
Appendixes

CALIFORNIA
Assessment of Student Performance and Progress

2017-18 Interim Assessment User Guide

Smarter Balanced Interim Assessments for English
Language Arts/Literacy and Mathematics

- ◆ Interim Assessment Viewing System
 - ◆ Interim Assessment Administration
 - ◆ Interim Assessment Hand Scoring System
 - ◆ Interim Assessment Reporting System
-



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California Assessment of
Student Performance and Progress



Appendix A. Register Users and Assign Permissions to Administer Interim Assessments

This appendix contains instructions for local educational agency (LEA) California Assessment of Student Performance and Progress (CAASPP) coordinators to provision (i.e., register) authorized users for access to the interim assessments. **Before assigning any permissions to LEA or school staff, the LEA CAASPP coordinator should read and carefully consider the information provided in the [Data Security and Privacy](#) section of this user guide.**

Registration of users to **administer** interim assessments is completed through the Test Operations Management System (TOMS). The instructions in this appendix should be used in coordination with the instructions in Chapter 1 Adding and Managing Users in the *TOMS Pre-Administration Guide for CAASPP Testing*. This chapter is linked directly at <http://www.caaspp.org/rsc/pdfs/CAASPP.TOMS-pre-admin-guide.2017-18.Chapter-1.pdf>.

Administrator roles are described in Table A.1.

Table A.1. Administration Roles

Role	Description
LEA CAASPP Coordinator	Identifies and trains all test site coordinators. Responsible for the assignments and management of all user roles, including the Educator - District role. Responsible for the assignment and verification of student test settings and test security. Manages the Interim Assessment Hand Scoring System (IAHSS) and accesses Completion Status Reports and assessment results in the Online Reporting System (ORS) for all students in that LEA. Able to administer all summative, interim, practice, and training tests.
Test Site Coordinator	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 coordinates test site security. Manages the IAHSS and accesses Completion Status Reports and assessment results in the ORS for all the students in that site. Creates and assigns ORS rosters to site users and is able to administer all summative, interim, practice, and training tests.
Test Administrator	Administers summative assessments and interim assessments to students, confirms student test settings in the Test Administrator Interface, and ensures test session security. Scores responses in the IAHSS, accesses Completion Status Reports in the ORS, and has read-only access to assessment results for students in an associated roster in the ORS. Rosters are created and assigned to the user by the LEA CAASPP coordinator or test site coordinator.

Role	Description
Test Examiner	Credentialed or licensed employee who administers alternate summative assessments and interim assessments to students, confirms student test settings in the Test Administrator Interface, and ensures test session security. Scores responses in the IAHS, accesses Completion Status Reports in the ORS, and has read-only access to assessment results for students in an associated roster in the ORS. Rosters are created and assigned to the user by the LEA CAASPP coordinator or the test site coordinator.
Test Administrator & Test Examiner	Credentialed or licensed employee who administers both standard and alternate summative assessments and interim assessments to students, confirms student test settings in the Test Administrator Interface, and ensures test session security. Scores responses in the IAHS, accesses Completion Status Reports in the ORS, and has read-only access to assessment results for students in an associated roster in the ORS. Rosters are created and assigned to the user by the LEA CAASPP coordinator or the test site coordinator.
IA Administrator Only	Administers only the interim assessments to students. Includes access to Interim Assessment Completion Status Reports in the ORS and scores responses in the IAHS. (Note: Access to interim assessment results is available through the Interim Assessment Reporting System login.)
Educator - District	Allows read-only access to assessment results in the ORS for the entire LEA. This role is assigned by the LEA CAASPP coordinator. Cannot administer assessments.
Educator - Test Site	Allows read-only 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. Cannot administer assessments.
Educator - Roster	Allows read-only access to assessment results for students in an associated roster in the ORS. Rosters are created and assigned to the user by the LEA CAASPP coordinator or the test site coordinator. Cannot administer assessments.

Appendix B. Register Users and Assign Permissions for the Interim Assessment Reporting System

This appendix contains instructions for local educational agency (LEA) California Assessment of Student Performance and Progress (CAASPP) coordinators to provision (i.e., register) authorized users for access to the Interim Assessment Reporting System (IA Reporting System). **Before assigning any permissions to LEA or school staff, the LEA CAASPP coordinator should read and carefully consider the information provided in the [Data Security and Privacy](#) section of this user guide.**

Registration of users for the IA Reporting System is completed through the Smarter Balanced Administration and Registration Tools (ART) interface. The instructions in this appendix should be used in coordination with the instructions in the *ART User Guide* at http://www.smarterapp.org/documents/Administration_and_Registration_Tools_User_Guide.pdf for creating user accounts to access the Smarter Balanced Digital Library and the Smarter Balanced IA Reporting System.

Manage User Roles

LEA CAASPP coordinators who have returned the *Superintendent Designation Form for LEA CAASPP Coordinators* and a *Test Security Agreement for LEA CAASPP Coordinators and CAASPP Test Site Coordinators* will be provided access to the IA Reporting System by Educational Testing Service. Once given access to the IA Reporting System, the LEA CAASPP coordinator will be able to provide access for other authorized LEA personnel.

LEA CAASPP coordinators can only create user accounts for users who are within their LEA. User accounts cannot be created for a higher level or for an LEA or institution to which they do not belong. For example, if the user belongs to LEA A, user accounts can only be created in LEA A at the LEA level or below.



Note: The actions described in this section are available to LEA- and school-level users.

User Roles in the Reporting System

The California Department of Education will assign LEA CAASPP coordinators with the personally identifiable information (PII) user role. Table B.1 describes each of the three roles available to grant permissions to access the IA Reporting System. LEA CAASPP coordinators will be able to authorize LEA personnel and assign them the appropriate reporting user roles. LEA CAASPP coordinators should consider local policies about disseminating test results.



Alert: Access to student PII is strictly regulated by state and federal laws as well as by LEA policies.

Table B.1. Roles in the IA Reporting System

Role Display Name in ART	Role Description	Role Example
PII (Personally identifiable information)	This role provides access to individual student assessment results for all students in institutions under the associated entities.	Only the LEA CAASPP coordinator or other LEA staff and educators designated by the LEA CAASPP coordinator with authorization to view student test results for all students in the associated entity should be assigned this user role.
PII_GROUP	This role restricts access to individual student assessment results for all students in student groups to which they are assigned.	Only the test administrator or other LEA staff designated by the LEA CAASPP coordinator with authorization to view student test results for a particular group of student should be assigned this user role.
GROUP_ADMIN	This role enables creation and management of student groups within the institution to which they are assigned.	Only the designated student group administrator should be assigned this user role.



Alert: ART may list other roles not listed here. Only the reporting roles in Table B.1 are used for California.

The “PII” and “PII_GROUP” roles allow the user to access and download the reported data in detail for all students to which they have access. How the scope of access (i.e., LEA level vs. school site level vs. student group level) is determined is covered in the next section.

Add New Users

A user must be added to ART before the reporting roles can be assigned. The user’s reporting roles can be added during this process.

1. Go to the ART portal (<https://art.smarterbalanced.org/>) on a Web browser.
2. Log in to ART using your Smarter Balanced login credentials using the Web form (Figure 91). These are the same credentials as your Digital Library login credentials.

Figure 91. ART Login Web Form

- Select the **[Create/Modify User]** button (Figure 92).

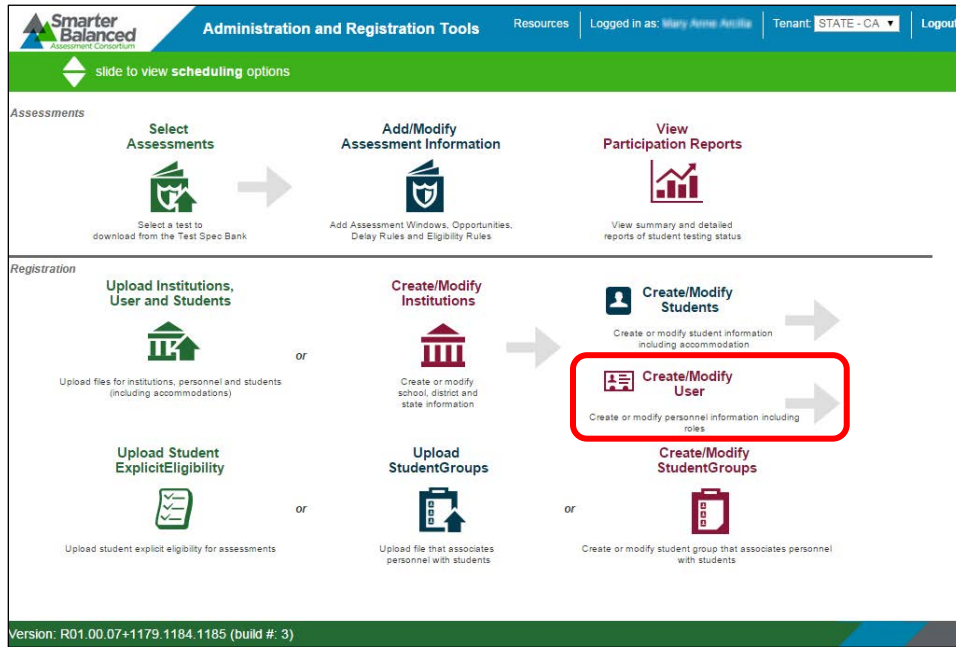



Figure 92. ART Registration Options

- On the *User Search* screen, select the **[New]** button () (Figure 93).

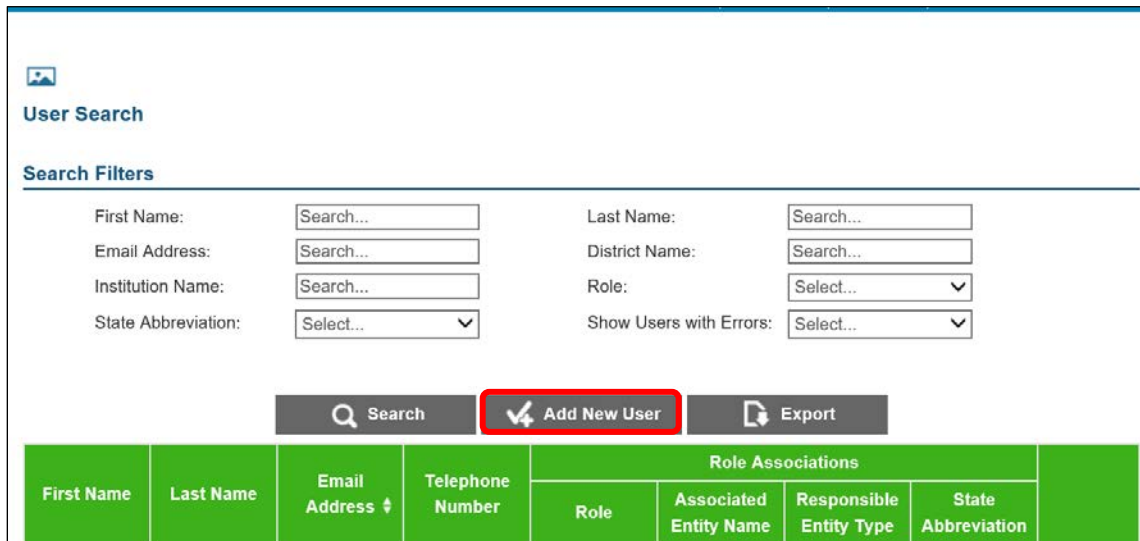


Figure 93. User Search Screen

In the Add User Information section (Figure 94), enter the user’s first name, last name, and e-mail address in the appropriate fields. Entering the telephone number is optional. For an explanation of these fields, see Table B.2, which describes the fields for adding new users via the bulk upload spreadsheet.

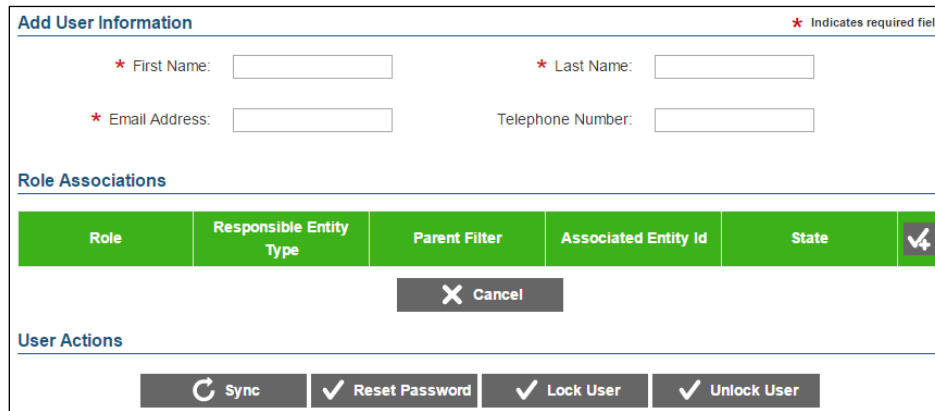



Figure 94. Add User Information Section

5. In the Role Associations section, select the [check-plus] icon () to add a new user role. A new row will appear in the Role Associations section.
6. In the *Role* column on the new row, select *District Coordinator* or *School Coordinator* from the drop-down list (Figure 95). Users who currently have the District Coordinator role can assign new users with the School Coordinator role. Users who currently have School Coordinator roles can also assign new users with School Coordinator roles.

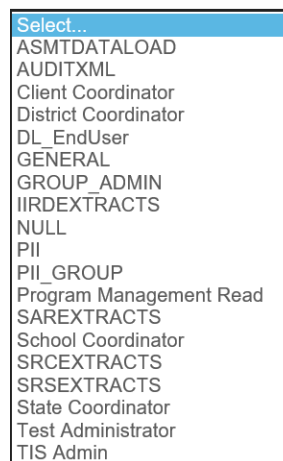


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Figure 95. Role Drop-down List

- a. In the *Responsible Entity Type* column, select *DISTRICT* or *INSTITUTION*. Selecting *DISTRICT* will provide access to test results for the entire LEA. Selecting *INSTITUTION* will provide access to test results for the school selected.
- b. In the *Associated Entity ID* column, select the LEA (if “Responsible Entity Type” is *DISTRICT*) or school (if “Responsible Entity Type” is *INSTITUTION*).
7. Select the [check-plus] icon () to add the reporting roles. (Each role assignment will require a separate row.)
 - a. PII (for all LEA CAASPP coordinator users)
 - b. PII_GROUP (for all users authorized to view test results for a select group of students)

- c. GROUP_ADMIN (for users authorized to create and manage student groups)
- 8. See Steps 6–8 in the instructions detailed in the [Add the Reporting Roles for an Existing User](#) section.
- 9. RECOMMENDED: Select the **[check-plus]** icon () to add the DL_EndUser role from the *Role* drop-down list (Figure 96), so that the user may also access the Smarter Balanced Digital Library.

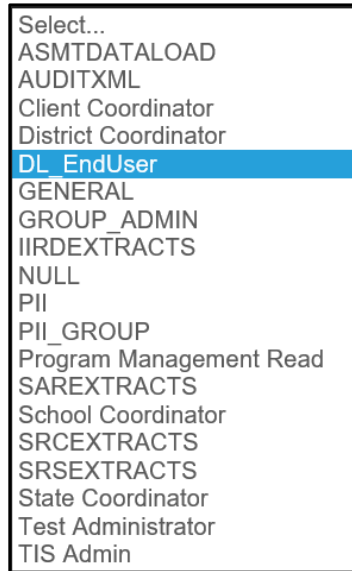


Figure 96. Role Drop-down List for Access to the Smarter Balanced Digital Library

- 10. Select the **[Save]** button (Figure 97) to save your changes.



Figure 97. [Save] Button

Table B.2 describes the fields for adding new users via the bulk upload spreadsheet.

Table B.2. Fields Descriptions for Adding New Users to ART

Role Display Name in ART	Role Example
First Name*	<ul style="list-style-type: none"> • user’s first name • up to 35 characters
Last Name*	<ul style="list-style-type: none"> • user’s last name • up to 35 characters
E-mail Address*	<ul style="list-style-type: none"> • user’s e-mail address • up to 128 characters in standard e-mail address format
Telephone Number	<ul style="list-style-type: none"> • telephone number including the area code, and optional extension • up to 24 characters in XXX-XXX-XXXX xNNNNNN format
Role*	<ul style="list-style-type: none"> • role assigned to the user; this list is prepopulated • up to 30 characters

Role Display Name in ART	Role Example
Associated Entity ID* (CDS Code)	<ul style="list-style-type: none"> • identifier of entity associated with the user; this list is prepopulated • up to 20 characters
Level* (Responsible Entity Type)	<ul style="list-style-type: none"> • DISTRICT—Indicates user is a member of a district. • INSTITUTION—Indicates user is a member of an institution. • must be capital letters
State Abbreviation* (State)	<ul style="list-style-type: none"> • State abbreviation: CA

*Required field

To add or modify users and user roles using a file upload spreadsheet, LEA CAASPP coordinators should contact the California Technical Assistance Center (CaTAC) by telephone at 800-955-2954 or by e-mail at caltac@ets.org.

Delete Users

To delete users from ART at the end of a school year, LEA CAASPP coordinators should use the same spreadsheet used for the bulk upload. Table B.3 describes the fields on this spreadsheet.

Table B.3. Fields Descriptions for Deleting Users from ART

Role Display Name in ART	Role Example
First Name*	<ul style="list-style-type: none"> • user's first name • up to 35 characters
Last Name*	<ul style="list-style-type: none"> • user's last name • up to 35 characters
E-mail Address*	<ul style="list-style-type: none"> • user's e-mail address • up to 128 characters in standard e-mail address format
Telephone Number	<ul style="list-style-type: none"> • telephone number including the area code, and optional extension • up to 24 characters in XXX-XXX-XXXX xNNNNNN format
Role*	<ul style="list-style-type: none"> • role assigned to the user; this list is prepopulated • up to 30 characters
Associated Entity ID* (CDS Code)	<ul style="list-style-type: none"> • identifier of entity associated with the user; this list is prepopulated • up to 20 characters • Delete+ flag for deleting the student group-student pair
Associated Entity Name	<ul style="list-style-type: none"> • name of entity associated with the user
Level* (Responsible Entity Type)	<ul style="list-style-type: none"> • DISTRICT—Indicates user is a member of a district. • INSTITUTION—Indicates user is a member of an institution. • must be capital letters
State Abbreviation* (State)	<ul style="list-style-type: none"> • State abbreviation: CA
DELETE*	<ul style="list-style-type: none"> • Delete the user-role combination associated with the e-mail address

To delete users and user roles using a file upload, LEA CAASPP coordinators should contact CaTAC by telephone at 800-955-2954 or by e-mail at caltac@ets.org.

Add the Reporting Roles for an Existing User

If a user has login credentials to the Smarter Balanced Digital Library, the user's record can be modified in ART to include the reporting roles. If the user does not have Digital Library login credentials, the user must be added to ART before the reporting roles can be assigned. Refer to the instructions in the [Add New Users](#) subsection earlier in this appendix.

1. Go to the Smarter Balanced ART portal (<https://art.smarterbalanced.org/>) on a Web browser.
2. Log in to ART using your Smarter Balanced login credentials using the ART Login Web form (Figure 98). These would be the same credentials as your Digital Library login credentials.

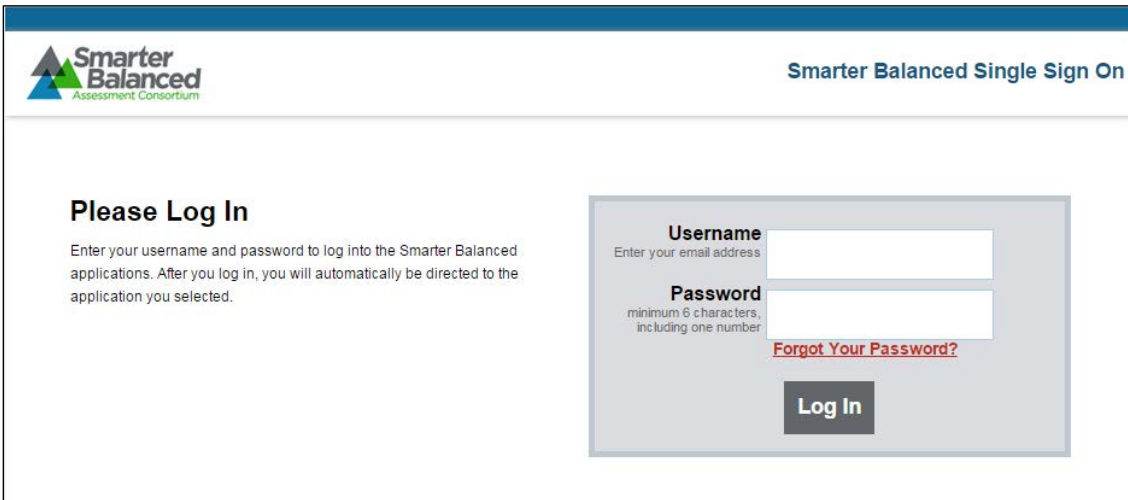


Figure 98. ART Log In Web Form

3. Select the **[Create/Modify User]** button (Figure 99).

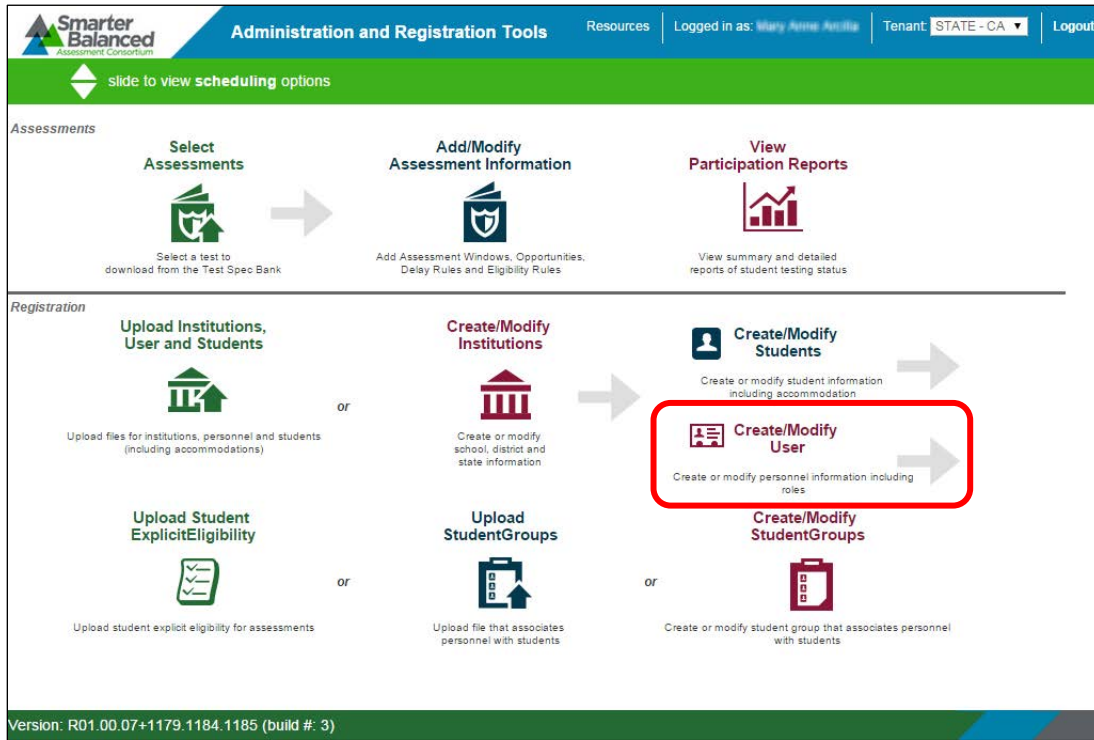


Figure 99. ART Registration Options

4. On the *User Search* screen, select the **[Search]** button (Figure 100) to search for a user record. Selecting the **[Search]** button without including search filters will display all users within your LEA or school. Using the search filters will narrow your search results.

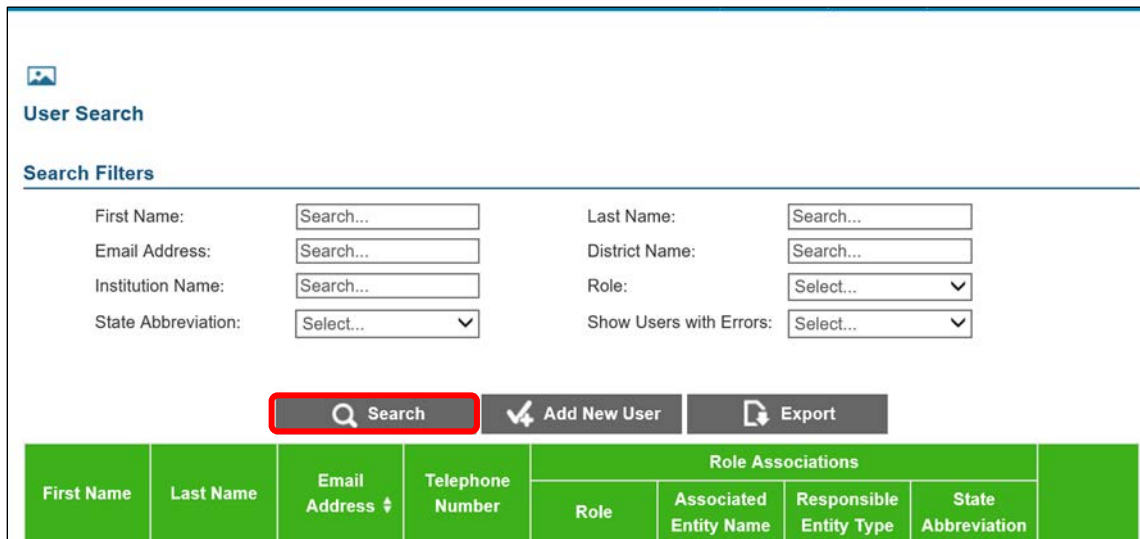


Figure 100. User Search Screen

5. On the search results table, select the **[Pencil]** icon (✎) for a user record. The *Edit User Information* screen (Figure 101) will appear.

Edit User Information * Indicates required field

* First Name: * Last Name:

* Email Address: Telephone Number:

Role Associations

* Role	* Responsible Entity Type	Parent Filter	* Associated Entity Id	State	↕
<input type="text" value="DL_EndUser"/>	<input type="text" value="INSTITUTION"/>	<input type="text" value="Select..."/>	<input type="text" value="Select..."/>	CA	✕

User Actions

Figure 101. Edit User Information Screen

- On the *Edit User Information* screen, select the [check-plus] icon (↕) (Figure 102) to add a new user role. A new row will appear in the Role Associations area (Figure 102).

* Role	* Responsible Entity Type	Parent Filter	* Associated Entity Id	State	↕
<input type="text" value="DL_EndUser"/>	<input type="text" value="DISTRICT"/>	<input type="text" value="Select..."/>	<input type="text" value="9999999000000000 - Pseudo-District"/>	CA	✕
<input type="text" value="Select..."/>	<input type="text" value="Select..."/>	<input type="text" value="Select..."/>	<input type="text" value="Select..."/>		✕

Figure 102. Add a New User Role

To Authorize Restricted Access to Student Group Results

- All users who are authorized to access the results for a particular group of students within the IA Reporting System must be assigned the PII_GROUP reporting role. In the *Role* column on the new row, select *PII_GROUP* from the drop-down list (Figure 103).



Figure 103. Role Drop-down Menu

- a. In the *Responsible Entity Type* column, select *INSTITUTION* from the drop-down list (Figure 104). Selecting *INSTITUTION* will provide access to test results for the school selected.

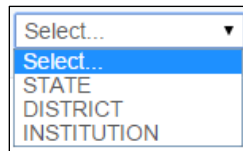



Figure 104. Responsible Entity Type Drop-down List

- b. In the *Associated Entity ID* column, select the school.

To Authorize Users to Act as the Student Group Administrator

8. On the *Edit User Information* screen, select the [check-plus] icon () to add a new user role. A new row will appear in the Role Associations area.
 - a. In the *Role* column on the new row, select *GROUP_ADMIN* from the drop-down list (Figure 105).

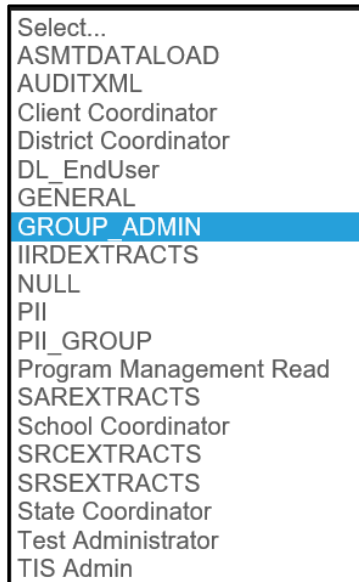


Figure 105. *GROUP_ADMIN* Reporting Role on the *Role* Drop-down List

- b. In the *Responsible Entity Type* column, select *DISTRICT* or *INSTITUTION*. Selecting *DISTRICT* will enable management of student groups for the entire LEA. Selecting *INSTITUTION* will enable management of student groups for the school selected.
 - c. In the *Associated Entity ID* column, select the LEA (if “Responsible Entity Type” is *DISTRICT*) or school (if “Responsible Entity Type” is *INSTITUTION*).
9. Select the [**Save**] button (Figure 106) to save your changes.



Figure 106. [**Save**] Button

Register Institutions (Schools)

All users of the IA Reporting System and the Digital Library must be associated with the LEA or institution (school). CalTAC manages and maintains LEA and institution information in ART. LEA CAASPP coordinators should direct questions about registration and requests for changes to school information to CalTAC by telephone at 800-955-2954 or by e-mail at caltac@ets.org.

Appendix C. Definition of Reporting Terms

Achievement Levels and Proficiency

Achievement levels are defined and described by the Smarter Balanced Assessment Consortium. Defining these levels of achievement is a reporting feature that is federally required under the Elementary and Secondary Education Act. Smarter Balanced has also developed a set of initial, policy achievement-level descriptors (ALDs) for English language arts/literacy (ELA) and mathematics that are aligned with the Common Core State Standards and the Smarter Balanced assessment claims. The purpose of these descriptors is to specify, in content terms, the knowledge and skills that students display at the four levels of achievement for the Interim Comprehensive Assessments (ICAs) (i.e., Level 1, Level 2, Level 3, and Level 4). Table C.1 shows the interim assessment achievement levels and their corresponding achievement levels on the summative assessments.

Table C.1. Crosswalk of Achievement Levels—Interim Comprehensive Assessments to the Summative Assessments

Interim Assessment Achievement Level	Summative Assessment Achievement Level
Level 1	Standard Not Met
Level 2	Standard Nearly Met
Level 3	Standard Met
Level 4	Standard Exceeded

Although the ALDs are intended to aid interpretation of achievement levels, they will be less precise than scale scores for describing student gains over time or changes in achievement gaps among groups because they do not reveal changes of student scores within the bands defined by the achievement levels. Furthermore, there is not a critical shift in student knowledge or understanding that occurs at a single cut score point. Therefore, the achievement levels should be understood as representing approximations of levels at which students demonstrate mastery of a set of concepts and skills as well as the scale scores just above and below an achievement level as within a general band of performance.

A student is considered proficient if test results place their score in Levels 3 or 4, and therefore, the Level 3 cut-score is somewhat analogous to a proficiency line.

Claims Reporting

Smarter Balanced has identified the following claims that support the overall subject (also known as “composite”) scores (see Table C.2).

Table C.2. Claims List

	Mathematics	ELA
Claims List	<ul style="list-style-type: none"> • Concepts and Procedures • Problem Solving and Modeling & Data Analysis • Communicating Reasoning 	<ul style="list-style-type: none"> • Reading • Writing • Listening • Research & Inquiry

Reporting provides claim-level insights for individual students, but claim-level aggregations are not supported.

Claim Calculation Details and Levels Determination

The *Smarter Balanced Interim Assessments Interpretive Guide* provides detailed claim calculation and level information on pages 8 through 12. This guide is available online at <https://portal.smarterbalanced.org/library/en/reporting-system-interpretive-guide.pdf>.

Context Security, Access Patterns, and Single Sign-On

- Registered users can see any personally identifiable information- (PII-) protected data that they are authorized to view, as managed in permissions at the level of school (e.g., an educator in school X with PII access can see students in school X).
- All users must have login credentials for the Single Sign-On (SSO) component and must log in to view reports. There is no anonymous public user support (i.e., unregistered users, logged-out users).
- All SSO functionality is managed by the Smarter Balanced SSO Shared Service. The Smarter Balanced Data Warehouse and Reporting systems receive user authorizations from the Smarter Balanced SSO Shared Service. Neither the Smarter Balanced Data Warehouse nor the Interim Assessment (IA) Reporting System maintain or verify user authorizations.
- The Smarter Balanced SSO Shared Service provides the interface for management of associations between users and student PII for the IA Reporting System.

- Access to reports and PII are managed by the state to provide access to local educational agency (LEA) California Assessment of Student Performance and Progress (CAASPP) coordinators. LEA CAASPP coordinators are to provide access to the IA Reporting System to authorized users within their LEA via the Smarter Balanced SSO Shared Services.
- Educators may have access to student PII for their associated entities (schools/LEAs), which can be controlled within the Smarter Balanced SSO Shared Service at the school level. The educator’s LEA CAASPP coordinator is to provide this access.
- Noneducators have no access to student information; Smarter Balanced does not support parent/guardian or student login in the Smarter Balanced Data Warehouse and Reporting systems.



Error Bands and Standard Error of Measurement


- SEM is accounted for in the reports by the error bands that are displayed in the Student Score Report and the List of Students in a Grade Report for overall scores. SEMs are also included on claim scores in the Student Assessment Results downloads.
- The error band meaning is explained in the legend of each report that displays them:
Smarter Balanced tests provide the most precise scores possible within a reasonable time limit, but no test can be 100 percent accurate. The error band indicates the range of scores that students would very likely achieve if they were to take the test multiple times. It is similar to the “margin of error” that newspapers report for public opinion surveys.

Interim Assessment Block Reporting

The Interim Assessment Blocks (IABs) focus on a smaller set of skills and are designed to provide targeted information for educators about student performance. Educators may use the IAB results to focus classroom instruction on certain areas where the student(s) need(s) improvement. Results will be reported at the block level. Further details of the Block Level Descriptors are found in Table C.3 below. The second time a student takes the same interim assessment, the results are sent in with the same name and date but do not replace the original assessment report; previous results are not deleted. Previous results will persist to provide a comparison between the first test opportunity and the second, and any subsequent opportunity.

Table C.3. Block Level Descriptors

 <div style="border: 1px solid black; padding: 5px; display: inline-block;">Above Standard</div>	<p>The assessment results indicate that the student understands and can apply his or her knowledge to the standards in this subject area for his or her grade.</p>
 <div style="border: 1px solid black; padding: 5px; display: inline-block;">Near Standard</div>	<p>The assessment results may be just above or just below the standard, but due to the error band, it is impossible to determine with a sufficient degree of confidence.</p>

	Below Standard	The assessment results indicate that the student has not yet met the standard in this subject area for his or her grade.
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Interim Comprehensive Assessment Reporting

From a reporting perspective, Interim Comprehensive Assessment (ICA) results are reported through the Smarter Balanced Interim Reporting System.

From a policy perspective, an ICA is intended for use as a benchmarking tool, where administration requirements are less stringent than for the summative assessment. Consequently, summative results support higher-level aggregation (between grades, schools, or LEAs) because the test conditions and administration requirements are comparable. ICAs, which may be administered with greater variations in test conditions, would introduce validity issues if aggregated and are therefore only reported on a per-student basis.

See the descriptors of an ICA score in Table C.4 (ELA) and Table C.5 (mathematics) that follow.

Table C.4. ELA Reporting Achievement Level Descriptors

English Language Arts/Literacy Reporting Achievement Level Descriptors		
High School	Grades 6–8	Grades 3–5
Level 4	Level 4	Level 4
The student has exceeded the achievement standard and demonstrates the knowledge and skills in English language arts/literacy needed for likely success in entry-level credit-bearing college coursework after high school.	The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in entry-level credit-bearing college coursework after high school.	The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in future coursework.
Level 3	Level 3	Level 3
The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in entry-level credit-bearing college coursework after completing high school coursework.	The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in entry-level credit-bearing college coursework after high school.	The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in future coursework.

English Language Arts/Literacy Reporting Achievement Level Descriptors		
High School	Grades 6–8	Grades 3–5
Level 2	Level 2	Level 2
The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level credit-bearing college coursework after high school.	The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level credit-bearing college coursework after high school.	The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in future coursework.
Level 1	Level 1	Level 1
The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level credit-bearing college coursework after high school.	The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level credit-bearing college coursework after high school.	The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in future coursework.

Table C.5. Mathematics Reporting Achievement Level Descriptors

Mathematics Reporting Achievement Level Descriptors		
High School	Grades 6–8	Grades 3–5
Level 4	Level 4	Level 4
The student has exceeded the achievement standard and demonstrates the knowledge and skills in mathematics needed for likely success in entry-level credit-bearing college coursework after high school.	The student has exceeded the achievement standard and demonstrates the knowledge and skills in mathematics needed for likely success in entry-level credit-bearing college coursework after high school.	The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework
Level 3	Level 3	Level 3
The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in mathematics needed for likely success in entry-level credit-bearing college coursework after completing high school coursework.	The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in mathematics needed for likely success in entry-level credit-bearing college coursework after high school.	The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework.
Level 2	Level 2	Level 2
The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level credit-bearing college coursework after high school.	The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level credit-bearing college coursework after high school.	The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework.
Level 1	Level 1	Level 1
The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level credit-bearing college coursework after high school.	The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level credit-bearing college coursework after high school.	The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework.

Assumptions

1. By default, only the most recent assessment results are shown for each student in the selected school, grade, and school year, and the **[Most Recent]** button is selected. Selecting the **[Select Assessments]** button or the **[+]** icon opens the Assessment Selection panel.

Selecting an assessment in the lower panel adds it to the list of selected assessments above and adds its results to the Student Results panel below. Clicking on a selected assessment de-selects it and removes its results.

2. Assessments are listed as “Grade XX Subject Type” [e.g., Grade 04 Math Interim Comprehensive (ICA)].
3. The second time a student takes the same interim assessment, the results are recorded but do not replace the original assessment report. Previous results will persist to provide a comparison between the first test opportunity and the second, and any subsequent opportunity.
4. The Assessment Selection panel is not filtered and displays all assessments that have been loaded into the Data Warehouse.
5. Any assessment given to at least one of the students appears on the Assessment Selection panel. Students with no results for that assessment do not appear when that assessment is selected.

Important Information about Interim Assessments

1. Interim assessments may be scored by local teachers. This scoring is not subject to the rigorous controls used in summative assessment, and local results may show some variations.
 2. Interim assessment questions are not public. Exposure to, and familiarity with, test questions may affect student performance and the validity of interim results.
6. All Interim Comprehensive Assessment language/content for Qualifications or Descriptions have been provided by either the Test Design and Validation Work Group, Lead Psychometrician, or the 05-Interim Assessment Work Group, subject to any specifications from the Reporting vendor.

Security

The IA Reporting System automatically logs users out after 30 minutes with no activity.

Scale Score

All reporting is based on scale scores produced by the Scoring component of the platform. Each subject (e.g., mathematics and ELA) has an overall composite score and a small number of claim scores calculated in the Scoring component and integrated by Test Integration into the test XML. Overall scale scores and ICA claim scale scores are displayed on the Student Score Report and the List of Students in a Grade Report. The Scoring Integrator component also calculates any achievement levels, categories, claim levels, and error bands.

Section 508 Compliance

The IA Reporting System is in compliance with accessibility requirements specified in Section 508 Amendment to the Rehabilitation Act of 1973, specifically the following subsections:

- 1194.21—Software Applications and Operating Systems
- 1194.22—Web-based Intranet and Internet Information and Applications

- 1194.31—Performance Criteria
- 1194.41—Information, Documentation, and Support

This system has been reviewed to ensure that information is equitably accessible.

Technical Support

California Technical Assistance Center (CaTAC) for Local Educational Agency (LEA) California Assessment of Student Performance and Progress (CAASPP) Coordinators

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

CaTAC Help Desk for LEA CAASPP Coordinators

Monday through Friday, 7 a.m.–5 p.m. Pacific time

Toll-Free Telephone Support: 800-955-2954

E-mail Support: caltac@ets.org

Chat through the Web site: <http://www.caaspp.org/>