admin04</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Admin05</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Admin06</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 19. Instructional Calendar Administration Summary view
3. Select the desk-calendar-and-plus-sign [Create Administration Dates] icon in the “Administrations” section of the to set the Instructional Calendar dates.

4. When the Set Instructional Dates view opens (as shown in Figure 20), check the Parent/Guardian Address box to have parent/guardian addresses printed on Student Score Reports when they are printed after testing. Note that checking this box will incur additional charges to the LEA.

![Figure 20. Set Instructional Calendar Web form](image)

5. Select a type of Pre-ID—either “Labels” or “None”—from the Pre-ID Type drop-down list. You cannot finish Step 2 without selecting a Pre-ID type, even if your LEA is not administering paper-pencil tests. Please note the following about Pre-ID and Late Pre-ID:
   - Select “None” if your LEA is administering only online tests.
   - If your LEA is administering any Smarter Balanced paper-pencil tests and you do not select “Labels” from the Pre-ID Type drop-down list and/or check the Late Pre-ID box before December 1, 2017, your only other option for labels is to contact CalTAC to request late labels. Place this order prior to your LEA’s Late Label Cutoff Date.
   - In 2017–18, Pre-ID information will not be printed directly on answer documents and test booklets; the only options are to request Pre-ID labels or for the LEA to hand-mark Pre-ID information.
6. Check the Late Pre-ID box to elect to receive late Pre-ID labels. Note that checking this box will incur additional charges to the LEA—$0.44 per student record for a late Pre-ID label vs $0.38 per student record for a standard Pre-ID label.

7. Select dates from the Instructional Calendar Start Date and Instructional Calendar End Date calendars.
   a. Select the [X] icon to clear the calendar.

8. Select [NEXT]. (Selecting [CANCEL] will exit to the Instructional Calendar Summary Web page without saving data from this Web form.)
   a. If you save without setting a Pre-ID type, you will see an error message indicating you are unable to save your instructional calendar. Select [CLOSE] to return to the Instructional Calendar Web form.
   b. To see why the form would not save, either hover over the [Question Mark] [?] icon (circled in Figure 21) or select the [Error list] link where it says, “Errors exist in form. Hover over or click on the red question mark to view error details. Error list” (also circled in Figure 21).

![Instructional Calendar errors](image)

Figure 21. Instructional Calendar errors

9. Select [NEXT] to continue and open the “Set Noninstructional Dates” section. If you select the [CANCEL] button, any data you have entered will not be saved.
Create Noninstructional Dates

The system downtime dates known as of September 5, 2017, are included on the noninstructional dates calendar and will be combined with the LEA’s noninstructional dates when the available testing window is calculated. Refer to the CAASPP Planned System Downtime Web page for an updated list of dates on which CAASPP systems will be down. Note that the LEA’s noninstructional calendar will not be recalculated if additional system downtime dates become known and that testing cannot occur on system downtime dates, whether or not they are included in the noninstructional calendar.

1. Set your calendar when the “Select Noninstructional Dates” section of the Set Instructional Dates Web form shows the calendar, as seen in Figure 22 on the next page.
   - Select a number on a white calendar day to choose it as a noninstructional date.
   - Select the number on a blue-shaded calendar day to remove it as a noninstructional date.
   - Calendar dates that are outlined with a bold red line and contain an asterisk are known system downtime dates; if you select one of these dates as a noninstructional date, it will become blue-shaded.

2. When you are finished configuring your dates, select [NEXT]. If you exit this Web form without continuing to the next step, your noninstructional dates will not be saved.
Note: Dates shown are for demonstration purposes only and may not reflect actual downtime or noninstructional dates.

1. Noninstructional and known system downtime dates are shaded gray. For more information on system downtime, visit the CAASPP Planned System Downtime Web page.

2. The selected testing window start and end dates must be instructional days and must include at least 25 consecutive instructional days.

3. All CAASPP testing must conform to the 66 percent testing window.

4. All Smarter Balanced Summative Assessments for ELA and mathematics—online and paper-pencil forms—are available starting January 8, 2018.

5. CAAs for ELA and mathematics and the CAST field test are available starting April 2, 2018.

6. The CAA for Science Pilot 2 (embedded performance tasks [PTs]) will be made available online, as PDFs, in October 30, 2017; test examiners will download and administer these embedded PTs one on one with students and then enter the results in the new Data Entry Interface starting in January 2018.

7. CAST and CAA assessments must be completed within the available testing window and are available on April 2, 2018.

Follow these steps to set the testing window within an administration:

1. When the “Set Test Administration” area of the Test Administrations Calendar Web form opens, as shown in Figure 23, find the listing for the test administration you would like to set—your choices are as follows:
   - Smarter Balanced (ELA and mathematics), CAAs (ELA and mathematics), CAST
   - California Spanish Assessment for Reading/Language Arts (for LEAs selected to participate only)
2. Check the **Activate this Test Administration** box to choose the test administration to set.
   a. Skip to step 5 if you accept the default test window.
   b. Go on to step 3 if you wish to set dates that differ from the default dates, that is, if you wish to set a smaller window within the default testing window.
   c. This box may be checked only if the LEA is participating in the CSA pilot.

3. Note that the testing window cannot be shorter than 25 instructional days (5 CCR 855[b][3]). You will see an error message if you attempt to set a testing window that is shorter than 25 instructional days. If your window opens before the April 2 availability date for CAA and CAST assessments, please ensure that either your window extends at least 25 instructional days after April 2 for CAA and CAST testing to take place. LEA CAASPP coordinators should contact CalTAC if this is not going to be possible.
   a. Select the calendar.
   b. Select a number on a white calendar day to choose it; select a number on a blue-shaded calendar day to remove it as a start or end date.
Notes:

- Changes to the testing window after December 1 can be made only by contacting CalTAC.
- Calendars are preset with the testing window; you cannot set a date outside the testing window or on a noninstructional day.
- LEAs may be granted a onetime extension to the selected testing window of 10 consecutive days (excluding downtime and noninstructional days) so long as the extension is requested by contacting CalTAC at least two days prior to the last day of the selected testing window.

4. Repeat as necessary.
5. When you are finished, select [SAVE].
6. Select [YES] in the confirmation box and then set a test administration. If not, select [No] and continue.
7. Select [CLOSE] to close the Save Test Administrations confirmation box (shown in Figure 23).
8. If there are errors on the form, hover over a [Question Mark] [?] icon to discover why. Fix your error and try again to save.
9. See also the “View the Details of the Windows Summary” section for details of the Windows Summary and instructions on how to open the summary outside of this process.
Assigning Schools to Test Administrations

After you have successfully set up your test administration(s) in the Test Operations Management System (TOMS), you must assign schools within your local educational agency (LEA) to the test administration(s). This step must be completed using the TOMS online interface. If the LEA has received approval to order Smarter Balanced paper-pencil tests for one or more schools in the LEA, this step will ensure that any test material orders are shipped in the appropriate time frame.

Note: If you set up only one test administration for your LEA, you still will need to assign schools within your LEA to that test administration.

Add Schools

1. Select the [Test Administrations] button from the left navigation bar.
2. Select the [Instructional Calendar] button to open the Instructional Calendar Administration Summary Web form that is shown in Figure 24.

![Figure 24. Instructional Calendar Administration Summary Web form](image)

3. Select the [Select Organization] link and type at least five characters of the LEA’s name (including spaces) or the County-District-School code for the LEA in the search field.
4. After selecting the LEA, select [VIEW/ADD ADMINS].
5. A table of the test administrations you have set up will appear under the Select LEA field (Figure 25).

6. Select the [Org/Administration Assignment] schoolhouse-plus-[+] icon in the same row of the administration to which you would like to assign schools. Select the [Org/Administration Assignment] in row 1 if you are assigning schools to Admin01, row 4 if you are assigning schools to Admin04, etc. Additional icons are as follows:
   a. Select the [Create Administration Dates] desk-calendar-and-plus-sign-[+] icon to set the Instructional Calendar dates by opening the Instructional Calendar view.
b. Select the [Summary] desk-calendar icon to view the LEA’s Testing Windows Summary.

c. Select the [Edit] pencil icon to edit the instructional calendar for an existing test administration. Use the instructions in the “Set the Instructional Calendar” subsection for guidance in editing the instructional calendar.

d. Select the [VIEW/ADD ADMINS] button to return to the list of test administrations.

7. After you select the [Org/Administration Assignment] icon, a page with a list of schools associated with your LEA, like the one shown in Figure 26, will populate.

- Schools that are assigned to the chosen administration will have a check mark in the check box.
- Schools that are assigned to a different administration have no check box; the currently assigned administration is in the Admin Assigned column.
- Schools that are not yet assigned to an administration have a selectable check box.

![Figure 26. Administration Organization Assignments Web form](image)

8. From the list of schools, check the boxes of the school sites you would like to add to the selected administration. You can check the boxes individually or use the [SELECT ALL] button to select all school sites. Use the [RESET] button to uncheck all the boxes that were checked during this session.

9. Upon selecting the desired schools, select the [SAVE] button to assign the chosen administration to the school(s) and then the [CLOSE] button in the confirmation box to confirm the assignment.
10. To reassign a school’s administration:
   a. Select the [Org/Administration Assignment] icon in the row for the school’s current administration.
   b. Uncheck the box next to the school’s name on the Administration Organization Assignments Web form.
   c. Repeat for the schools whose administration you are changing.
   d. Select [SAVE] and then the [CLOSE] button in the confirmation box to confirm the reassignment.
   e. Select a different administration (see step 6).
   f. Check the box for the school you are reassigning.
Viewing and Editing Test Administrations

You may view and/or edit your test administrations once you have set them up in the Test Operations Management System (TOMS).

View and Edit the Instructional Calendar Administration Summary

1. Open TOMS.
2. Select [Test Administrations] from the left navigation bar.
3. Select [Instructional Calendar] from the left navigation bar to open the Instructional Calendar Administration Summary Web form, shown in Figure 27.

4. Select the [Select Organization] link and type at least five characters of the local educational agency’s (LEA’s) name (including spaces) or the County-District-School (CDS) code for the LEA in the search field.
5. After selecting the name of your LEA, select the [VIEW/ADD ADMINS] button to open the Instructional Calendar Administration Summary Web page, shown in Figure 28 on the next page.
Figure 28. Choose a summary to view

6. Select the pencil [Edit] pencil [ ] icon to edit the instructional calendar for an existing test administration. Use the instructions in the “Set the Instructional Calendar” subsection for guidance in editing the instructional calendar.

View and Edit the Nondelivery/Nonworking Dates

1. Open TOMS.
2. Select the [Test Administrations] button from the left navigation bar.
3. Select the [Nondelivery Dates] button from the left navigation bar.
4. Select the [Select Organization] link and type at least five characters of the LEA’s name (including spaces) or the CDS code for the LEA in the search field.
5. After selecting the name of your LEA, select [Continue].
6. Select the dates on the calendar to set or unset the dates, using the instructions in the “Set Nondelivery/Nonworking Dates” subsection for guidance in editing these dates.

View the Details of the Windows Summary

1. Open TOMS.
2. Select [Test Administrations] from the left navigation bar.
3. Select [Instructional Calendar] in the left navigation bar.
4. Select the [Select Organization] link and type at least five characters of the LEA’s name (including spaces) or the CDS code for the LEA in the search field.
5. After selecting the name of your LEA, select [VIEW/ADD ADMINS].
6. Select the [Summary] desk-calendar icon to view the LEA’s Testing Window Summary, which is shown in Figure 29.

![Figure 29. Testing Window Summary](image)
7. Select a test window tab in the “Testing Window Summary” section to view the dates for the testing window; your choices are [Smarter Balanced, CAA, CAST] and [CSA].

8. Select the [VIEW/ADD ADMINISTRATIONS] button to return to the Instructional Calendar Track Summary area or the [VIEW NONINSTRUCTIONAL DATES] button to view noninstructional dates.

Add, Edit, or Remove Participation in the Electronic Student Score Reporting Pilot

If your LEA has been chosen to participate in the Electronic Student Score Reporting pilot, you have the option of selecting the method by which you would prefer Student Score Reports for all the LEA’s test administration(s) be delivered when these reports are created. Note that the only way to change this option after December 1, 2017, is by contacting the California Technical Assistance Center (CalTAC); and you may not change this option after any test administration within the LEA has reached 90 percent of students scored.

1. Open TOMS.

2. Select [Test Administrations] from the left navigation bar.

3. Select [Instructional Calendar] from the left navigation bar to open the Instructional Calendar Administration Summary Web form, shown in Figure 30.
Figure 30. View Instructional Calendar Administration Summary to select the Student Score Reporting Option

4. Select one of the following options:
   - Request Printed—Have Student Score Reports printed and shipped to the LEA by Educational Testing Service when they are available.
   - Print Locally—Print Student Score Reports locally at the LEA.
   - Export to SIS—Use the LEA process to transfer all electronic Student Score Reports securely to the LEA’s Student Information System (SIS).

5. Select [Save]. The selected option will display in the Student Score Reporting Option field on the Windows Summary for the LEA.

6. You can change the selection using this process until December 1, 2017. After December 1, the only way to change the selection is to contact CalTAC.
Chapter 4. Student Test Assignment
Assigning Students for the California Alternate Assessment (CAA) and Special Test Versions

Local educational agency (LEA) CAASPP coordinators can assign students for alternate assessments and special version Smarter Balanced paper-pencil assessments in a student assignment file that is uploaded into TOMS. Alternately, test assignments can be configured in the TOMS user interface. This is the first step in ensuring students receive the proper test assignments.

An .xlsx template that includes file specifications can be downloaded through TOMS or from the CAASPP TOMS Resources Web page. The completed file that is uploaded must be in .csv format (see the instructions on how to save a file in the .csv format for more information). LEAs can submit more than one file.

Student demographic data from CALPADS are uploaded into TOMS so LEA CAASPP coordinators can manage their CAASPP administrations.

By default, students in grades three through eight and eleven are already assigned to take the Smarter Balanced Online Summative Assessments for English language arts/literacy (ELA) and mathematics. Students in grades five, eight, and twelve will be assigned to take the California Science Test (CAST) field test. Students in grades ten and eleven can be assigned at the discretion of the LEA.

Default tests are shown in Table 4.

<table>
<thead>
<tr>
<th>Test Type</th>
<th>Gr 3</th>
<th>Gr 4</th>
<th>Gr 5</th>
<th>Gr 6</th>
<th>Gr 7</th>
<th>Gr 8</th>
<th>Gr 10</th>
<th>Gr 11</th>
<th>Gr 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smarter Balanced for ELA (grade level)</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Smarter Balanced for Mathematics (grade level)</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>California Science Test field test</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
</tbody>
</table>

Use TOMS for individual test assignments or the batch upload process for a large number of students when you need to assign tests that are not the default test. This means you will specifically assign the California Alternate Assessment (CAA) to students instead of the default tests. Please note the following 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 education program (e.g., special education or Section 504 plan program), must be kept current to ensure that students remain eligible to take the correct test with the appropriate test settings.

Include all students in the student test assignment file in grades three through eight and grade eleven who will participate in the CAAs for ELA and mathematics; and students in grades five, eight, and a selected high school grade of ten, eleven, or twelve, depending on the criteria decided for test assignment for each high school, will also participate in CAA for Science Pilot 2. The following must be true in order to participate in the CAAs:

- CALPADS settings must indicate the student’s individualized education program (IEP) status to enable selection of this assessment in TOMS.
- The student’s IEP must indicate that the student is to take the alternate assessment for ELA and mathematics (Title 1, Part A, Subpart 1, Sec. 1111(b) (2) (D) (ii) (I)—Every Student Succeeds Act, 2015).
- The CALPADS education program Field 3.13 must be set for “special education” (value 144) and provide a primary disability category (field 3.21).
- See the CALPADS Code Sets downloadable spreadsheet, linked on the CDE CALPADS System Documentation Web page, for more information about CALPADS code values.

Students taking the CAAs (ELA, mathematics, science) do not take the Smarter Balanced Summative Assessments or the CAST assessments.

Note the following about the CAA grade-level assessments:

- The CAAs for ELA and mathematics mirror the grades of the Smarter Balanced Summative Assessments.
- The CAA for Science mirrors the grades of the CAST.
- TOMS calculates the testing grade for students in ungraded programs.

LEAs selected to participate in the CSA pilot should assign students in grades four through twelve who are Spanish-speaking English learners or seeking a measure that recognizes their Spanish reading, writing, and listening skills to take this pilot assessment. LEAS that have not already been contacted to participate should not assign students to this test.

Include all students in the student test assignment file who need a special version of the paper-pencil Smarter Balanced Summative Assessments for ELA and mathematics. This includes the following special versions:

- Large-print version
- Braille version
- Spanish-language Smarter Balanced mathematics test

**Note:** Order special versions of the Smarter Balanced paper-pencil tests only if the LEA has received the CDE’s approval to administer the Smarter Balanced paper-pencil tests.
Enter the following test assignment details for students:

- **Test assignment**
  - CAAs for ELA and mathematics in grades three through eight and grade eleven; students in grades five and eight also will be assigned to take the CAA for Science Pilot 2 as well as students in grade eleven who have been assigned to participate in this pilot.
  - The criteria for determining which high school students take the CAA for Science Pilot 2 are as announced to LEAs.

- **Special version assignments (Smarter Balanced paper-pencil test only)**
  - Braille
  - Large print
  - Spanish-language version of the Smarter Balanced summative mathematics assessment (paper-pencil version)

### Create and Submit a Student Test Assignment File

Use student Statewide Student Identifiers (SSIDs) to assign tests to students in your LEA by uploading a .csv file to TOMS. Use the specifications in the template when you create your file. The completed file **must be** converted to a .csv file and then uploaded to TOMS. You may upload as many files as you wish. SSIDs in the test assignment file are matched with CALPADS data that have been imported into TOMS.

- The template includes information and instructions in the [Information] tab and the file specifications in the [Test Assignment File Spec] tab.
- The student test assignment template is in .xlsx format; convert it to .csv before uploading to TOMS.
- When student records are uploaded in more than one file, students will be assigned the test in the most recent file uploaded.
- Instructions for downloading the template, saving the completed file in the .csv format, validating the file, and uploading the file can be found in [Chapter 8 File Uploads].
Reviewing and Updating Student Assignments and Settings

Additional Resources:

View Students

In the View & Edit Students Web form, you can search, view, and edit individual student data.

1. Select the [Students] button on the left navigation bar (Figure 31).

2. Enter details about the student in the search fields in the “Search for Students” section (shown in Figure 31); use the Select Filter drop-down lists to narrow your search (options are BeginsWith and Contains).
Select the local educational agency (LEA) you are associated with by selecting the [Select Organization] link.

a. To pull up all students in an associated organization, do not specify any search criteria.

b. To view students from a particular school, type at least five characters of the school's name (including spaces) or County-District-School code to get selectable values.

3. Select the [SEARCH] button.

**Note:** Check your CALPADS student records if students are not listed.

![Student search results](image)

**Figure 32. Student search results**

4. Select a [View] magnifying glass icon in the Actions column shown in Figure 32 to access the Student Profile screen in Figure 33. The Student Profile opens with the [Demographics] tab selected.

Student demographic data were imported from CALPADS and cannot be edited in the Test Operations Management System (TOMS). Any change to student demographic data must be made in CALPADS. Data updates should show up in TOMS on the morning of the second business day after the data were changed in CALPADS. See the CALPADS Code Sets downloadable spreadsheet, linked on the CDE [CALPADS System Documentation](#) Web page, for more information about CALPADS code values.
5. Use the [Back to Results] button to return to the Search screen.

![Student Profile - Demographics tab](image)

**Figure 33. Student Profile—[Demographics] tab**

6. Select the [Test Mode] tab in the Student Profile to see the student’s assigned tests, shown in Figure 34. Use this Web form to assign or change tests manually for the selected student.
Students are assigned to take general California Assessment of Student Performance and Progress (CAASPP) tests by default. Select the Alternate Assessments radio button to assign the student to all the alternate assessments.

Students in grades 3-4 and grade 11 take English language arts/literacy (ELA) and mathematics; students in grades 5 and 8 and selected students in grades 10, 11, and 12 take science. If the Alternate radio button is selected, those eligible students will take the California Alternate Assessments for Science.

For ungraded students, the Test Operations Management System will calculate the testing grade and assign tests accordingly at the time of testing. Students whose calculated grade is greater than grade 12 do not participate in CAASPP assessments.

Test Assignment Status: Completed

General Assessments
These tests are selected by default:
- Smarter Balanced for English Language Arts/Literacy
- Smarter Balanced for Mathematics

California Alternate Assessments
In order for a student to be eligible to take California Alternate Assessments, the California Longitudinal Pupil Achievement Data System (CALPADS) education program code (field X13) must be set to "special education" (value 144) and the primary disability category (field 3.21) must not be blank.

See the California Department of Education CALPADS System Documentation Web page (http://www.cde.ca.gov/ds/sp/calsysdoc.asp) for more information about CALPADS code values.

- California Alternate Assessments for English Language Arts/Literacy
- California Alternate Assessments for Mathematics

California Spanish Assessment (CSA)

California Spanish Assessment (CSA) for Reading/Language Arts (RLA) Pilot Test
The CSA is a voluntary, computer-based summative assessment designed to measure Spanish-language arts skills in reading, writing, and listening for students in grades 3-8 and high school. In 2017, the CSA will be piloted to a select sample of LEAs and a select sample of students in grades 4-12 within those LEAs. The goal of the CSA pilot is to evaluate the computer-based reading, writing, and listening items. Note: Only selected LEAs that have been notified by Educational Testing Service should select this test assignment for students.

Special Test Form
Select the appropriate option from this drop-down list. If this student requires a braille or large-print test booklet, this selection applies to the preapproved Smarter Balanced paper-pencil test materials only.

Figure 34. Student Profile—Test Mode
Note: Assigning a student to take the CAA will cancel the student’s assignment of the Smarter Balanced and CAST online assessments. The “General Assessments” section will become blank after enrollment data are updated for TOMS in a background process that happens every few hours.

7. Select the [Update] button in the [Test Mode] tab to save any changes made. Note that it may take up to 24 hours for the student’s test assignment to process.

8. Select a different tab to perform a different function or use the [Back to Results] button to return to the Search screen.
Chapter 5. Student Test Settings
Important Information about Student Test Settings for Designated Supports and Accommodations

Note the following about student testing settings in the Test Operations Management System (TOMS):

1. Student settings do not carry over from year to year in TOMS. Designated supports and accommodations must be reassigned for the 2017–18 California Assessment of Student Performance and Progress (CAASPP) administration.

2. Designated supports and accommodations requested in the Test Administrator Interface for the Smarter Balanced Interim Assessments for English language arts/literacy and mathematics are for that test session only and are not assigned in TOMS for the student’s use in the Smarter Balanced Summative Assessments or the California Science Test (CAST). The only way to assign these settings for the summative assessments is for the local educational agency (LEA) CAASPP coordinator or CAASPP test site coordinator to make the assignment in TOMS.

3. Keep student data in the California Longitudinal Pupil Achievement Data System current—including participation in a special education or Section 504 plan program—to ensure that students remain eligible to take the correct test with the appropriate test settings. (The education program code [field 3.13] must be set for “special education” [value 144] and provide a primary disability category [field 3.21] or “504 Plan” [field 3.13 value 101].)

4. Test administrators cannot assign any test settings in TOMS.

Note the following about using accessibility resources in online assessments:

5. Print-on-demand for summative assessments must be set by contacting the California Technical Assistance Center. (See the User Support section for instructions on how to request help.) Print-on-demand for interim assessments can be set in the Test Administrator Interface.

6. Stacked translations and translated test directions for Smarter Balanced mathematics items, which provides translations of both items and onscreen directions in Spanish, must be set in the “Embedded Designated Supports” section in the [Test Settings] tab on the TOMS Student Profile Web form or uploaded into TOMS using the CAASPP 2017–18 Individual Student Assessment Accessibility Profile (ISAAP Tool) or Excel template.

7. While the reminder is set in TOMS by the LEA CAASPP coordinator or the CAASPP test site coordinator, turning off universal tools must be done by the test administrator in the Test Administrator Interface only. The assignment of the reminder, as well as any other universal tool assignments, are found in the TOMS test setting reports available through the [Reports] button in the left navigation bar.

8. When setting a Filipino language for the Smarter Balanced online assessments, select “Filipino” for students requiring Ilokano and/or Tagalog glossaries. For CAST, select “Tagalog.” These students can subsequently select the Filipino
If a designated support or accommodation as required by individualized education program or Section 504 plan was incorrectly set—including a translation designated support (stacked or glossary)—and needs to be changed after a student has begun testing, take the following steps:

a. File a Security and Test Administration Incident Reporting System form to receive approval to file an appeal to reset the test.
b. Once you have been instructed to do so, submit an appeal to reset the test.
c. Correct the setting(s) in TOMS.
d. Restart the test.
Assigning Student Test Settings for Designated Supports, Accommodations, and Unlisted Resources

Additional Resources:

- CAASPP Student Accessibility Resources and Test Settings Web page—http://www.caaspp.org/administration/accessibility/
- CAASPP Test Operations Management System (TOMS) Resources Web page—http://www.caaspp.org/administration/toms/

The online CAASPP System uses technology to deliver assessments that fit the needs of individual students. Student data from CALPADS are automatically loaded into TOMS so local educational agency (LEA) CAASPP coordinators and CAASPP test site coordinators can manage their CAASPP administrations. A variety of embedded designated supports and accommodations can be delivered to students automatically based on their profile configured in TOMS. In addition, TOMS tracks non-embedded resources for online testing.

To ensure a student remains eligible to receive accommodations and/or unlisted resources, the CALPADS education program code field must be set for “special education” (value 144) and provide a primary disability category or “504 Plan” (value 101). See the CALPADS Code Sets downloadable spreadsheet, linked on the CDE CALPADS System Documentation Web page, for more information about CALPADS code values. Disability codes are listed in Appendix A.

Configuring online student test settings in TOMS ensures that students receive the assigned accessibility resources for the online assessments.

There are three methods LEA CAASPP coordinators and CAASPP test site coordinators can use to set embedded and non-embedded designated supports and accommodations for students in TOMS:

1. The CAASPP 2017–18 Individual Student Assessment Accessibility Profile (ISAAP) Tool;
2. The spreadsheet template; or
3. One by one.
Method 1: Assign Settings for Online Tests by Uploading a Spreadsheet Created Using the CAASPP 2017–18 ISAAP Tool

LEA CAASPP coordinators and CAASPP test site coordinators can use the California version of the ISAAP Tool to facilitate the decision-making process for assigning accessibility resources to students for the online Smarter Balanced assessments, the California Science Test (CAST) field test and the California Alternate Assessment (CAA). The CAASPP 2017–18 ISAAP Tool is a spreadsheet with specially designed formulas that facilitate selection of the designated supports and accommodations that match student access needs for the online CAASPP assessments. The CAASPP 2017–18 ISAAP Tool can be used to produce an online student test settings file that can be uploaded directly to TOMS.

Use the CAASPP 2017–18 ISAAP Tool that is linked on the TOMS Resources Web page to assign designated supports and accommodations to students. Do NOT use a previous year’s version of the CAASPP ISAAP Tool or the version available on the Smarter Balanced Web site. The name of this year’s CAASPP 2017–18 ISAAP Tool file is “CAASPP_ISAAP_Tool_2017-2018.xlsm.”

Method 2: Assign Settings for Online Tests by Uploading a Spreadsheet Template

LEA CAASPP coordinators and CAASPP test site coordinators can assign designated supports and accommodations for multiple students in TOMS by uploading an Excel file. Use the template when you do not require the assistance of the CAASPP 2017–18 ISAAP Tool to identify appropriate designated supports and accommodations.

There is a spreadsheet template available on the TOMS Resources Web page as well as on TOMS itself that can be used to enter data; the completed online student test settings assignment file can be uploaded into TOMS.

Caution: Do NOT use a previous year’s version of the CAASPP test settings assignment template. The name of this year’s CAASPP test settings assignment template file is “CA_Upload_Stu_Accom_Template_2017-2018_v1.xlsm.”

Method 3: Assign Settings for Online Tests One by One

LEA CAASPP coordinators and CAASPP test site coordinators can manually configure or edit the online test settings for designated supports and accommodations in a Student Profile in TOMS.

For accessibility resources that are required by a student individualized education program and are not included in Matrix One, LEA CAASPP coordinators and CAASPP test site coordinators may request approval for these unlisted resources by filling out a Web form in the [Unlisted Resources] tab for a student’s Profile.
Further Information about Available Designated Supports and Accommodations

For information about the available universal tools, designated supports, and accommodations for the CAASPP assessments, please refer to Matrix One: CAASPP, which is linked along with other related resources on the CDE Student Accessibility Resources Web page.

For details of recommended use of each universal tool, designated support, and accommodation, refer to the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines that is linked on the CAASPP Student Accessibility Resources and Test Settings Web page. This Web page includes links to manuals (including the Accessibility Guide for CAASPP Testing), tools, instructions, and other resources associated with online student test settings and accessibility resources.
Using the California Assessment of Student Performance and Progress (CAASPP) 2017–18 Individual Student Assessment Accessibility Profile (ISAAP) Tool to Assign Test Settings for Designated Supports and Accommodations

Additional Resources:
- California Assessment of Student Performance and Progress (CAASPP) Individual Student Assessment Accessibility Profile (ISAAP) Tool Web file—http://www.caaspp.org/rsc/pdfs/CAASPP_ISAAP_Tool_2017-2018.xlsm
- CAASPP Student Accessibility Resources and Test Settings Web page—http://www.caaspp.org/administration/accessibility/
- CAASPP Test Operations Management System (TOMS) Resources Web page—http://www.caaspp.org/administration/toms/

Background

The CAASPP 2017–18 ISAAP Tool has been specially adapted to meet the needs of the CAASPP System in coordination with the CDE Matrix One.

Smarter Balanced developed the ISAAP Tool to facilitate selection of the accessibility resources that match student access needs for the Smarter Balanced assessments, as supported by the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines (UAAG) that is linked on the CAASPP Student Accessibility Resources and Test Settings Web page. The CASSPP ISAAP Tool should be used in conjunction with the UAAG as well as with state regulations and policies (see Matrix One) related to assessment accessibility as a part of the ISAAP process. Local educational agency (LEA) personnel, including individualized education program (IEP) and Section 504 plan teams, can use the CAASPP 2017–18 ISAAP Tool to facilitate the selection of designated supports and accommodations a student will need for the online assessments.

Instructions for downloading the CAASPP 2017–18 ISAAP Tool and creating an upload file from the tool are included in this section.

About the CAASPP 2017–18 ISAAP Tool

- The CAASPP 2017–18 ISAAP Tool is a macros-enabled Excel workbook containing formulas that assist in identifying appropriate designated supports and accommodations for up to 15 students at a time. The tool requires Microsoft® Excel® 2010 or newer.
– You may need to enable macros. If you have multiple files, they can be opened or closed when you begin this process. Make sure you have saved your files before you begin, as this process will close them after it has finished extracting the needed data from each file.

– Mac users: If you have multiple files, you will be prompted to enable macros for each workbook unless you set Excel to trust all macro-enabled workbooks. To trust all macro-enabled workbooks, open Excel preferences, select Security, and uncheck the box that reads Warn before opening a file that contains macros.

– To enable the macros that permit the corner content in columns D and F to be seen when you hover over the corners, you must select any row in column E.

• When opening the file, choose the [Enable Content] button or other enabling prompt to view the “recommended use” language included for the different resources. You also will need to enable macros.

• The CAASPP 2017–18 ISAAP Tool file is locked to prevent errant changes to the formulas that determine the functionality of the CAASPP 2017–18 ISAAP Tool.

Caution: While you may change the name of the file when using the Save As function, the file name must contain “isaap” and “2017-2018.” In addition, the file must be saved in .xlsm format—saving to another Excel file format, such as .xls or .xlsx, may result in corrupting or disabling many of the functionalities and features of the CAASPP 2017–18 ISAAP Tool.

• The CAASPP 2017–18 ISAAP Tool can be downloaded from the TOMS Resources Web page or directly.

• Do not use a previous year’s CAASPP ISAAP Tool or the file(s) generated by a previous year’s CAASPP ISAAP Tool.

• Assign a student to take the California Alternate Assessment (CAA) either by using the batch upload process or individually in the [Test Mode] tab of the Student Profile.

CAASPP 2017–18 ISAAP Tool Components
The following are the worksheet tabs found in the ISAAP Tool:

[About] tab—Description of the CAASPP 2017–18 ISAAP Process and CAASPP 2017–18 ISAAP Tool:

[Instructions] tab—Instructions for using the CAASPP 2017–18 ISAAP Tool:

15 individual [Student #] tabs—Facilitate creation of and store data for up to 15 ISAAPs:

[Report] tab—A spreadsheet of the student data entered:
Assign Designated Supports and Accommodations in the CAASPP 2017–18 ISAAP Tool

Step 1. Download the CAASPP 2017–18 ISAAP Tool.

1. Using an Internet browser, go to the TOMS Resources Web page.
2. Locate and select the linked file name with your right mouse button.
3. Select the download/save option from the shortcut menu.

Step 2. Enter student information and needs in the CAASPP 2017–18 ISAAP Tool.

1. Select a [Student #] tab and fill in the student information in the fields in rows 3 and 5 as shown in Figure 35.

   Figure 35. Sample student information

2. Field names are as follows:
   - Student Last Name
   - Student First Name
   - SSID (consistent with TOMS)
   - Teacher of Record
   - Grade
   - School (ID or Name)
   - Educator(s) Completing ISAAP (not shown)
   - Comments (not shown)

3. In column B, Step 1 Student Need(s), which starts at row 18 and is shown in Figure 36, check each box that applies to the student. You must check at least one box in order for designated supports and/or accommodations options to populate in columns D and F.

Notes:
- Statewide Student Identifiers (SSIDs) are required to create an upload file for TOMS.
- The remaining fields are optional, but recommended, for LEA reference.
- The Comments field may be used for various purposes as determined by the test site (e.g., for directions to the test administrator or test examiner, or other school procedure).
4. For each check box selected, a specific set of recommended designated supports will be populated in columns D and F, depending on the column C values. Choices are as follows:
   - Support for executive functioning: attention, cognition control, and processing
   - Support for persistent calculation disability, dyscalculia
   - Support for reading-related disabilities, print disabilities, struggling readers
   - Support for students needing access in language(s) of translation
   - Support for significant motor difficulties and recent injury
   - Support for vision impairments/blindness
   - Support for hard-of-hearing/deafness

5. Next, in column C Step 2 Identification of Student Need(s), select the appropriate designation (e.g., Individualized Education Program, 504 Plan, Educator(s) Recommendation, or some combination of these) for the individual student. If Educator(s) Recommendation is selected, only designated supports that match the student’s need(s) selected will populate in column D. If either Individualized Education
Program or 504 Plan is selected, column F, Accommodations, will also populate to match the selected student need(s).

To ensure student’s unique access needs are met, please also review all available designated supports and accommodations in the CDE Matrix One.

6. To select a resource, find the row with the required designated support in column D (Figure 37); hover over the colored triangle in the top-right corner of each cell to learn more about the designated supports and/or accommodations (also in Figure 37). Test indicators in column D—enclosed in parentheses—are as follows:

<table>
<thead>
<tr>
<th>E</th>
<th>Smarter Balanced for ELA</th>
<th>CE</th>
<th>CAA for ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>Smarter Balanced for Mathematics</td>
<td>CM</td>
<td>CAA for Mathematics</td>
</tr>
<tr>
<td>S</td>
<td>CAST</td>
<td>ALL</td>
<td>All online tests</td>
</tr>
</tbody>
</table>

7. Select the adjacent cell in column E (Select Designated Supports), shown in Figure 37, and then select from the items in the drop-down list (also in Figure 37).
8. Designated supports and accommodations that also require separate settings or extra time are marked with an asterisk (*); the specific recommendation appears above column D when the value is selected in column E, shown in Figure 37.

9. To select an accommodation, find the row with the required accommodation in column F (Figure 38); hover over the colored triangle in the top-right corner of each cell to learn more about the designated supports and/or accommodations (also in Figure 38).

10. Select the adjacent cell in column G (Accommodations), shown in Figure 38, and then select from the item in the drop-down list. Test indicators in column F—enclosed in parentheses—are as follows:

<table>
<thead>
<tr>
<th></th>
<th>Smarter Balanced for ELA</th>
<th>CE</th>
<th>CAA for ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>Smarter Balanced for Mathematics</td>
<td>CM</td>
<td>CAA for Mathematics</td>
</tr>
<tr>
<td>S</td>
<td>CAST</td>
<td>ALL</td>
<td>All online tests</td>
</tr>
</tbody>
</table>

9

11. If configuring more than 15 students, open a new instance of the CAASPP 2017–18 ISAAP Tool and enter information for additional batches of 15 students. Repeat the process as needed.
All embedded and non-embedded designated supports and accommodations used for online CAASPP testing (Smarter Balanced, CAST, or CAA, summative and interim assessments) may be assigned through the CAASPP 2017–18 ISAAP Tool. However, turning off a universal tool—the act of which is, itself, a designated support—must be done through the Test Administrator Interface at the time of student testing, not in TOMS.


The [Report] tab, which is located in the rightmost tab position in the CAASPP 2017–18 ISAAP Tool, compiles all of the selections from the [Student #] tabs—up to 15—into one comprehensive spreadsheet so users may view accessibility profile data for all students in a single file.

1. Enable macros in the file by selecting the [Enable Content] button (Figure 39).

2. If you will require more than 15 student tabs—that is, if you are setting accessibility resources for more than 15 students—you may create multiple files by saving the ISAAP Tool when it contains a batch of students, using a different file name each time, and then completing step 3. Save each completed CAASPP 2017–18 ISAAP file using the following parameters, which are shown in Figure 40:
   - File type is “Excel Macro-Enabled Workbook” with an .xlsm file extension.
   - Include “isaap” and “2017-2018” in the filename (such as, “isaap 2017-18 first upload.xlsm”); this will help the CAASPP 2017–18 ISAAP Tool identify all of your CAASPP 2017–18 ISAAP files and consolidate the student data when you are done.
   - Save all ISAAP files into the same directory.
3. Take the following steps to consolidate multiple ISAAP files to create a single upload file for TOMS:
   a. Open any saved ISAAP file from the directory.
   b. Open the worksheet in the [Report] tab.
   c. Select the [Select this button to produce a student test settings assignment upload file for TOMS.] button at the top of the worksheet (Figure 41).
      
      Note: The ISAAP Tool can be used to assign embedded and non-embedded designated supports and accommodations for all online CAASPP tests.
   d. Select [Yes] at the prompt. This will create a single online student test settings file that can be uploaded to TOMS to assign designated supports and accommodations for students for online testing. Note that this can take 5–15 seconds per file, during which time Excel may flash or seem unresponsive.

4. Save the student test settings file that was created as a .csv file using the File > Save As option in Excel. Be sure to include “isaap” and “2017-2018” in the file name (Figure 43).
   a. In the Save As window (Figure 42), select File > Save As and then the [Browse] button (to select the location where you would like to save the file).
b. In the Save As window (Figure 43), enter a name for the file in the File name: field, such as, “ISAAP 2017-2018 all schools.csv.”

c. Select CSV (Comma delimited) (*.csv), as appropriate, from the Save as type: dropdown list.

d. Select the [Save] button.

e. When prompted by the “The selected file type does not support workbooks that contain multiple sheets” alert box, select [OK] to continue.

f. When prompted by the “Some features in your workbook might be lost if you save it as CSV (Comma delimited)” information box, select [Yes] to continue.
Using an Excel Template to Assign Test Settings for Designated Supports and Accommodations

Additional Resources:
- California Assessment of Student Performance and Progress (CAASPP) Test Operations Management System (TOMS) Resources Web page—http://www.caaspp.org/administration/toms/

The online student test settings template is available to download from the CAASPP TOMS Resources Web page as well as from the Upload Online Student Test Settings Web form in TOMS. Use the template when you do not require the assistance of the CAASPP 2017–18 Individual Student Assessment Accessibility Profile (ISAAP) Tool to identify appropriate designated supports and accommodations. **Do not use a template from a previous year; because this year’s template is different than last year’s, a template from a previous year cannot be processed in TOMS and will generate an error.**

The file that is submitted must be in .csv format. Local educational agencies (LEAs) can submit more than one file, and settings can be both activated and deactivated through file uploads.

**Note:** Previously assigned test settings will be overridden under the following circumstances:

- If the student’s data are included with a newly uploaded online student test settings file and there is now a blank or a new value in the field where a resource had been assigned in a previous upload
- If the student’s Individuals with Disabilities Education Act indicator in TOMS resets to “No” because of a change to the California Longitudinal Pupil Achievement Data System (CALPADS) education program code field (3.13), which must be set for “special education” (value 144) or “504 Plan” (value 101) or the primary disability category (field 3.21) is not blank if field 3.13 is equal to 144
- If the student’s test assignment changes

Create and Submit a Student Test Settings Assignment File

Instructions for downloading the template, saving the completed file in the .csv format, validating the file, and uploading the file can be found in **Chapter 8 File Uploads**.

- Use Statewide Student Identifiers (SSIDs) to identify students in the file. SSIDs in the online student test settings file are matched with CALPADS data that have been imported into TOMS.
- The template includes information and instructions in the [Information] tab and the file specifications in the [Test Settings File Spec] tab.
The student test settings template is in .xlsx format; convert it to .csv before uploading to TOMS.

You may upload as many files as you wish. However, when student records are uploaded in more than one file, settings will be assigned based on the most recent file uploaded.
Assigning and Reviewing Online Student Test Settings for Designated Supports and Accommodations One by One

**Additional Resources:**

In the View & Edit Students Web form, you can search, view, and edit individual student data. In this way, you can also submit student test settings individually.

**View a Student Profile**

1. Select the [Students] button in the left navigation bar (or, if the Students section is already active, select the [Search] button).

   ![Figure 44. Search for Students Web form](image)

2. Enter details about the student in the search fields in the “Search for Students” section (shown in Figure 44); use the Select Filter drop-down lists to narrow your search.
options are \textit{BeginsWith} and \textit{Contains}).

or

Select the local educational agency (LEA) you are associated with by selecting the
[Select Organization] link.

a. To pull up all students in an associated organization, do not specify any search
criteria.

b. To view students from a particular school, type at least five characters of the
school’s name (including spaces) or County-District-School code to get selectable
values.

3. Select the \textbf{[Search]} button.

\begin{figure}
\centering
\includegraphics[width=\textwidth]{student_search_results.png}
\caption{Student search results}
\end{figure}

\begin{notes}

\begin{itemize}
\item Check your CALPADS student records if students are not listed or if student
information such as disability code or Section 504 status are missing or set
incorrectly. The education program code (field 3.13) must be set for “special
education” (value 144) and provide a primary disability category (field 3.21)
or “504 Plan” (value 101). Disability codes are listed in \textit{Appendix A}; see the
CALPADS Code Sets downloadable spreadsheet, linked on the CDE
\href{CALPADS System Documentation}{CALPADS System Documentation} Web page, for more information about
CALPADS code values.
\item Data updates should show up in the Test Operations Management System
(TOMS) on the morning of the second business day after data were changed
in CALPADS.
\end{itemize}
\end{notes}
4. Select a [View] magnifying glass icon in the Actions column shown in Figure 45 to access the Student Profile screen in Figure 46 and Figure 47 starting on the next page. The Student Profile opens with the [Demographics] tab selected. Note that student demographic data were imported from CALPADS and cannot be edited in TOMS. Any change to student demographic data must be made in CALPADS.

or

5. Select the [Unlisted Resource] form icon in the Unlisted Resource column to assign an unlisted resource to a student or to view the status of a request. The Student Profile opens with the [Unlisted Resources] tab selected. Instructions to perform one of these activities can be found in the “Requesting an Unlisted Resource” subsection of this manual.

The [Unlisted Resource] form icon is present only for a student whose special education value, Section 504 plan, and primary disability code have been set in CALPADS, making the student eligible to receive accessibility resources while testing.

6. Use the [Back] button to return to the Search screen.

Update or Assign Test Settings for Designated Supports and Accommodations in the Student Profile

1. Search for a student using the instructions in the previous subsection, “View a Student Profile.”

2. Select the [Test Mode] tab to see the tests a student will take; select the [Update] button to save any changes made.

3. Select the [Test Settings] tab, shown in Figure 46 and Figure 47, to set, view, and edit the student's online test settings (that is, designated supports and accommodations). The test(s) for which the designated support or accommodation is included. You cannot assign test settings to students whose special education value, Section 504 plan, or primary disability code have not been set in CALPADS.

4. Configure or update the student’s online test settings by selecting the appropriate settings in the drop-down menus or radio buttons.

5. Select [Update] to save changes.
Student Test Settings

Assigning and Reviewing Online Student Test Settings for Designated Supports and Accommodations One by One

September 5, 2017 TOMS Pre-Administration Guide for CAASPP Testing  91

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Figure 46. Student Profile—Test Settings, top
Listed below are the student’s online accommodations and/or designated supports for CAASPP testing.

### Embedded Accommodations
- American Sign Language (E – Listening, M, and S)
- Audio Transcript (E – Listening and S)
- Braille (E and M)
- Braille (S)
- Closed Captioning (E – Listening and S)
- Streamline (Includes zoom levels greater than 3X in the student interface) (E, M, S, CE, and CM)
- Text-to-Speech Passages (E)

### Non-Embedded Accommodations
Print-on-demand for summative assessments must be set by contacting the California Technical Assistance Center by e-mail at calltac@ets.org

- Multiplication Table (Grades 4–8 and 11) (M and CM)
- Read-Aloud Passages (E and CE)
- Scribe (Writing) (E and CE)
- Speech-to-Text (E, M, and S)
- Unlisted Resources (E, M, S, CE, CM, and CS)
- Word Prediction (E, M, S, CE, and CM)

### Embedded Designated Supports
- Color Contrast (E, M, S, CE, and CM)
- Mouse Pointer (Size and Color) (E, M, S, CE, and CM)
- Print Size (E, M, S, CE, and CM)
- Text-to-Speech (E and M)
- Translation Glossaries (M)
- Translation Glossaries (S)

### Non-Embedded Designated Supports
- 190s Number Table (S)
- Amplification (E, M, S, CE, and CM)
- Bilingual Dictionary (E – PT Full Write)
- Calculator (Four Function for Grade 5 and Scientific for Grades 8, 10, 11 and 12) (S)
- Color Contrast (E, M, S, CE, CM, and R)
- Color Overlay (E, M, S, CE, CM, and R)
- Magnification (E, M, S, CE, CM, and R)
- Multiplication Table (S)

- Masking (E, M, S, CE, and CM)
- Permissive Mode (use with assistive software and devices) (E, M, S, CE, and CM)
- Stacked Translations and Translated Test Directions (Spanish) (M)
- Stacked Translations and Translated Test Directions (Spanish) (S)
- Text-to-Speech – Items and Stimuli (S)
- Turn Off Any Universal Tool(s) (E, M, S, CE, CM, and R)

- Noise Buffers (E, M, S, CE, CM, and R)
- Read-Aloud in Spanish (S)
- Read-Aloud Items (E, M, S, CE, CM, and R)
- Science Charts (State-approved) (i.e. Periodic Table of the Elements, reference sheets) (S)
- Scribe Items (E and CE – Non-Writing, M, S, CM, and R)
- Separate Setting (Special lighting/acoustics, adaptive furniture, time of day) (E, M, S, CE, CM, and R)
- Simplified Test Directions (E, M, and S)
- Translated Test Directions (PDF on caaspp.org) (E, M, and S)

---

**Figure 47. Student Profile—Test Settings, bottom**
Requesting an Unlisted Resource

**Additional Resources:**


**Note:** Student data in CALPADS should be kept current to ensure that students remain eligible to take the appropriate test with the appropriate settings. The CALPADS settings must indicate the student’s individualized education program (IEP) or Section 504 plan status to enable selection of accommodations or unlisted resources in the student test settings interface in the Test Operations Management System (TOMS). The education program code (field 3.13) must be set for “special education” (value 144) and the student has been provided a primary disability category (field 3.21) or “504 Plan” (value 101). Disability codes are listed in Appendix A; see the CALPADS Code Sets downloadable spreadsheet, linked on the CDE CALPADS System Documentation Web page, for more information about CALPADS code values. Should a student’s eligibility status or test assignment change, the request for unlisted resources will become inactive.

An unlisted resource is an instructional support that a student regularly uses in daily instruction and/or assessment that has not been previously identified as a universal tool, designated support, or accommodation. **Matrix One** includes a list of unlisted resources that have already been identified and are preapproved. You must register that you will be using one of these preapproved unlisted resources for a student by completing the Unlisted Resources Web form. You will see a value in the appropriate field in the student data file when approval to use an unlisted resource has been received.

For accessibility resources that are required by a student’s IEP but are not included in Matrix One, local educational agency (LEA) California Assessment of Student Performance and Progress (CAASPP) coordinators and CAASPP test site coordinators may submit a request for Other unlisted resources for CDE approval through the [UL Resources] tab in TOMS. Approval will be granted by the CDE for use of the Other unlisted resource based on the IEP or Section 504 plan team’s designation, and if the unlisted resource does not compromise the test’s integrity or security. In some cases, the CDE shall make a determination of whether the requested Other unlisted resource changes the construct being measured. This determination will be made after all testing has been completed.

Test results for approved unlisted resources that change the construct of what is being tested will not be considered valid for aggregation purposes; this will be noted in an appropriate field of the student data file as “Y” (an approved unlisted resource that does not change the construct of what is being tested is recorded as “N”). 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.

Request an Unlisted Resource in the Student Profile

1. Search for a student using the instructions in the subsection “View a Student Profile.”
2. Either select a [View] magnifying glass icon in the Actions column for the student to access the Student Profile screen and then the [Unlisted Resources] tab (Figure 48) to request unlisted resources for the student; or select the [Unlisted Resource] form icon in the Unlisted Resource column to go directly to the Unlisted Resources Web form. These icons are circled in Figure 49. You cannot request an unlisted resource for a student whose education program field (value 144) is not set for “special education” and the primary disability code is not set in CALPADS.]

3. Select a check box from among the pre-approved, non-embedded, unlisted resources (Figure 50) to request the unlisted resource.
   - The shading indicates where you cannot make a selection; for example, you cannot select a multiplication table for the English language arts assessment.
   - Unlisted resources for the CAST must be selected using the “Select Other” option.
   - Select the [Clear] button to remove your choices and start again.

You may exit the Unlisted Resources Web form without saving your changes by selecting the [Back to Results] button in the top-right corner of the form (circled in Figure 48). This action will disregard any selections you entered and cause you to return to the results of your search for a student or group of students.
4. In the Student Need(s) table (Figure 51), check the box(es) that indicates the student’s disability type for which he or she requires the support of the unlisted resource(s). Select the [Clear] button to remove your choices and start again.

5. If the student’s required unlisted resource is not found in the list, enter the resource(s) in the Other unlisted resources table (Figure 52). Note that you must make one entry per test and one entry per unlisted resource. For example, if the student is using “resource-1” on both the English language arts and mathematics tests, each of those requests is a separate entry. If the student is also using “resource-2” on the mathematics test, that information must also be entered separately.
2. Select Other unlisted resources: (A maximum of four can be submitted)

Use this table to request an unlisted resource not found in the Table of Pre-Approved Unlisted Resources above or for use on the CAA.

<table>
<thead>
<tr>
<th>Case ID</th>
<th>Name of Unlisted Resource [50 words max]</th>
<th>Status</th>
<th>Reason</th>
<th>Changes Construct</th>
<th>Actions</th>
</tr>
</thead>
</table>

- **a.** Select the [Add] button to open the Add/Edit Other Unlisted Resource Web form (Figure 53).

- **b.** In the Assessment and Content Area table, select a radio button to indicate the student’s assigned test for which he or she will be using the Other unlisted resource.

- **c.** In the Student Need(s) table, check the box(es) that indicates the student’s disability type for which he or she requires the support of the Other unlisted resource(s).

- **d.** In the What is the name of the unlisted resource being requested? field, enter the name of the Other unlisted resource. The name must contain 50 words or less with a maximum of 350 characters.

- **e.** In the How will this resource be used by the student? field, describe how the student will use the Other unlisted resource. The description must contain 100 words or less with a maximum of 700 characters.

- **f.** In the Why is this unlisted resource necessary? field, describe the kind of access this Other unlisted resource provides that is not already available on the CDE’s Matrix One. The description must contain 150 words or less with a maximum of 1,050 characters.

- **g.** Select [Save] to save your entry or [Cancel] to exit this Web form without saving.
Repeat for additional assessments or additional Other unlisted resources. You may submit up to four per student.

6. When you are finished entering unlisted resources for the student, review the requested unlisted resources and then check the box that says “To submit the form, please affirm that the student uses the requested unlisted resource regularly in the classroom by checking the box.” You cannot submit the form without checking this box, which is shown in Figure 54.

![Figure 54. Final steps to submit an unlisted resource](image)

7. Select a button at the bottom of the Web form to complete the process of assigning unlisted resources for a student:
   - [Submit], to submit Other unlisted resources to the CDE for review
   - [Save], to save the entered choices (You will be able to return later to submit this request.)
   - [Turn Off], to clear all unlisted resources for the student
   - [Cancel], to clear all entered choices from the form

The following events occur when you have submitted an unlisted resource:

- The student is assigned a Case ID for each submittal of pre-approved, non-embedded, unlisted resources. You must use this Case ID in all communications regarding this student’s request for these unlisted resources.

- The student is assigned a Case ID for each individual Other unlisted resource requested. You must use the appropriate Case ID in all communications regarding the requested Other unlisted resource.

- If your request includes printed materials, you must e-mail a copy of the materials to ACCESSIBILITY@cde.ca.gov with “Unlisted Resource Case ID #” in the subject line, using the assigned Case ID number in the subject line.

- You will receive an e-mail confirming your submittal of all pre-approved and Other unlisted resources for all students that includes the Case ID for each request.

- The CDE will be notified each time an Other unlisted resource is requested for a student.

- For Other unlisted resource requests, you will receive an e-mail indicating whether the request for use has been approved or denied by the CDE.

- When a request for an Other unlisted resource has been approved, TOMS will update the condition code for the student to indicate that an Other unlisted resource is used for testing.
Review the Status of Other Unlisted Resource Request(s)

You can search for statuses to review either by LEA, school, or student.

1. Enter details about the student in the search fields in the Search for Students Web form (shown in Figure 55); use the Select Filter drop-down lists to narrow your search (options are BeginsWith and Contains)  
   or 
   Select the LEA you are associated with by selecting the [Select Organization] link. 
   a. To pull up all students in an associated organization, do not specify any search criteria. 
   b. To view students from a particular school, enter the first part of the school’s name; select the school from the drop-down list that appears. 
2. Select a status from the Unlisted Resources drop-down list (Table 5).

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pending CDE Review</td>
<td>A request that is undergoing California Department of Education (CDE) review</td>
</tr>
<tr>
<td>Review Complete</td>
<td>A request that has undergone CDE review (no matter what the status)</td>
</tr>
<tr>
<td>Approved - Test Construct Change - Invalidate</td>
<td>An approved unlisted resource whose use has been determined to change the construct of the test; test results will not be considered valid for accountability purposes and the appropriate field in the student data file will be marked “Y” for an approved unlisted resource that changes the construct of what is being tested</td>
</tr>
<tr>
<td>Approved - Temporary - Valid for 2017–18 Administration</td>
<td>An approved unlisted resource whose use may or may not change the construct of the test; since the impact is still being investigated, test results for the 2017–18 administration will be considered valid and the appropriate field in the student data file will be marked “N” for an approved unlisted resource that does not change the construct of what is being tested</td>
</tr>
<tr>
<td>Denied - Security Violation</td>
<td>A request for an unlisted resource that was denied because the use of this resource poses a threat to the security of the test</td>
</tr>
<tr>
<td>Additional Information Required</td>
<td>A request that has been denied because there was not enough information about the requested unlisted resource or the unlisted resource may not be used; this request may be updated and resubmitted for further CDE review</td>
</tr>
<tr>
<td>UR Supported under TOMS Test Settings</td>
<td>A request that has been denied because the resource already exists as a test setting. Please open the student’s profile, select the [Test Settings] tab, and select the appropriate option from the list of designated supports and accommodations.</td>
</tr>
</tbody>
</table>

3. Select the [Search] button. The search results that open will show only those students with the status selected in the previous step. A checkmark in the Unlisted Resources column indicates the status of the Other unlisted resource request (Figure 55). 
   • Yellow checkmark—Request pending (submitted) 
   • Green checkmark—Request processed
4. Hover your cursor over a checkmark to see the request’s status (pop-up text will show one or the other; “Submitted” is shown in Figure 56).

5. After you have received the e-mail from the CDE with a decision about the requested unlisted resource(s), return to TOMS, select the [View] icon, and then scroll down to the Comments field at the bottom of the Add/Edit Other Unlisted Resource Web form (above the buttons) to see if there is additional information from the CDE regarding this unlisted resource request.

### Cancel an Unlisted Resource Request

1. Search for a student using the instructions in the subsection “View a Student Profile.”

2. Either select a [View] magnifying glass icon in the Actions column for the student to access the Student Profile screen and then select the [Unlisted Resources] tab (Figure 48) to open the completed Unlisted Resources Web form for the student; or select the [Unlisted Resource] form icon in the Unlisted Resource column for the student to go directly to the Unlisted Resources Web form. (These icons are circled in Figure 49.)

3. Select the [Turn Off] button at the bottom of the Web form (Figure 57) and then select [OK] in the confirmation pop-up box. Note that this button is grayed out if it is too late to cancel unlisted resources, that is, if it is past the end date of the selected testing window or the end date of the student’s approved extension period has passed.
4. When the confirmation box appears, select [Yes] to clear all unlisted resources for the student or [No] to cancel the request. If you select the [Yes] button in error, select the [Cancel] button at the bottom of the page to restore the unlisted resources for the student.

5. If you selected [Yes] to clear all unlisted resources for the student, select the [Save] button to save your change.

You will receive an e-mail confirmation that all unlisted resources for the student have been turned off.

**Restore a Canceled or Inactivated Unlisted Resource Request**

An unlisted resource request that was **inactivated** due to a change in the student’s education program code and/or primary disability code or Section 504 plan status in CALPADS will reactivate automatically when the student’s special education and/or primary disability code or Section 504 plan status reverts to make him or her eligible once again for accessibility resources.

An unlisted resource request that was **removed** due to a change in the student’s test assignment may be resubmitted for approval.

An unlisted resource that was **turned off** may be resubmitted for approval.
Chapter 6. Orders for Smarter Balanced Paper-Pencil and Special Version Materials
Approving Orders in the Test Operations Management System (TOMS)

Please note the following important points about Smarter Balanced paper-pencil materials in the Test Operations Management System (TOMS):

- The deadline to request approval to administer Smarter Balanced paper-pencil tests is October 2, 2017.
- You must have a test administration set up to order materials for Smarter Balanced paper-pencil testing.
- Materials must be ordered prior to your local educational agency’s (LEA’s) Initial Order Cut-off Date. Material orders after that date must be placed by contacting the California Technical Assistance Center (CalTAC) as a supplemental order.
- Initial orders are based on the number of enrolled students assigned to a particular test or special version.
- Supplemental orders must be placed with CalTAC.
- If you are assigning students to tests and/or assigning schools to a test administration, allow up to 24 hours for the LEA’s enrollment counts for Smarter Balanced paper-pencil testing to update.

LEA CAASPP coordinators should approve requests for California Assessment of Student Performance and Progress (CAASPP) paper-pencil testing materials as soon as possible after either receiving approval from the California Department of Education (CDE).

There are three tasks you can perform in the Orders module:

1. approve initial orders for the LEA;
2. view a summary of the LEA’s orders; and
3. view and track orders for the LEA.

Approve Initial Orders for the LEA

Step 1. Select the test administration.

1. Open TOMS.
2. Select [Orders] from the left navigation bar to open the Approve Initial Paper-Pencil Testing Order Counts for LEA screen (Figure 58).
3. Select the [Select LEA] link and type at least five characters of the LEA’s name (including spaces) or the CDS code for the LEA in the search field.
   a. To view the LEA’s information, type at least five characters of the LEA’s name (including spaces) or the County-District-School (CDS) code for the LEA.
   b. To view a school’s information that is in your organization, type at least five characters of the school’s name (including spaces) or the CDS code of the school.
4. Select the test from the Select Testing Program drop-down list. The choice is Smarter Balanced 3–8 and 11.
5. In the Select Test Administration table, select the radio button next to the test administration for which you will be ordering materials.
6. Select [Search].
Step 2. Review and approve the order.

Figure 59. Review the initial order

1. Review the number of students who are assigned to take the particular test. These numbers, sampled in Figure 59, reflect the quantities of materials that will be ordered.

2. In the Select Test Administration table (shown in Figure 58), select the Approve check box next to the test administration for which you will be ordering materials.

3. Select [OK] to confirm approval of the LEA’s student enrollments for the selected test administration and forward the order for packaging.

Note: Once you confirm your approval, you cannot update delivery names and delivery codes for the students associated with this test administration, testing program, and LEA.

View a Summary of the LEA’s Orders

1. Select [Orders] from the left navigation bar.

2. Select [View Summary Orders].
3. Select the [Select LEA] link and type at least five characters of the LEA’s name (including spaces) or the CDS code for the LEA in the search field.

4. Select [Search].

5. There are two possible statuses in the Status field, either “processing” or “completed.”

6. Select a [View] magnifying glass [] icon in the Actions column shown in Figure 60 to access the View Order screen. This screen shows information such as LEA name and shipping address, information about the LEA CAASPP coordinator who approved the order, and the materials that were approved to order.

7. If quantities are incorrect, contact CalTAC to place a supplemental order.

**View and Track Orders for the LEA**

1. Select [Orders] from the left navigation bar.

2. Select the [Select LEA] link and type at least five characters of the LEA’s name (including spaces) or the CDS code for the LEA in the search field.

3. Select [Search].

4. Select [View] icon to view the order or the [Tracking] moving-x [] icon access tracking information for the shipment of materials.

5. If you selected to view the order, requested quantity and shipped quantity are shown.

6. If you selected to track the order, the UPS tracking number is shown.
Request a Supplemental Order for Smarter Balanced Paper-Pencil and Additional Special Version Materials

Supplemental orders are made if the LEA experiences new enrollment that requires additional Smarter Balanced paper-pencil and/or special version materials after the initial order has been placed. LEA CAASPP coordinators must contact CalTAC to request an order for supplemental Smarter Balanced paper-pencil and/or additional special version materials.
Chapter 7. Score Status
Using Score Status Functions

Additional Resources:

- This tab is available to local educational agency (LEA) CAASPP coordinators and test site coordinators.
- See *Chapter 8 File Uploads* for instructions on how to use the TOMS batch upload functionality to submit Spanish Student Score Report requests and assign condition codes for multiple students.
- Information about how to access the Interim Assessment Reporting System, is found in the *CAASPP Interim Assessment User Guide*.

The [Score Status] tab in the Test Operations Management System (TOMS) permits LEA CAASPP coordinators and CAASPP test site coordinators to request Spanish Student Score Reports for Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics and set condition codes for individual students before testing. As testing progresses, LEA CAASPP coordinators and CAASPP test site coordinators also will use this tab to see a student’s scoring status, download the student’s CAASPP Student Score Report, and monitor the status of an appeal submitted on behalf of the student.

**View Students**

In the View & Edit Students Web form, you can search, view, and edit individual student data.

1. Select the [Students] button on the left navigation bar (Figure 62).
2. Enter details about the student in the search fields in the “Search for Students” section (shown in Figure 61); use the Select Filter drop-down lists to narrow your search (options are BeginsWith and Contains).

   or

   Select the LEA you are associated with by selecting the [Select Organization] link.

   a. To pull up all students in an associated organization, do not specify any search criteria.

   b. To view students from a particular school, type at least five characters of the school's name (including spaces) or County-District-School code to get selectable values.

3. Select the [Search] button.

   Check your California Longitudinal Pupil Achievement Data System (CALPADS) student records if students are not listed.
4. Select a [View] magnifying glass icon in the Actions column shown in Figure 62 to access the Student Profile screen. The Student Profile opens with the [Demographics] tab selected.

5. Select the [Score Status] tab (Figure 63).
Request a Spanish Student Score Report

Select the Request for Spanish Student Score Report box to request that the student’s CAASPP Student Score Report be printed in Spanish; this is circled in Figure 63. This box must be selected before 90 percent of students in the LEA have been scored. Selecting this box will create a Spanish version of the printed Student Score Report for the student and an English version for the school.
Assign Condition Codes

There are only two condition codes LEA CAASPP coordinators and CAASPP test site coordinators may set: **NTE** (Not tested medical emergency) and **PGE** (Parent/Guardian exemption). All other condition codes are determined through students’ data, responses, and appeals.

A condition code should be assigned for each content area assessment when the LEA has documentation supporting that the condition exists for the student. Setting condition codes prior to the start of the LEA’s selected testing window will ensure that a student is not inadvertently tested. Condition codes may be assigned one by one or in a batch upload.

Please note the following about testing and condition code assignments when the condition code has been assigned after the start of the LEA’s selected testing window:

- A condition code cannot be assigned if a student has submitted all parts of a content area assessment.
- If a student does start an assessment for which the **PGE** code is later assigned, the student will be prevented by the system from completing the assessment after the code is assigned and the test will expire following Smarter Balanced test expiration rules (10 calendar days for performance tasks [PTs] and 45 calendar days for computer adaptive tests).
- If a student does start an assessment for which the **NTE** code is later assigned, the student will have an opportunity to complete a test he or she has started despite the condition code. If not completed, the test will expire following Smarter Balanced test expiration rules (10 calendar days for performance tasks [PTs] and 45 calendar days for computer adaptive tests).
- **NTE** or **PGE** condition codes cannot be entered for students who complete both the PT and computer adaptive portions for a content area test and will have results reported.
- Student Score Reports will not be produced for students with Parent/Guardian exemptions (**PGE**) assigned for all content areas (neither paper nor PDF reports); nor will these students have results in the ORS.

**Note that condition codes cannot be set after the last day of the LEA's selected testing window. In addition, neither of these condition codes can be accepted if the student has submitted all parts of an assessment. In this case, the student would receive a Student Score Report.**

Take the following steps to set a condition code for a student:

1. Follow the instructions in the “View Students” subsection to open a Student Profile.
2. Select the **Score Status** tab.
3. In the condition codes table in the “Condition Codes” section, select the [COND. CODE] button for the content area assessment for which you are setting the code; this is circled in Figure 63. Note that the test name appears above this table.
4. In the Select Condition Codes dialog box, use the *Select the condition code for this student* drop-down list to select a condition code (Figure 64).
5. Select [Save] to assign the condition code or [Cancel] to exit this dialog box without assigning a code.

6. Repeat for another content area assessment.
This page is left blank intentionally.
Chapter 8. File Uploads
Uploading Files in the Test Operations Management System (TOMS)

Additional Resources:
- California Assessment of Student Performance and Progress (CAASPP) Portal—http://www.caaspp.org/
- CAASPP Test Operations Management System (TOMS) Resources Web page—http://www.caaspp.org/administration/toms/

Notes:
- Uploaded files must not contain blank rows. A blank row will cause the file to stop processing and not validate.
  - If the blank row is the first available row, an error e-mail will be produced and the file will not validate.
  - If the blank row is any row after the first row, all of the records in the row before the blank row will be processed during validation, the records after the blank row will not be processed during validation, and the blank row will not cause a validation error.
- There are two steps to the upload process: upload for file validation and upload to submit the file.
- A validated file must be uploaded before the next day’s CALPADS data are processed in TOMS.
- The process to add and update user roles via file upload is slightly different. It is described in Chapter 1 Adding and Managing Users.

The following batch upload assignment tasks are available by using the [Upload] button in the [Students] section in the Test Operations Management System (TOMS) left navigation bar:

<table>
<thead>
<tr>
<th>Data Assignment Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Users</td>
<td>Use either the blank template or the .csv file containing your organization’s users assigned during the previous CAASPP administration to assign user roles in TOMS. To make changes to user information, select the [Users] button in TOMS, and then the [View and Edit] button, in the left navigation bar. Search for a user and then select the [Edit] icon to access the Edit Demographic Information Web form for the user.</td>
</tr>
<tr>
<td>Test assignments</td>
<td>Use this template to upload assignments for alternate assessments, assign special versions of Smarter Balanced paper-pencil tests (if approved for use), and/or change students to a different test administration window than the one shown in TOMS (multitrack schools only). To make changes to uploaded data, select the [Students] button in TOMS, and then the [Search] button, in the left navigation bar. Test assignments for individual</td>
</tr>
<tr>
<td>Data Assignment Type</td>
<td>Description</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>students are made under the [Test Mode] tab. See Chapter 4 Student Test Assignment for more information about assigning tests to students.</td>
<td></td>
</tr>
<tr>
<td>Test settings</td>
<td>Use this template to assign designated supports and accommodations for California Assessment of Student Performance and Progress (CAASPP) testing. To make changes to uploaded data in TOMS, select the [Students] button, and then the [Search] button, in the left navigation bar. Test settings for individual students are made under the [Test Settings] tab. It is recommended that test settings be submitted after any student test assignments have been made. See Chapter 5 Student Test Settings for more information about assigning test settings to students.</td>
</tr>
<tr>
<td>Condition codes</td>
<td>Use this template to assign condition codes. Include information for multiple students to whom either the PGE (Parent/Guardian exemption) or NTE (Not tested medical emergency) condition code applies. To make changes to uploaded data, select the [Students] button in TOMS, and then the [Search] button, in the left navigation bar. Either the PGE or NTE condition code for an individual student is set under the [Score Status] tab. Condition codes cannot be set after the last day of the local educational agency’s (LEA’s) selected testing window. See the “Assign Condition Codes” subsection in Chapter 7 Score Status for additional information about condition codes.</td>
</tr>
<tr>
<td>Delivery name/Delivery code</td>
<td>Use this template to upload delivery name/delivery code information for your LEA's Pre-ID labels. Include information for multiple students who have been assigned to take Smarter Balanced paper-pencil tests for which a Pre-ID label is being printed. Include a Delivery Name for a group of Pre-ID labels if they are to be delivered in a specific order according to a word (i.e., by teacher name). Include a Delivery Code if the Pre-ID labels are to be delivered in a specific order according to a number (i.e., by room number). This file must be uploaded before any initial order is approved by the LEA for a test administration.</td>
</tr>
<tr>
<td>Spanish Student Score Reports</td>
<td>Use this template to upload Spanish Student Score Report requests for Smarter Balanced Summative Assessments and California Alternate Assessments. Include information for multiple students regardless of the test. To make changes to uploaded data, select the [Students] button in TOMS, and then the [Search] button, in the left navigation bar. Check or uncheck the Request for Spanish Student Score Report box for an individual student in the [Score Status] tab. Requests for Spanish Student Score Reports must be made before 90 percent of the students in the administration have been scored.</td>
</tr>
</tbody>
</table>

Templates that include directions and file specifications are available to download both on the CAASPP TOMS Resources Web page as well as the Upload [Process File] Web form in TOMS. Do not use a template from a previous year.

The file that is submitted must be in .csv format. LEAs can submit more than one file, and settings can be both activated and deactivated through file uploads.

Use Statewide Student Identifiers (SSIDs) to identify students in an upload file. Use the specifications in the template to determine the appropriate data to enter when you create your file. The completed file must be converted to a .csv file and then uploaded to TOMS. You may upload as many files as you wish. SSIDs in the upload file are matched with California Longitudinal Pupil Assessment Data System (CALPADS) data that have been imported into TOMS.
Make Data Assignments in the Excel Template

Take these steps to create and upload a file.

**Step 1. Access TOMS.**

1. Using an Internet browser, open TOMS by going to the CAASPP Portal and selecting the [Test Operations Management System (TOMS)] button to access the TOMS Logon Web form.

**Step 2. Download the file template.**

1. Select the [Students] button in the left navigation bar (Figure 66).
2. Select the [Upload] button in the left navigation bar to open the Upload Web form (Figure 65).

3. In the “Upload Types” section of the Upload Web form, select the button for the upload process you are undertaking, such as [Online Test Settings] (Figure 65).
4. In the “Prepare a File” section of the Upload [Process] Web form (shown in Figure 66), select the [Download Spreadsheet Template] down-arrow [ ] icon to download the Excel template. Save the template locally.

or

Download the appropriate Excel template from the TOMS Resources Web page.

Step 3. Create your upload file.

1. Enter your student SSIDs and other requested and required data in the Excel file using the specifications included in the template’s [File Spec] tab. The SSID field always requires a mandatory response.

2. If you need to make notes in your file, you must use a column past the last data column to avoid generating errors when your file is processed—TOMS will read data only up to the last column with a named column heading.

3. Repeat for additional students.

Caution:

- Uploaded files must not contain blank rows. A blank row will cause the file to stop processing and not validate.
  - If the blank row is the first available row, an error e-mail will be produced and the file will not validate.
  - If the blank row is any row after the first row, all of the records in the row before the blank row will be processed during validation, the records after the blank row will not be processed during validation, and the blank row will not cause a validation error.


When you are finished, save as a .csv file using the File > Save As option in Excel.

1. With the template tab visible, select File > Save As and then the [Browse] button (to select the location where you would like to save the file) (Figure 67).
2. In the Save As window (Figure 68), enter a name for the file in the File name: field.

3. Select CSV (Comma delimited) (*.csv), as appropriate, from the Save as type: drop-down list.

4. Select the [Save] button.

5. When prompted by the “The selected file type does not support workbooks that contain multiple sheets” alert box, select [OK] to continue.

6. When prompted by the “Some features in your workbook might be lost if you save it as CSV (Comma delimited)” information box, select [Yes] to continue.
Step 5. Validate the file in TOMS.

1. Access TOMS.
2. Select the [Students] button on the left navigation bar (Figure 65).
3. Select the [Upload] button on the left navigation bar (Figure 65).
4. In the “Upload Types” section of the Upload Web form, select the button for the upload process you are undertaking, such as [Online Test Settings] (Figure 65).
5. In the “Validate File” section of the Upload [Process File] Web form, select the [Browse] (Internet Explorer or Firefox) or [Choose File] (Chrome) button (Figure 69).

7. Confirm that the correct file is selected, and then select the [VALIDATE] button to upload.
8. If the validation is successful—that is, there are no errors in the file—you will receive an e-mail noting that the file is error free and the [Upload] button will appear in the “File Validation Results” section.

If there are one (1) or more errors in the Errors column after validation, you will receive an e-mail notification with the number of errors in the file; take one of the following actions:

![Figure 69. Prepare to validate a file](image-url)
1. Select the number in the *Errors* column corresponding to a file to see any errors in the submitted file.

2. In the *Actions* column, select the [Download] (down-arrow) icon to download a .csv file that contains a list of the errors in the submitted file.

3. Correct the errors and then revalidate your file.

**Step 6. Upload the file into TOMS.**

If there are zero (0) errors in the *Errors* column after validation, select the [UPLOAD] button to upload your file into TOMS.

Your file will appear in the “Uploaded Files” section of the screen after it has been uploaded.

If there are one (1) or more errors in the *Errors* column, take one of the following actions:

1. Access TOMS.

2. Select the [Students] button on the left navigation bar (Figure 70).

3. Select the [Upload] button on the left navigation bar (Figure 70).

4. In the “Upload Types” section of the Upload Web form, select the button for the upload process you are undertaking, such as [Online Test Settings] (Figure 65).
Figure 70. Upload [Process File] Web form
5. Upload your completed .csv file into the “File Validation Results” section of the Upload [Process File] Web form (shown in Figure 70) by selecting the [UPLOAD] button for the appropriate file in this section’s list of files.

6. You will receive an e-mail verifying the upload from caaspp@ets.org that includes whether or not the upload was successful. (An unsuccessful upload is usually due to a network issue or system error.)

**Step 7. Check the status of an uploaded file.**

1. Select the [Students] button on the left navigation bar (Figure 70).
2. Select the [Upload] button on the left navigation bar (Figure 70).
3. In the “Upload Types” section of the Upload Web form, select the button for the upload process you are undertaking (Figure 65).
4. Look for the file in the “Uploaded Files” section (Figure 71).

![Figure 71. “Uploaded Files” section](image)

5. Data shown are as follows:

<table>
<thead>
<tr>
<th>Column</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>#</td>
<td>Counter for the file upload identification number in the “Uploaded Files” section</td>
</tr>
<tr>
<td>Date</td>
<td>Date the file was uploaded</td>
</tr>
<tr>
<td>Filename</td>
<td>Name given to the file by the LEA CAASPP or CAASPP test site coordinator</td>
</tr>
<tr>
<td>Status</td>
<td>Status of the file; statuses are:</td>
</tr>
<tr>
<td></td>
<td>Icon name</td>
</tr>
<tr>
<td><img src="image" alt="Processing" /></td>
<td><strong>Processing</strong></td>
</tr>
<tr>
<td><img src="image" alt="Complete" /></td>
<td><strong>Complete</strong></td>
</tr>
<tr>
<td><img src="image" alt="Processing Error" /></td>
<td><strong>Processing Error</strong></td>
</tr>
<tr>
<td>Errors</td>
<td>Number of records/rows with data errors (Select the link—the number in the column, which shows the number of errors—for more details on the errors.)</td>
</tr>
</tbody>
</table>
### Column Definition

<table>
<thead>
<tr>
<th>Actions</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Delete File]</td>
<td>Delete the uploaded file.</td>
</tr>
<tr>
<td>![Processing Error]</td>
<td>A file upload failed.</td>
</tr>
<tr>
<td>![Expired]</td>
<td>There were changes to the validated user ID between the time the file was validated and the time it was available. The file must be revalidated.</td>
</tr>
<tr>
<td>![Download Errors]</td>
<td>Download the report of file errors.</td>
</tr>
</tbody>
</table>

6. If the file upload failed (that is, if you see the [Processing Error] icon in the Status column), the cause could be a network or system error. Revalidate your file and upload your file again.

**Note:** Removing items from the Uploaded Files list affects the text in the list only, it does not affect the user information in the file that was loaded successfully.
Downloading California Assessment of Student Performance and Progress (CAASPP) Administration Reports

Additional Resources:

Note: Information about how to access the Interim Assessment Reporting System, is found in the CAASPP Interim Assessment User Guide.

The Test Operations Management System (TOMS) offers a number of reports to assist in planning test administration and tracking student results, at both the local educational agency (LEA) and school levels.

TOMS reports available for download from the LEA Reports Web form are as follows:
- LEA User List Report
- School-Level Student Demographics Report
- LEA-Level Student Demographics Report
- LEA Coordinator Report
- School-Level Student Test Assignment Report
- LEA-Level Student Test Assignment Report
- School-Level Student Test Settings Report
- LEA-Level Student Test Settings Report
- Unlisted Resources Report
- Student Results Report—Student Score Data Extract

Take the following steps to download a report:

1. Using an Internet browser, go to the CAASPP Portal and select the [Test Operations Management System (TOMS)] button to access the TOMS Logon Web form to open TOMS.
2. When TOMS has opened, select the [Reports] button—shown in Figure 72—in the left navigation bar to open the Create Users Web form.
3. Select the LEA or school the user is associated with by selecting the [Select Organization] link.
   a. To view the LEA’s information, type at least five characters of the LEA’s name (including spaces) or the County-
District-School (CDS) code for the LEA.

b. To view a school's information that is in your organization, type at least five characters of the school's name (including spaces) or the CDS code of the school.

4. Locate and download your report by selecting the [DOWNLOAD REPORT] button. Note that certain LEA-level reports must be requested in advance by selecting the [REQUEST NEW REPORT] button; you will be notified of their availability via e-mail.

Note: When you open your file, if Excel shows your school and LEA codes in scientific notation (e.g., 1.2408E+12), take the following steps to reformat to show the whole number:

1. Highlight the School CDS or LEA CDS column.
2. Select the column with your right mouse button.
3. Select Format cells… from the pop-up menu.
4. In the Category list, select “Number.”
5. Change the Decimal places field to “0” (zero).
6. Select [OK].
7. Repeat for the other CDS code.

LEA User List Report

This report generates a list of users associated to the LEA in the user upload format. To download the report, select an organization and school year (Current School Year or Previous School Year), and then select the [DOWNLOAD REPORT] button. Select “Previous School Year” when you intend to download the file containing users from the past administration that can be modified to change user roles and/or to remove users who are no longer associated with the LEA.

Options for this report are Current School Year and Previous School Year. Use the Previous School Year option, circled in Figure 73, after TOMS transitions to a new test administration year to download a .csv file of users to edit and upload for user role assignments within the LEA.

The LEA User List Report contains the following information about individuals assigned to roles within CAASPP systems:

- First Name
- Last Name
- CDS Code
- Email Address
- Telephone Number
- Role in Organization
School-Level Student Demographics Report

This report displays school-level student demographics. To download the report, select an organization and then select the [DOWNLOAD REPORT] button.

School *
-- Select Organization --

Note: Download this report for schools on the last day of the selected testing window; these are the data that will appear on the Public Web Reporting site.

Select a school before downloading this report of student demographics information for a school. The section from the LEA Reports Web form is shown in Figure 74.

What follows are column names within the School-Level Student Demographics Report:

- LEA CDS Code
- LEA Name
- School CDS Code
- School Name
- SSID
- CALPADS Enrolled Grade
- Grade Assessed
- American Indian or Alaska Native
- Asian
- Black or African American
- Filipino
- Hispanic Or Latino
- Native Hawaiian Or Other Pacific Islander
- Two or More Races
- White
- Smarter Student ID
- US School Entry Date
- English Language Proficiency Level
- Migrant Status
- Parent Education Level
- Special Education
- 504 Plan
- English Language Acq Status
- EL
- EL Start Date
- EL Exit Date
- Special Education District of Accountability
- CALPADS Date of Birth
- Date of Birth for Testing
LEA-Level Student Demographics Report

This demographics report shows all schools within the LEA. You also have the option of including specific demographic characteristics in the report such as specific races/ethnicities, English-language proficiency level, and English learner status; the scrolling list is circled in Figure 75. To select multiple options, press the [Shift] key while you are making selections. This report must be requested.

The default columns in the School-Level Student Demographics Report contain Statewide Student Identifier and School Name data. Optional columns are as follows:

- CALPADS Enrolled Grade
- Grade Assessed
- LEA CDS Code
- LEA Name
- School CDS Code
- American Indian or Alaska Native
- Asian
- Black or African American
- Filipino
- Hispanic Or Latino
- Native Hawaiian Or Other Pacific Islander
- Two or More Races
- White
- Smarter Student ID

Figure 75. LEA-Level Student Demographics Report section on the LEA Reports Web form
The LEA Coordinator Report provides an overview of the number of students being tested, by school, including students enrolled as ungraded elementary (UE), ungraded secondary (US), and ungraded unknown (UU). The section from the LEA Reports Web form is shown in Figure 77. What follows are column names within the LEA Coordinator Report:

- LEA Name
- LEA Code
- SCHOOL Name
- SCHOOL Code
- ADMIN
- Total Students enrolled in grade KN
- Total Students enrolled in grade 01
- Total Students enrolled in grade 02
- Total Students enrolled in grade 03
- Total Students enrolled in grade 04
- Total Students enrolled in grade 05
- Total Students enrolled in grade 06
- Total Students enrolled in grade 07
- Total Students enrolled in grade 08
- Total Students enrolled in grade 09
- Total Students enrolled in grade 10
- Total Students enrolled in grade 11
- Total Students enrolled in grade 12
- Total Students enrolled in grade UU
- Total Students enrolled in grade UE
- Total Students enrolled in grade US

This report allows a user to see each school for the LEA as well as the total number of students enrolled per grade. To download the report, select an organization and then select the [DOWNLOAD REPORT] button.

Figure 76. LEA Coordinator Report section on the LEA Reports Web form
School-Level Student Test Assignment Report

![School-Level Student Test Assignment Report](image)

This report displays students and their test assignments per School. School selection is required.

Figure 77. School-Level Student Test Assignment Report section on the LEA Reports Web form

Select the school to see details of the test assignments made in TOMS. The section from the LEA Reports Web form is shown in Figure 77. Reports for schools are generated nightly. What follows are column names within the School-Level Student Test Assignment Report:

- SSID
- First Name
- Last Name
- School Name
- School CDS
- LEA Name
- LEA CDS
- CALPADS Enrolled Grade
- Grade Assessed
- Smarter Balanced ELA(Online)
- Smarter Balanced MATH(Online)
- Smarter Balanced ELA(Paper)
- Printed Pre-ID Label for Smarter Balanced ELA(Paper)
- Smarter Balanced MATH(Paper)
- Printed Pre-ID Label for Smarter Balanced MATH(Paper)
- CAA ELA
- CAA MATH
- California Science Test
- CAA for Science
- California Spanish Assessment (CSA)
- Late Pre-ID
- Special Form
- Student Admin
- School Admin
- SB ELA Parent Exempted
- SB Math Parent Exempted
- CAA ELA Parent Exempted
- CAA Math Parent Exempted
- California Science Test (CAST) Parent Exempted
- CAA for Science Parent Exempted
- Parent/Guardian Address Flag
LEA-Level Student Test Assignment Report

**Figure 78. LEA-Level Student Test Assignment Report section on the LEA Reports Web form**

See test assignments for students in the entire LEA by downloading the LEA-Level Student Test Assignment Report. The section from the LEA Reports Web form is shown in Figure 78. *This report must be requested.*

Column names within the LEA-Level Student Test Assignment Report are the same as for the School-Level Student Test Assignment Report described in the previous subsection, “School-Level Student Test Assignment Report.”

School-Level Student Test Settings Report

**Figure 79. School-Level Student Test Settings Report section on the Reports Web form**

School-Level Test Settings Reports include a list of the embedded and non-embedded resources that can be set with a “Y” (yes) or “N” (no) indicator for each resource for each student. The section from the LEA Reports Web form is show in Figure 79. What follows are column names within the School-Level Student Test Settings Report:
<table>
<thead>
<tr>
<th>Administrative</th>
<th>Test Settings</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSID</td>
<td>Embedded Accommodations_American Sign Language (E - Listening, M, and S)</td>
</tr>
<tr>
<td>First Name</td>
<td>Embedded Accommodations_Audio Transcript (E - Listening and S)</td>
</tr>
<tr>
<td>Last Name</td>
<td>Embedded Accommodations_Braille (E and M)</td>
</tr>
<tr>
<td>Grade</td>
<td>Embedded Accommodations_Braille (S)</td>
</tr>
<tr>
<td>School Name</td>
<td>Embedded Accommodations_Closed Captioning (E - Listening and S)</td>
</tr>
<tr>
<td>School CDS</td>
<td>Embedded Accommodations_Streamline (Includes zoom levels greater than 3X in the student interface, (E, M, S, CE, and CM)</td>
</tr>
<tr>
<td>LEA Name</td>
<td>Embedded Accommodations_Text-to-Speech Passages (E)</td>
</tr>
<tr>
<td>LEA CDS</td>
<td>Non Embedded Accommodations_Print-on-Demand (E, M, S, CE, CM, and R)</td>
</tr>
<tr>
<td>School Admin</td>
<td>Non Embedded Accommodations_100s Number Table (Grades 4 and Up) (M and CM)</td>
</tr>
<tr>
<td>Student Admin</td>
<td>Non Embedded Accommodations_Abacus (M, S, and CM)</td>
</tr>
<tr>
<td>Special Education</td>
<td>Non Embedded Accommodations_Additional Instructional Supports Alternate Assessments (CE and CM)</td>
</tr>
<tr>
<td>Primary Disability Code</td>
<td>Non Embedded Accommodations_Altimate Response Options (E, M, S, CE, and CM)</td>
</tr>
<tr>
<td>504 Plan</td>
<td>Non Embedded Accommodations_Calculator (Grades 6-8 and 11) (M)</td>
</tr>
<tr>
<td></td>
<td>Non Embedded Accommodations_Multiplication Table (Grades 4-8 and 11) (M and CM)</td>
</tr>
<tr>
<td></td>
<td>Non Embedded Accommodations_Read-Aloud Passages (E and CE)</td>
</tr>
<tr>
<td></td>
<td>Non Embedded Accommodations_Scribe (Writing) (E and CE)</td>
</tr>
<tr>
<td></td>
<td>Non Embedded Accommodations_Speech-to-Text (E, M, and S)</td>
</tr>
<tr>
<td></td>
<td>Non Embedded Accommodations_Unlisted Resources (E, M, S, CE, CM, and CS)</td>
</tr>
<tr>
<td></td>
<td>Non Embedded Accommodations_Word Prediction (E, M, S, CE, and CM)</td>
</tr>
<tr>
<td></td>
<td>Embedded Designated Supports_Color Contrast (E, M, S, CE, and CM)</td>
</tr>
<tr>
<td></td>
<td>Embedded Designated Supports_Mouse Pointer (Size and Color)(E, M, S, CE and CM)</td>
</tr>
<tr>
<td></td>
<td>Embedded Designated Supports_Print Size (E, M, S, CE, and CM)</td>
</tr>
<tr>
<td></td>
<td>Embedded Designated Supports_Text-to-Speech (E and M)</td>
</tr>
<tr>
<td></td>
<td>Embedded Designated Supports_Translation Glossaries (M)</td>
</tr>
<tr>
<td></td>
<td>Embedded Designated Supports_Translation Glossaries (S)</td>
</tr>
<tr>
<td></td>
<td>Embedded Designated Supports_Masking (E, M, S, CE, and CM)</td>
</tr>
<tr>
<td></td>
<td>Embedded Designated Supports_Permissive Mode (use with assistive software and devices) (E, M, S, CE, and CM)</td>
</tr>
<tr>
<td></td>
<td>Embedded Designated Supports_Stacked Translations and Translated Test Directions (Spanish) (M)</td>
</tr>
<tr>
<td></td>
<td>Embedded Designated Supports_Stacked Translations and Translated Test Directions (Spanish) (S)</td>
</tr>
<tr>
<td>Administrative</td>
<td>Test Settings</td>
</tr>
<tr>
<td>----------------</td>
<td>----------------</td>
</tr>
<tr>
<td>E = Smarter Balanced for ELA</td>
<td>Embedded Designated Supports_Text-to-Speech - Items and Stimuli (S)</td>
</tr>
<tr>
<td>M = Smarter Balanced for Mathematics</td>
<td>Embedded Designated Supports_Turn Off Any Universal Tool(s) (E, M, S, CE, CM, and R)</td>
</tr>
<tr>
<td>S = California Science Test (CAST)</td>
<td>Non Embedded Designated Supports_Read-Aloud in Spanish (M)</td>
</tr>
<tr>
<td>CE = CAA for ELA</td>
<td>Non Embedded Designated Supports_100s Number Table (S)</td>
</tr>
<tr>
<td>CM = CAA for Mathematics</td>
<td>Non Embedded Designated Supports_Amplification (E, M, S, CE, and CM)</td>
</tr>
<tr>
<td>R = California Spanish Assessment (CSA)</td>
<td>Non Embedded Designated Supports_Bilingual Dictionary (E - PT Full Write)</td>
</tr>
<tr>
<td>Administrative Test Settings</td>
<td>Non Embedded Designated Supports_Calculator (Four Function for Grade 5 and Scientific for Grades 8 and 10-12) (S)</td>
</tr>
<tr>
<td></td>
<td>Non Embedded Designated Supports_Color Contrast (E, M, S, CE, CM, and R)</td>
</tr>
<tr>
<td></td>
<td>Non Embedded Designated Supports_Color Overlay (E, M, S, CE, CM, and R)</td>
</tr>
<tr>
<td></td>
<td>Non Embedded Designated Supports_Magnification (E, M, S, CE, CM, and R)</td>
</tr>
<tr>
<td></td>
<td>Non Embedded Designated Supports_Multiplication table (S)</td>
</tr>
<tr>
<td></td>
<td>Non Embedded Designated Supports_Noise Buffers (E, M, S, CE, CM, and R)</td>
</tr>
<tr>
<td></td>
<td>Non Embedded Designated Supports_Read-Aloud in Spanish (S)</td>
</tr>
<tr>
<td></td>
<td>Non Embedded Designated Supports_Read-Aloud Items (E, M, S, CE, CM, and R)</td>
</tr>
<tr>
<td></td>
<td>Non Embedded Designated Supports_Science Charts [State-approved] (i.e. Periodic Table of the Elements, reference sheets) (S)</td>
</tr>
<tr>
<td></td>
<td>Non Embedded Designated Supports_Scribe Items (E and CE - Non-Writing, M, S, CM, and R)</td>
</tr>
<tr>
<td></td>
<td>Non Embedded Designated Supports_Separate Setting (Special lighting/acoustics, adaptive furniture, time of day) (E, M, S, CE, CM, and R)</td>
</tr>
<tr>
<td></td>
<td>Non Embedded Designated Supports_Simplified Test Directions (E, M, and S)</td>
</tr>
<tr>
<td></td>
<td>Non Embedded Designated Supports_Translated Test Directions (PDF on caaspp.org) (E, M, and S)</td>
</tr>
</tbody>
</table>
LEA-Level Student Test Settings Report

<table>
<thead>
<tr>
<th>LEA-Level Student Test Settings Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>Download this report to see test settings for students in your LEA. Select your organization and then select the [REQUEST NEW REPORT] button to generate a new report. Return here after you have received an e-mail notification that your report is ready and then select the [DOWNLOAD REPORT] button to download a .csv file that shows the test settings for students in selected LEA.</td>
</tr>
</tbody>
</table>

**Important:** If you are requesting a new report by selecting [REQUEST NEW REPORT], you will receive an e-mail notification when it is ready.

<table>
<thead>
<tr>
<th>Organization *</th>
</tr>
</thead>
<tbody>
<tr>
<td>-- Select Organization --</td>
</tr>
</tbody>
</table>

[REQUEST NEW REPORT]  [DOWNLOAD REPORT]

**Figure 80. LEA-Level Student Test Settings Report section on the LEA Reports Web form**

LEA-Level Student Test Settings Reports include a list of the embedded and non-embedded resources that can be set with a “Y” (yes) or “N” (no) indicator for each resource for each student. The section from the LEA Reports Web form is shown in Figure 80. *This report must be requested.*

Selectable options for this report include the same demographic information as are available for the School Level Student Test Settings Report described in the previous subsection, “School-Level Student Test Settings Report.”

Column names within the LEA-Level Student Test Settings Report are the same as for the School-Level Student Test Settings Report described in the previous subsection, “School-Level Student Test Settings Report.”

Unlisted Resources Report

<table>
<thead>
<tr>
<th>Unlisted Resources Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>This report displays students with unlisted resources. To download the report, select an organization and then select the [DOWNLOAD REPORT] button.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization *</th>
</tr>
</thead>
<tbody>
<tr>
<td>-- Select Organization --</td>
</tr>
</tbody>
</table>

[DOWNLOAD REPORT]

**Figure 81. Unlisted Resources Report section on the LEA Reports Web form**

This report displays students with unlisted resources. The section from the LEA Reports Web form is shown in Figure 81. What follows are the column names within the Unlisted Resources Report:
• LEA CDS Code
• LEA Name
• Primary LEA CAASPP Coordinator Name
• Primary LEA CAASPP Coordinator email address
• School CDS Code
• School Name
• Name of the Requestor
• Email Address of the Requestor
• Role of the Requestor

• SSID of the student
• Grade of the student
• Case ID
• Test Name
• Name of the Unlisted Resource
• Known to Change Construct flag
• Student Usage
• Requestor Justification
• Disposition
• Disposition Code

**Student Results Report—Student Score Data Extract**

![Student Results Report—Student Score Data Extract](image)

**Figure 82.** Student Results Report—Student Score Data Extract section on the LEA Reports Web form

Your LEA’s student score data extract for all students testing within a particular test administration are available for download by school year; this option is circled in Figure 82. Note that the student data layout varies by year; the data layout for the testing years are also available for download.
## Appendix A—CALPADS Disability Codes

<table>
<thead>
<tr>
<th>Disability (Code)</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intellectual Disability (ID)</td>
<td>Intellectual Disability means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior, and manifested during the developmental period, that adversely affects a child’s educational performance. (34 Code of Federal Regulations [CFR] Sec. 300.7[c][6])</td>
</tr>
<tr>
<td>Hard of hearing (HH)</td>
<td>Hard of Hearing means hearing impairment, whether permanent or fluctuating, that adversely affects a child’s educational performance, but that is not included under the definition of deaf in this section.</td>
</tr>
<tr>
<td>Deafness (DEAF)/Hearing impairment (HI)</td>
<td>Deafness means a hearing impairment that is so severe that the child is impaired in processing linguistic information through learning, with or without amplification, which adversely affects educational performance. (34 CFR Sec. 300.7[c][3]) Hearing Impairment is a federal category of disability, which includes both hard of hearing and deaf individuals as defined above.</td>
</tr>
<tr>
<td>Speech or language impairment (SLI)</td>
<td>Speech or Language Impairment means a communication disorder such as stuttering, impaired articulation, language impairment, or a voice impairment, that adversely affects a child’s educational performance. (34 CFR Sec. 300.7[c][11])</td>
</tr>
<tr>
<td>Visual impairment (VI)</td>
<td>Visually Impaired, including blindness means impairment in vision that, even with correction, adversely affects a child’s educational performance. The term includes both partially seeing and blind children. (34 CFR Sec. 300.7[c][13])</td>
</tr>
<tr>
<td>Emotional disturbance (ED)</td>
<td>Emotional Disturbance means a condition exhibiting one or more of the following characteristics, over a long period of time and to a marked degree, that adversely affects educational performance: (A) An inability to learn which cannot be explained by intellectual, sensory, or health factors; (B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (C) Inappropriate types of behavior or feeling under normal circumstances; (D) A general pervasive mood of unhappiness or depression; or (E) A tendency to develop physical symptoms or fears associated with personal or school problems. The term (ED) includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance. (34 CFR Sec. 300.7[c][4])</td>
</tr>
<tr>
<td>Orthopedic impairment (OI)</td>
<td>Orthopedic Impairment means a severe orthopedic impairment that adversely affects a child’s educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns which cause contractures). (34 CFR Sec. 300.7[b][6] Sec. 300.7[c][8])</td>
</tr>
<tr>
<td>Other health impairment (OHI)</td>
<td>Other Health Impairment means having limited strength, vitality or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, which adversely affects a child’s educational performance. (34 CFR Part 300.7[c][9])</td>
</tr>
<tr>
<td>Established medical disability (EMD)</td>
<td>A disabling medical condition or congenital syndrome that the individualized education program (IEP) team determines has a high predictability of requiring special education and services. (California Education Code, Section 56441.11[d]) (Note: This eligibility category is only applicable for children ages 3–5.)</td>
</tr>
<tr>
<td>Disability (Code)</td>
<td>Definition</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Specific learning disability (SLD)</td>
<td>Specific Learning Disability means a disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, or motor handicaps, of mental retardation, of emotional disturbance or of environmental, cultural, or economic disadvantage. (34 CFR Sec. 300.7[c][10])</td>
</tr>
<tr>
<td>Deaf-blindness (DB)</td>
<td>Deaf-Blindness means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness. (34 CFR Sec. 300.7[c][2])</td>
</tr>
<tr>
<td>Multiple disabilities (MD)</td>
<td>Multiple Disabilities means concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairment, etc.,) the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blind children. (34 CFR Sec. 300.7[c][7])</td>
</tr>
<tr>
<td>Autism (AUT)</td>
<td>Autism means a developmental disability significantly affecting verbal and non-verbal communication and social interaction, generally evident before age three, which adversely affects educational performance. Other characteristics often associated with autism include, engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not does not apply if a child’s educational performance is adversely affected primarily because the child has an emotional disturbance. A child who manifests characteristics of autism after age three, that child could be diagnosed as having autism if the criteria in the above paragraph are satisfied. (34 CFR Sec. 300.7[c][1])</td>
</tr>
<tr>
<td>Traumatic brain injury (TBI)</td>
<td>Traumatic Brain Injury means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, which adversely affects educational performance. The term applies to both open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not include brain injuries that are congenital or degenerative, nor brain injuries induced by birth trauma. (34 CFR Sec. 300.7[c][12])</td>
</tr>
</tbody>
</table>
User Support

Local educational agency (LEA) California Assessment of Student Performance and Progress (CAASPP) coordinators should first contact your LEA technology coordinator or system administrator prior to contacting the California Technical Assistance Center (CalTAC).

CAASPP test site coordinators should contact their LEA CAASPP coordinators for assistance.

California Technical Assistance Center for LEA CAASPP Coordinators

If you must contact CalTAC, you will be asked to provide as much detail as possible about the issue(s) you encountered.

CalTAC

Hours: 7 a.m. to 5 p.m., Monday–Friday
Toll-Free Phone Support: 800-955-2954
E-mail Support: caltac@ets.org
Web site: http://www.caaspp.org/

Always include the following information:

- Test administrator or test examiner name and IT/network contact person and contact information
- Statewide Student Identifier(s) of affected students
- Operating system version information
- Browser type and version
- Any error messages and codes that appeared, if applicable
- Information about your network configuration:
  - Secure browser installation (to individual devices or network)
  - Wired or wireless Internet network setup

Warning: Never provide any other student information, as doing so may violate Family Educational Rights and Privacy Act policies.