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
Table of Contents

Part I: Introduction ................................................................. 1
  Introduction to the User Guide .................................................. 2
  Organization of the User Guide .................................................... 2
  What’s New ............................................................................. 3
  Interim Assessment Types and Reports .......................................... 3
  Additional Resources and Training ................................................. 4
  Technical Requirements ............................................................ 7
  Approved Web Browsers—Interim Assessment Reporting System .............................................. 7
  Pop-Up Blockers ....................................................................... 7

Part II: Interim Assessment Viewing System .................................. 9
  Interim Assessment Viewing System ............................................ 10

Part III: Interim Assessment Administration .................................. 15
  Administer Interim Assessments ................................................... 16
    Quick Start Instructions ............................................................ 16
    Overview of the Test Administrator Interface .................................. 17
    Step 1. Prepare Student Login Cards ............................................ 18
    Step 2. Access the Test Administrator Interface ................................ 18
    Step 3. Select Interim Assessments ............................................... 20
    Step 4. Set the Manner of Administration for the Test Session ................................................ 23
    Step 5. Generate the Session ID .................................................... 24
    Step 6. Students Sign into Session and Select Their Assessment ................................................. 26
    Step 7. View and Approve Student Test Selection and Settings ..................................................... 28
    Step 8. Stop or Log Out of a Test Session ......................................... 40
  Student Accessibility Resources .................................................... 43
    Universal Tools for all CAASPP Assessments .................................... 45
    Universal Tools for English Language Arts/Literacy (ELA) Performance Tasks .................................... 46
    Universal Tools for Mathematics by Grade Level ........................................ 47
    Sample Embedded Designated Supports and Accommodations ............................................... 47
    List of Test Settings and Student Accessibility Resources ...................................................... 53
  Understanding the Student Testing Site ........................................ 61
    Test Layout ............................................................................. 61
    About Test Elements .................................................................. 62
    Global and Context Menus .......................................................... 62
    Context Menus Overview ............................................................. 63
    Student Pause of Test ................................................................. 65
    Student Completion and Submission of Test ........................................ 66

Part IV: Interim Assessment Hand Scoring System .......................... 71
  Overview of the Interim Assessment Hand Scoring System .................................................. 72
    Quick Start Instructions ............................................................ 73
    IAHSS User Roles ..................................................................... 73
    Using the IAHSS ...................................................................... 74
    Hand Scoring Condition Codes ...................................................... 83
    Hand Scoring Training ............................................................... 85

Part V: Interim Assessment Reporting System .................................. 89
  The Interim Assessment Reporting System ................................... 90
    What’s New ............................................................................. 90
    Access to the IA Reporting System .............................................. 90
    Data Security and Privacy .......................................................... 91
    Logging In to the IA Reporting System .......................................... 92
Appendixes .......................................................................................................................... 95
Appendix A. Register Users and Assign Permissions to Administer Interim Assessments ............96
Appendix B. Register Users and Assign Permissions for the Interim Assessment Reporting System ................................................................. 98
  Manage User Roles ........................................................................................................ 98
  Add New Users ............................................................................................................. 99
  Delete Users ............................................................................................................... 103
  Add the Reporting Roles for an Existing User ............................................................... 104
  Register Institutions (Schools) ..................................................................................... 108
Appendix C. Definition of Reporting Terms ........................................................................... 109
  Achievement Levels and Proficiency ........................................................................... 109
  Claims Reporting ........................................................................................................ 109
  Error Bands and Standard Error of Measurement ......................................................... 111
  Interim Assessment Block Reporting .......................................................................... 111
  Interim Comprehensive Assessment Reporting ............................................................. 112
  Assumptions .............................................................................................................. 114
  Security ...................................................................................................................... 115
  Scale Score ................................................................................................................. 115
  Section 508 Compliance ............................................................................................. 115
Technical Support ............................................................................................................. 117
  California Technical Assistance Center (CalTAC) for Local Educational Agency (LEA) California Assessment of Student Performance and Progress (CAASPP) Coordinators ........................................... 117
## Table of Acronyms and Initialisms Used in the CAASPP Interim Assessment User Guide

<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALD</td>
<td>achievement level descriptor</td>
</tr>
<tr>
<td>ART</td>
<td>Administration and Registration Tools</td>
</tr>
<tr>
<td>ASL</td>
<td>American Sign Language</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>CDE</td>
<td>California Department of Education</td>
</tr>
<tr>
<td>ELA</td>
<td>English language arts/literacy</td>
</tr>
<tr>
<td>IA Reporting System</td>
<td>Interim Assessment Reporting System</td>
</tr>
<tr>
<td>IABs</td>
<td>Interim Assessment Blocks</td>
</tr>
<tr>
<td>IAHSS</td>
<td>Interim Assessment Hand Scoring System</td>
</tr>
<tr>
<td>ICAs</td>
<td>Interim Comprehensive Assessments</td>
</tr>
<tr>
<td>IEP</td>
<td>individualized education program</td>
</tr>
<tr>
<td>LEA</td>
<td>local educational agency</td>
</tr>
<tr>
<td>ORS</td>
<td>Online Reporting System</td>
</tr>
<tr>
<td>PII</td>
<td>personally identifiable information</td>
</tr>
<tr>
<td>SAREXTRACTS</td>
<td>Student Assessment Results (SAR) Extracts</td>
</tr>
<tr>
<td>SEM</td>
<td>standard error of measurement</td>
</tr>
<tr>
<td>SSID</td>
<td>Statewide Student Identifier</td>
</tr>
<tr>
<td>SSO</td>
<td>Single Sign-On</td>
</tr>
<tr>
<td>TOMS</td>
<td>Test Operations Management System</td>
</tr>
<tr>
<td>TTS</td>
<td>text-to-speech</td>
</tr>
<tr>
<td>XML</td>
<td>Extensible Markup Language</td>
</tr>
</tbody>
</table>
# List of Tables

Table of Acronyms and Initialisms Used in the *CAASPP Interim Assessment User Guide* ........................................ iv  
Table 1. Key Symbols and Elements ......................................................................................................................... 3  
Table 2. *Operational Test Session* Column Descriptions ..................................................................................... 37  
Table 3. Chronological Test Status Types During Testing ..................................................................................... 37  
Table 4. Other Test Status Types .......................................................................................................................... 38  
Table 5. Universal Test Tools .................................................................................................................................. 45  
Table 6. ELA Performance Task Test Tools .......................................................................................................... 46  
Table 7. Table of Student Accessibility Resources ................................................................................................ 53  
Table 8. Hand Scoring Roles and Abilities ............................................................................................................. 74  
Table 9. Status Types .............................................................................................................................................. 77  
Table 10. Response Section Terms ......................................................................................................................... 80  
Table 11. Condition Codes for Hand Scoring .......................................................................................................... 84  
Table A.1. Administration Roles ............................................................................................................................. 96  
Table B.1. Roles in the IA Reporting System ........................................................................................................ 99  
Table B.2. Fields Descriptions for Adding New Users to ART ............................................................................ 102  
Table B.3. Fields Descriptions for Deleting Users from ART .............................................................................. 103  
Table C.1. Crosswalk of Achievement Levels—Interim Comprehensive Assessments to the Summative Assessments ...................................................................................................................... 109  
Table C.2. Claims List ................................................................................................................................................ 109  
Table C.3. Block Level Descriptors .......................................................................................................................... 111  
Table C.4. ELA Reporting Achievement Level Descriptors .................................................................................... 112  
Table C.5. Mathematics Reporting Achievement Level Descriptors ..................................................................... 114
List of Figures

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Interim Assessments: Overall Flow Diagram</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>CAASPP Portal Web Site</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>[Interim Assessment Viewing System] Button</td>
<td>11</td>
</tr>
<tr>
<td>4</td>
<td>Choose a Test Grade Screen</td>
<td>11</td>
</tr>
<tr>
<td>5</td>
<td>Available Tests Screen</td>
<td>12</td>
</tr>
<tr>
<td>6</td>
<td>Choose a Test Form Screen</td>
<td>12</td>
</tr>
<tr>
<td>7</td>
<td>Sound and Video Playback Check Screen</td>
<td>13</td>
</tr>
<tr>
<td>8</td>
<td>Test Administrator Interface Landing Page</td>
<td>17</td>
</tr>
<tr>
<td>9</td>
<td>Logon Web form</td>
<td>19</td>
</tr>
<tr>
<td>10</td>
<td>[Test Administrator Interface for All Online Tests] Button</td>
<td>19</td>
</tr>
<tr>
<td>11</td>
<td>Selecting Tests</td>
<td>20</td>
</tr>
<tr>
<td>12</td>
<td>Select a Type of Test</td>
<td>20</td>
</tr>
<tr>
<td>13</td>
<td>Select a Content Area and Grade</td>
<td>21</td>
</tr>
<tr>
<td>14</td>
<td>ICA Security Reminder Pop-up Window</td>
<td>21</td>
</tr>
<tr>
<td>15</td>
<td>IAB Security Reminder Pop-up Window</td>
<td>21</td>
</tr>
<tr>
<td>16</td>
<td>Multiple Tests Selected</td>
<td>22</td>
</tr>
<tr>
<td>17</td>
<td>Start Operational Session</td>
<td>23</td>
</tr>
<tr>
<td>18</td>
<td>Setting the Manner of Administration for the Test Session</td>
<td>24</td>
</tr>
<tr>
<td>19</td>
<td>Session ID</td>
<td>25</td>
</tr>
<tr>
<td>20</td>
<td>Test Addition Message Box</td>
<td>25</td>
</tr>
<tr>
<td>21</td>
<td>Student Secure Browser Sign In Screen</td>
<td>26</td>
</tr>
<tr>
<td>22</td>
<td>Is This You? Screen</td>
<td>27</td>
</tr>
<tr>
<td>23</td>
<td>Sample of Your Tests Screen</td>
<td>27</td>
</tr>
<tr>
<td>24</td>
<td>Waiting for Approval Pop-up Window</td>
<td>28</td>
</tr>
<tr>
<td>25</td>
<td>Approvals and Student Test Settings Screen</td>
<td>28</td>
</tr>
<tr>
<td>26</td>
<td>No Students Awaiting Approval</td>
<td>29</td>
</tr>
<tr>
<td>27</td>
<td>Students Awaiting Approval</td>
<td>29</td>
</tr>
<tr>
<td>28</td>
<td>Approvals and Student Test Settings Screen</td>
<td>30</td>
</tr>
<tr>
<td>29</td>
<td>Student Test Settings Screen</td>
<td>31</td>
</tr>
<tr>
<td>30</td>
<td>[View] Icon</td>
<td>32</td>
</tr>
<tr>
<td>31</td>
<td>Test Settings Screen for [Student Name]</td>
<td>33</td>
</tr>
<tr>
<td>32</td>
<td>Approve or Deny Students</td>
<td>34</td>
</tr>
<tr>
<td>33</td>
<td>Reason for Denial Text Box</td>
<td>35</td>
</tr>
<tr>
<td>34</td>
<td>Your Tests Screen</td>
<td>35</td>
</tr>
<tr>
<td>35</td>
<td>Instructions and Help Screen</td>
<td>36</td>
</tr>
<tr>
<td>36</td>
<td>Students in your Operational Test Session Table</td>
<td>36</td>
</tr>
<tr>
<td>37</td>
<td>Student Status Column</td>
<td>37</td>
</tr>
<tr>
<td>38</td>
<td>Pause Test Column</td>
<td>38</td>
</tr>
<tr>
<td>39</td>
<td>Test Administrator Banner [Stop] Button</td>
<td>40</td>
</tr>
<tr>
<td>40</td>
<td>Pop-up Message Box</td>
<td>41</td>
</tr>
<tr>
<td>41</td>
<td>Student Accessibility Resources—English Language Arts/Literacy (ELA)</td>
<td>43</td>
</tr>
<tr>
<td>42</td>
<td>Student Accessibility Resources—Mathematics</td>
<td>44</td>
</tr>
<tr>
<td>43</td>
<td>[Expand/Collapse Passage] Button</td>
<td>46</td>
</tr>
<tr>
<td>44</td>
<td>Passage Context Menu with ASL</td>
<td>48</td>
</tr>
<tr>
<td>45</td>
<td>Sample ASL Video in Test</td>
<td>48</td>
</tr>
<tr>
<td>46</td>
<td>Embedded Audio Scrubber</td>
<td>48</td>
</tr>
<tr>
<td>47</td>
<td>Sample Glossary Window Displaying Two Glossaries</td>
<td>49</td>
</tr>
<tr>
<td>48</td>
<td>Masking: Preview Area</td>
<td>49</td>
</tr>
<tr>
<td>49</td>
<td>Masking: Masked Area</td>
<td>49</td>
</tr>
<tr>
<td>50</td>
<td>Print Options in Global Menu</td>
<td>51</td>
</tr>
<tr>
<td>51</td>
<td>Print Item in Context Menu</td>
<td>51</td>
</tr>
<tr>
<td>52</td>
<td>Print Request Submitted Message</td>
<td>51</td>
</tr>
<tr>
<td>53</td>
<td>Test Administrator Interface [Print] Icon</td>
<td>52</td>
</tr>
<tr>
<td>54</td>
<td>Print Request Preview (Test Administrator Interface)</td>
<td>52</td>
</tr>
<tr>
<td>55</td>
<td>Speak Tool Options for Items</td>
<td>52</td>
</tr>
</tbody>
</table>
Part I: Introduction
Introduction to the User Guide

This manual provides guidance on the overall process of California Assessment of Student Performance and Progress (CAASPP) interim assessment administration. This user guide supports any local educational agency (LEA) personnel who administer the Smarter Balanced Interim Assessments, LEA personnel who use the Interim Assessment Hand Scoring System (IAHSS) to score Smarter Balanced Interim Assessment responses, and staff members who access and use the Interim Assessment Reporting System (IA Reporting System).

Organization of the User Guide

The following bulleted list contains brief descriptions of key concepts discussed in each section of this manual. Table 1 includes key symbols and elements used throughout the document.

- **Part I: Introduction**
  - New features
  - Interim assessment types
  - Additional resources and training

- **Part II: Interim Assessment Viewing System**
  - View all Interim Comprehensive Assessments (ICAs)
  - View all Interim Assessment Blocks (IABs)

- **Part III: Interim Assessment Administration**
  - Interim assessment administration and monitoring
  - Student assessment accessibility resources
  - Understanding the student testing site

- **Part IV: Interim Assessment Hand Scoring System (IAHSS)**
  - Overview of the IAHSS
  - Using the IAHSS to hand score interim assessments
  - Scoring status types

- **Part V: Interim Assessment Reporting System**
  - Features of the new system
  - Accessing the IA Reporting System
  - Understanding data security and privacy
Introduction to the User Guide

Part I: Introduction

Appendixes

- Register users to administer interim assessments (Test Operations Management System [TOMS])
- Register users to view student reports and downloads (Administration and Registration Tools [ART])
- Definitions of reporting terms

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Alert" /></td>
<td><strong>Warning:</strong> This symbol accompanies important information regarding actions that may cause fatal system errors.</td>
</tr>
<tr>
<td><img src="image" alt="Alert" /></td>
<td><strong>Alert:</strong> This symbol accompanies important information regarding a task that may cause minor errors.</td>
</tr>
<tr>
<td><img src="image" alt="Note" /></td>
<td><strong>Note:</strong> This symbol accompanies additional information that may be of interest.</td>
</tr>
<tr>
<td>[Text]</td>
<td>Text in brackets is used to indicate a link or button that is selectable.</td>
</tr>
<tr>
<td>Text</td>
<td>Text that is underlined and colored (blue) is used to indicate hyperlinks or cross references in the document.</td>
</tr>
</tbody>
</table>

Table 1. Key Symbols and Elements

What’s New

<table>
<thead>
<tr>
<th>Feature</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting the manner of administration for the test session (page 23)</td>
<td>• A new feature of the Test Administrator Interface is the ability to set the manner of administration for an entire interim assessment test session.</td>
</tr>
</tbody>
</table>
| New Interim Assessment Reporting System (page 90) | • The new Interim Assessment Reporting System deployed on September 5, 2017. It contains a number of new features that allow users to view information such as:
  - Individual student responses, scores, and the correct answer to each test item
  - Individual student test history of IA performance
  - Standard, target, and claim with which each item is aligned |
| New user roles in ART for access to the Interim Assessment Reporting System (page 98) | • The “PII_GROUP” role restricts access by LEA staff to results for certain groups of students.
  • The “GROUP_ADMIN” role must be assigned to LEA staff who will create and manage student groups. |

Interim Assessment Types and Reports

The Smarter Balanced Interim Assessments are online tests that provide educators with information necessary to guide instruction and support student learning. Two types of interim assessments are available: Interim Comprehensive Assessments and Interim Assessment Blocks.
Part I: Introduction

- **Interim Comprehensive Assessments (ICAs)** are built on the same blueprints as the Smarter Balanced Summative Assessments. The ICAs include the same item types and formats, including performance tasks, as the summative assessments, and yield results on the same vertical scale.

- **Interim Assessment Blocks (IABs)** focus on smaller sets of targets and therefore provide more detailed information for instructional purposes. The IABs yield overall information for each block.

The interim assessments are aligned with grade-level content in mathematics and English language arts/literacy for grades three through eight and grade eleven. LEAs have the flexibility to administer any interim assessment to any student regardless of grade.

---

**Interim Assessment Security Requirement**

In California, the Smarter Balanced Interim Assessments are available only to educators in California LEAs. (Non-public school educators who provide direct instruction to California public school students may also have access.) The interim assessments are not for public use, display, or distribution. Any use, display, or distribution of the interim assessments that results in access to individuals beyond LEA staff and students is considered a security compromise. In the event of a security compromise, LEA staff should notify their LEA California Assessment of Student Performance and Progress (CAASPP) coordinator immediately. Immediate action should be taken to contain/limit the scope of the compromise by collecting and destroying any hard copy or electronic materials containing test content.

Interim assessment results are generally available within 20 minutes after all scoring has been completed (including hand scoring).

- Hand scoring interim assessments is a local responsibility.
- If an interim assessment (ICA or IAB) requires hand scoring, then the hand scoring must be completed before student reports will be generated.

**Warning:** For ICAs, hand scoring for both the performance task and the computer-based test must be completed and submitted in order to produce results in the IA Reporting System.

---

**Additional Resources and Training**

All LEA and school staff involved in the administration of the interim assessments may visit the CAASPP Portal Web site at [http://www.caaspp.org/](http://www.caaspp.org/) for links to all CAASPP manuals and guides—as well as other resources such as the Practice and Training Test Web site, the Test Administrator Interface, secure browsers, Completion Status User Guide, and the Digital Library. The California Department of Education Smarter Balanced Interim Assessments Web page also has many valuable resources.
Resources include the following:

- **Interim Assessment Viewing System**—This online interface at https://capt.tds.airast.org/student/?a=ResponseEntry allows users with CAASPP login credentials (which are the same as the TOMS credentials) to view the Smarter Balanced Interim Assessments for professional development.

- **Interim Assessment Administration Resources**—The CAASPP Interim Assessment Administration Resources Web page at http://www.caaspp.org/ta-resources/interim.html contains many resources to assist test administrators in the administration of the interim assessments, including links to access the following:
  - Interim Assessment User Guide
  - Completion Status User Guide
  - Interim Assessment Viewing System Quick Reference Guide
  - Student Assessment Results (SAR) extract dictionary

- **Hand Scoring Training Guides and Exemplars**—These materials consist of rubrics and example responses to assist educators in hand scoring the constructed-response items as well as the performance tasks. They can be found on TOMS at https://caaspp.ets.org/ by logging in and choosing the [Help] icon in the upper right-hand corner. Then choose the [Interim Assessment Hand Scoring] tab on the TOMS Help page and scroll to the lower half of the page. These same materials are also available via the Interim Assessment Administration Resources page at http://www.caaspp.org/ta-resources/interim.html. Select the [Hand Scoring Training Guides and Exemplars] button at the center of the page and follow the directions above for accessing these resources within TOMS.

- **ICA Table of Hand Scoring Items**—This table, found at http://www.cde.ca.gov/ta/tg/ca/icahandscoring.asp, is intended to assist LEAs in planning for the administration and local hand scoring of the ICAs. The table provides key information, including the total number of items appearing on each ICA. The total includes items that are both machine-scored and hand-scored, differentiating between the number of constructed-response and essay items that require local hand scoring.

- **IAB Tables of Hand Scoring Items**—These tables, found at http://www.cde.ca.gov/ta/tg/ca/iabhandscoring.asp, are intended to assist LEAs in planning for the administration and local hand scoring of the IABs. Included in each table is the total number of items on each IAB. The total includes items that are both machine-scored and hand-scored, differentiating between the number of constructed-response and essay items that require local hand scoring.

- **Estimated Times for Hand Scoring Items**—These tables, found at http://www.cde.ca.gov/ta/tg/ca/iahandscoretimes.asp, are provided by Smarter Balanced and describe a range of estimated times required to complete the hand scoring portion of the interim assessments. Note that hand scoring is a local responsibility and must be complete to generate the scores included in student reports.

- **SAR extract dictionary**—A Microsoft® Excel® file that explains the fields and layout of the student assessment results files that are downloadable from the IA Reporting System is found at http://www.caaspp.org/rsc/pdfs/CAASPP.interim-SAR-extract-dictionary.xlsx.
Figure 1 presents a step-by-step flow diagram of the interim assessment administration, scoring, and reporting process. All users must have current school-year TOMS credentials with roles that allow administration of an interim assessment. Student test settings and accessibility resources should be set in TOMS prior to administering an interim assessment.
Technical Requirements

Approved Web Browsers—Interim Assessment Reporting System

Reports from the Interim Assessment Reporting System (IA Reporting System) are designed to be viewed using standard up-to-date Web browsers running on most available hardware:

- Chrome™ version 60+ (Windows® and Macintosh®)
- Firefox® version 45+ (Mac 10.7–10.8)
- Firefox version 52+ (Windows and Mac 10.10–10.12 [upon release])
- Internet Explorer® 11 or higher (Windows only)
- Microsoft Edge (Windows 10 only)
- Safari® 7+ (Mac only)

Otherwise, for IA Reporting System users, the technical requirements for viewing reports do not exceed or extend the technology readiness requirements established by Smarter Balanced. The application is intended to be accessed from a computer or tablet.

All students taking an interim assessment will need access to a computer that has the Secure Browser version 10.0 installed. These requirements can be found on the California Assessment of Student Performance and Progress (CAASPP) Portal at http://www.caaspp.org/ after selecting the green [Secure Browsers] button.


Pop-Up Blockers

Before beginning an interim assessment, pop-ups must be enabled by turning off the Web browser’s pop-up blocker. If pop-ups are not enabled, an error message will appear. What follows are four common ways to turn off a pop-up blocker:

Internet Explorer

1. Access Internet Options.
2. Select the [Privacy] tab.
3. Uncheck the Turn on Pop-up Blocker box.
4. Select [OK].
Mozilla Firefox
1. Access Options.
2. Select the [Content] tab.
3. Uncheck the Block pop-up windows box.

Google Chrome
1. Access Settings.
2. Scroll to the bottom of the Web page and select the [Show advanced settings…] link.
3. In the Privacy section, select the [Content settings…] button.
4. Scroll down to the Pop-ups section.
5. Select the Allow all sites to show pop-ups radio button.
6. Select [Done].
7. Exit the Settings Web page.

Safari
1. Access Preferences.
2. In the Preferences pane, select Security on the top row.
3. Uncheck the Block pop-up windows box.
4. Exit the Preferences pane.
Part II: Interim Assessment

Viewing System
Interim Assessment Viewing System

The Interim Assessment Viewing System contains all of the Smarter Balanced Interim Assessments. It is designed to allow teachers to see the interim assessments and understand the types of questions on the Interim Assessment Blocks (IABs) and the Interim Comprehensive Assessments (ICAs) and the scope of the content on an interim assessment. It allows teachers to better gauge when to administer a specific interim assessment. This tool is only available to users who have the Test Operations Management System (TOMS) credentials that allow administration of an interim assessment.

The Interim Assessment Viewing System provides read-only access to all interim assessments. Users must select answers and input text to items to progress through the assessment. To access the system, go to the California Assessment of Student Performance and Progress (CAASPP) Portal (http://www.caaspp.org/). Select the [Smarter Balanced Interim Assessments] button (Figure 2).

![Figure 2. CAASPP Portal Web Site](image)
From the Interim Assessment Administration Resources Web page, select the [Interim Assessment Viewing System] button (Figure 3).

![Interim Assessment Administration Resources](image)

**Figure 3. [Interim Assessment Viewing System] Button**

A prompt to log in using TOMS credentials will appear. Once logged in to the viewing system, select a grade level from the drop-down menu, and then select the [Next] button on the *Choose a Test Grade* screen (Figure 4).

![Choose a Test Grade](image)

**Figure 4. Choose a Test Grade Screen**
A page that lists all the available tests for the grade level selected will appear. Select the test of interest (Figure 5).

![Available Tests Screen](image)

**Figure 5. Available Tests Screen**

After selecting the test of interest, the *Choose a Test Form* screen will appear. From the *Test Forms* drop-down list, select the test form. Currently, there is only one form per interim assessment. Then select [Next] (Figure 6).

![Choose a Test Form Screen](image)

**Figure 6. Choose a Test Form Screen**
The *Sound and Video Playback Check* screen allows users to verify the functionality of any audio and video features that the test may include. Unmute device speakers to hear the sound, if necessary. Select the [Play] icon (Figure 7).

**Figure 7. Sound and Video Playback Check Screen**

Select [I could play the video and sound] to move to the first page of the test. It is not necessary for audio to be present for educators to view the test.

The Interim Assessment Viewing System is available to all educators with roles that allow access to interim assessments. The Interim Assessment Viewing System can be used for professional development and training purposes. It is intended to allow educators to understand the types of questions on the IABs and ICAs, as well as to work with students to familiarize them with test format and content. In addition, the viewing system may help inform decisions about the selection and assignment of accessibility resources for students.
This page is left blank intentionally.
Part III: Interim Assessment Administration
Administer Interim Assessments

This section contains information on how to:

- select, administer, and monitor interim assessments
- set the manner of administration
- verify students’ accessibility resource settings and approve students for testing
- understand the student testing interface

Quick Start Instructions

1. Ensure that the latest secure browsers have been installed on all student testing devices.
2. Prepare student login cards, which will contain each student’s name and Statewide Student Identifier (SSID).
3. Go to http://www.caaspp.org/ and select the [Smarter Balanced Interim Assessments] button, then select the [Test Administrator Interface for All Online Tests] button. Log in by entering the username and password on the Logon Web form and selecting the [Secure Logon] button.
   a. Select the assessments you want to make available to your students.
   b. Designate the manner of administration for the test session.
   c. Create a test session and generate a Session ID. Display Session ID for student use.
   d. Students log in using the secure browser and select their assessment.
   e. Review test selection, student accessibility settings, the Manner of Administration setting, and approve.
   f. Monitor student progress.
   g. Stop or log out of a test session.

More detailed procedures are outlined in the subsections that follow.
Overview of the Test Administrator Interface

Figure 8 is a bulleted description of the Test Administrator Interface landing page.

1. **[Student Lookup] button**: Searches for student information.
2. **[Approved Requests] button**: Displays a list of print requests you approved during the current session.
3. **[Print Session] button**: Prints your test session, with all students in the session, as it currently appears on the screen.
5. **[Alerts] button**: Displays statewide alert messages from the California Department of Education (CDE) (i.e., a network issue of which local educational agencies [LEAs] should be aware).
6. **[Logout] button**: Logs user out of the Test Administrator Interface.
7. **[Stop Session] button***: Ends the test session.
8. **Session ID***: Displays the unique ID generated for the test session.
9. **[Select Tests] button**: Opens the Test Selection window.
10. **[Approvals (#)] button***: Opens the Approvals and Student Test Settings window.
11. **[Refresh] icon**: Updates the on-screen information.
12. **Students in Your Operational Test Session table***: Displays the testing progress for students in your test session.
*Several buttons and features are only available after a test session has been started.

Alert: Using the Web browser’s refresh button will cause the test administrator to be logged off of the Test Administrator Interface.

Warning: The current version of the secure browser must be installed on all student testing devices prior to administration.

Step 1. Prepare Student Login Cards

Each student will log in to the test delivery system via a secure browser using their first name, SSID, and a test Session ID.

1. Prior to starting a test session, the test administrator should have a record of each student’s first name and SSID. This information must be provided to each student to complete the login process.

2. It is recommended that the SSID and the student’s first name be printed on a card or piece of paper and distributed to each student just prior to testing so as to help the student type their login information in the computer accurately. Cards/Papers may include additional information to ensure students are properly identified. This additional information may include: student’s last name, birth date, or a picture of the student.

3. Treat the login cards as secure material and securely dispose of them at the end of the test session.

Note: Student login cards must be prepared locally. They are not provided by Educational Testing Service or the CDE.

Alert: Student login cards have student personal information, so they should be collected and properly destroyed or securely stored after use.

Step 2. Access the Test Administrator Interface

Select the [Test Administrator Interface for All Online Tests] button (Figure 10) to select tests, start a test session, approve students for testing, and monitor student progress during testing.


2. Go to the CAASPP Portal Web site and select the [Smarter Balanced Interim Assessments] button.
3. **Select** the **[Test Administrator Interface for All Online Tests] button** (Figure 10).

4. **Log in** by entering the username and password on the **Logon Web form** (Figure 10) and selecting the **[Secure Logon] button**.
Step 3. Select Interim Assessments

1. **Select the [Select Tests] button** (Figure 11).

   ![Select Tests](image1)
   
   **Figure 11. Selecting Tests**

2. **Select the type of test.** To expand the test selection tree, select the plus (+) sign; to collapse the test selection tree, select the minus (−) sign. Selecting the plus (+) sign in front of *Smarter Balanced Interim Assessments* will expand the test selection tree to show Interim Assessment Blocks (IABs) and the Interim Comprehensive Assessments (ICAs) (Figure 12).

   ![Select a Type of Test](image2)
   
   **Figure 12. Select a Type of Test**

3. **Select the appropriate content area and test for the class being tested in the session.** Use the same method stated in Step 2 for expanding and collapsing the test selection tree. If a box is marked with a check mark (✓), then it has been selected. In Figure 13, *Grade 04 ELA Interim Test (ICA)* has been selected.
4. **Read and acknowledge the security reminder** (Figure 14 and Figure 15). Upon selecting the first ICA or IAB to be administered, the interim assessment test administrator must review the security reminder pop-up window and select the [OK] button before selecting additional tests or starting the test administration.

5. **If more than one test needs to be administered during the same test session, repeat Steps 2 and 3 to select multiple tests** (Figure 16). Be sure students are informed of the test they are intended to take during this session. Selecting too many
tests for a test session may result in confusion among the students regarding which test they are intended to take.

6. **Select the [Start Operational Session] button** (Figure 17). This will generate a pop-up window asking you to set the manner of administration for the test session.

   **Note:** Results from assessments that were administered in a standardized manner may be considered appropriate to use for analyses of performance across time and students.
Step 4. Set the Manner of Administration for the Test Session

The Manner of Administration setting is used to indicate whether or not an administration of an interim assessment will be standardized. This setting must be configured when administering both ICAs and IABs.

Two options are available for assigning the manner of administration for a test session: Nonstandardized (default) and Standardized/Benchmark.

The interim assessment for a student should be marked Standardized/Benchmark only if a valid interpretation of results can be made. The exact criteria for selecting the Standardized/Benchmark option for a student is determined locally. Factors that may impact appropriateness include, but are not necessarily limited to, the extent to which:

- The student has been exposed previously to the interim assessment items/form taken.
- The interim assessment was administered in a consistent manner across time.
  - Educators and others who make inferences based on test results should have received adequate training in administering the interim assessments and in interpreting results.
- A student with disabilities took the interim assessment in a manner consistent with the accessibility resources (e.g., accommodations) identified in his or her respective individualized education program or Section 504 plan, and in a manner consistent with how the student performs work for his or her classes.
- A student identified as an English learner took the interim assessment with the necessary accessibility resources identified for use with statewide or classroom assessments.
After the [Start Operational Session] button has been selected, the Session Attributes window will appear requiring the user to select the manner of administration for the entire test session. The default selection is Nonstandardized. To select Standardized/Benchmark, select the drop-down menu to make your selection (Figure 18). Then select [Ok].

Please note that the Manner of Administration setting can be overridden for individual students. Refer to the Override the Manner of Administration Session-Level Setting for an Individual Student subsection (page 30) for more information.

### Step 5. Generate the Session ID

Interim assessment test administrators should inform students of the test session in which they are participating. The system-generated Session ID appears in the top-right of the screen (Figure 19).
Test administrators should write the test Session ID on the board or another place where students can see it. The test Session ID must be entered as it is written, without extra spaces or characters (Figure 21). Make sure to retain the Session ID until testing is complete. If a student pauses his or her test during a test session, that student will need the same Session ID in order to log back on to the assessment and continue testing.

The test administrator may add additional interim tests to a session. Additional tests can be added to an existing Session ID by selecting the [Select Tests] button to the right of the Session ID number. After selecting additional interim assessments, test administrators confirm their selection by selecting the [OK] button in the Test Addition message box (Figure 20). Once selected, the added assessment will be available for student use.

Note: For security purposes, tests must be added to an in-progress session individually. Multiple tests cannot be selected at the same time once a session is in progress.

Note: While tests may be added to an active test session after the session has started, they cannot be removed from the session.
**Alert:** A test session automatically ends when you manually stop the session or log out of the Test Administrator Interface. While a student can resume a test opportunity in a new session, the current test session cannot be resumed. In order for students to resume testing, you will need to create a new test session and give them the new Session ID.

**Step 6. Students Sign into Session and Select Their Assessment**

Once the test administrator has generated the Session ID, students can sign in to the test delivery system using the secure browser.

**Note:** Student login cards with the student first name and SSID must be prepared locally. They are not provided by Educational Testing Service or the California Department of Education.

**Steps for Student Login:**

1. Launch the secure browser.
2. Students sign in using the following information (Figure 21):
   a. First Name
   b. SSID
   c. Session ID
3. Select the [Sign In] button.

![Figure 21. Student Secure Browser Sign In Screen](image)
4. On the *Is This You?* screen, each student verifies his or her first name (Figure 22).

![Is This You? Screen](image)

**Figure 22. Is This You? Screen**

5. If the student information is correct, the student selects the [Yes] button. If not, then he or she selects the [No] button.

**Alert:** Remind students to carefully check their student information and only select the [Yes] button if they are certain the information is correct.

6. Select the appropriate test. On the *Your Tests* screen, the student will see a number of available tests and be able to select from the available tests (Figure 23). Test administrators should only make the tests that are necessary available and direct students to select the correct test. The test administrator should direct students to the content area “ELA” or “Math” and the test type “Interim Test (ICA),” “Performance Task (ICA),” or a specific IAB.

![Sample of Your Tests Screen](image)

**Figure 23. Sample of Your Tests Screen**
7. Students wait until the test administrator approves the request in Step 7 below (Figure 24).

![Waiting for Approval Pop-up Window](image)

**Step 7. View and Approve Student Test Selection and Settings**

After students log in and select an assessment, the test administrator approves a student for assessment (Figure 25). Before approving the student for the assessment, the test administrator must:

1. Verify that each student has selected the correct interim assessment.
2. (Optional) Override/change the session-level *Manner of Administration* setting for an individual student.
3. Verify that the student has the appropriate accessibility settings.

**Overview of the Approvals and Student Test Settings Screen**

![Approvals and Student Test Settings Screen](image)
1. **[Approve All Students] button**: Allows the test administrator to approve all students presently awaiting approval.

2. **[Refresh] button**: Updates the table of students awaiting approval.

3. **[Done] button**: Closes the Approvals and Student Test Settings screen.

4. **SSID**: Displays the student’s SSID.

5. **Opportunity number (Opp #)**: Displays the current attempt on this assessment by the student.

6. **See Details**: This column indicates whether the student is using either the default or custom accessibility settings. The [View] icon (🪐) can be used to view and set individual student accessibility settings and override the Manner of Administration setting designated at the test session level (refer to the Override the Manner of Administration Session-Level Setting for an Individual Student subsection for details).

7. **Action**: Select the [Approve] icon (✔) to approve the student’s test request or select the [Deny] icon (✗) to deny the student’s test request.

---

### Verify the Correct Assessment

Once students begin requesting entry to a test session, the [Approvals (#)] button will become available (Figure 26 and Figure 27). The number of students awaiting approval is indicated by the number in the red circle within the [Approvals (#)] button.

- **Figure 26. No Students Awaiting Approval**
- **Figure 27. Students Awaiting Approval**

- [Approvals (#)] button will not be visible if there are no students awaiting approval.
- [Approvals (#)] button is visible.
- [Approvals (#)] button says [Approvals (1)].
- The number in the red circle indicates the number of students awaiting approval.

To view the Approvals and Student Test Settings screen (Figure 28), select the [Approvals (#)] button. The Approvals and Test Settings screen displays a list of students awaiting approval to start testing. The test name is in the green bar. In Figure 28, there is a single student awaiting approval of two tests: a Grade 05 ELA ICA and a Grade 05 Math ICA.
Part III: Interim Assessment Administration

Figure 28. Approvals and Student Test Settings Screen

- **Note:** Tests highlighted in green are interim assessments; those highlighted in red are summative assessments.
- **Alert:** Select the [Refresh] icon (↻) to update the list of students requesting approval.

**Override the Manner of Administration Session-Level Setting for an Individual Student (Optional)**

To change the manner of administration for an individual student, select the [View] icon (_eye_s) to display the student Test Settings screen (Figure 29).
This setting is applied only to interim assessments. Only set the Manner of Administration on this page if you wish to select an option for this student that is different from what you selected for the test session. If you select Standardized/Benchmark or Nonstandardized on this page, that selection will be applied in the Interim Assessment Reporting System. If you leave the default blank setting on this page, the selection made for the test session will be applied in the Interim Assessment Reporting System.

Verify Student Accessibility Resource Settings

If a student’s default test settings have not been preset in TOMS, the student is automatically assigned the default for the test being administered. It is important to note that the default settings can vary by test. Only the test settings available for that test will be displayed on the Approvals and Student Test Settings screen for that student.

The Approvals and Student Test Settings screen displays each student who is awaiting approval for entry to a test session. The test administrator can view and verify each student’s accessibility resource settings by selecting the [View] icon (/wait) for that student (Figure 30), which opens the Test Settings screen (Figure 31).
After the test administrator ensures that each student’s accessibility resources are set correctly, then the administrator can select one of three options (Figure 31):

1. Select the [Set] button to set the accessibility resources and close the Test Settings screen.
2. Select the [Set and Approve] button to set the accessibility resources, close the Test Settings screen, and approve the student for testing.

3. Select the [Cancel] button to close the Test Settings window without saving changes.

Students’ preset, default test settings from TOMS for summative assessments will be present in the Test Administrator Interface for all interim assessments. Those accessibility resources defined in TOMS will be applied by default to all online assessments, whereas those accessibility resources defined in the Test Administrator Interface for a specific interim assessment will only be set for the administration of that specific test.

All students’ test settings can be changed during an administration, up to the point where the student submits the test.

For more information about student assessment accessibility resources, view the Student Accessibility Resources subsection.

**Warning:** A student who is resuming a test will have the test settings that were established at the time the student began the test. If the settings are not correct when the student starts or resumes the test, the student’s test will need to be reset using the Test Administrator Interface.
Approve or Deny Student Entry to the Test Session

The test administrator must verify that each student is taking the correct test, has the correct setting for the manner of administration, and has the correct accessibility resource settings. If all three of these are correct, then the test administrator will select the [Approve] icon (✓) (Figure 32) for that student.

If all three criteria are true for all of the students awaiting approval, then the test administrator may select the [Approve All Students] button (Figure 32) to approve all students with a single selection.

If a student selected the wrong test, then the test administrator should select the [Deny] icon (✗) (Figure 32). The student will be logged out and will need to start the process over to select the correct test. Some common examples of test selection errors are as follows:

- The student selected an ICA instead of an IAB.
- The student selected a mathematics test instead of an ELA test.
- The student selected a summative assessment instead of an interim assessment.

![Figure 32. Approve or Deny Students](image)

**Note:** You may approve all students who appear in the list. However, subsequent students who log in to the test session after you have opened the Approvals screen will still need to be approved.

Although test administrators can approve all students at the same time, students must be individually denied entry into the test session.

After selecting the [Deny] icon (✗), the test administrator will be prompted to provide a reason for the denial (Figure 33). This is optional, but recommended. The student will then be logged out and directed to the Sign In screen.
Once the student’s test settings are approved, the student will see the **Your Tests** screen (Figure 34) and be able to proceed with the first test. Upon selecting a test, the student will see the **Instructions and Help** screen (Figure 35).
Part III: Interim Assessment Administration

Step 7. Monitor Student Progress

Test administrators can monitor student progress by using the *Students in your Operational Test Session* screen (Figure 36). This screen allows the test administrator to view the test on which each student is working, the number of problems responded to, and the present status of the assessment.

**Operational Test Session**

![Figure 36. Students in your Operational Test Session Table](image)

**Note:** If a student’s row is grayed out, that student is not actively testing. This occurs when the student’s test is paused or the student has completed and submitted the test.

Table 2 describes the information displayed in the *Students in your Operational Test Session* screen for each student in the test session.
### Table 2. Operational Test Session Column Descriptions

<table>
<thead>
<tr>
<th>Column</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name</td>
<td>The first and last name of the student in the session (as populated in the California Longitudinal Pupil Achievement Data System [CALPADS]/TOMS).</td>
</tr>
<tr>
<td>SSID</td>
<td>This column displays the SSID associated with the student (from CALPADS).</td>
</tr>
</tbody>
</table>
| Opportunity Number (Opp #) | Each student’s record indicates the opportunity number for that student’s subject test.  
Each student has three opportunities for ICAs and an unlimited number of opportunities for IABs.                                                                                                     |
| Test                    | The name of the test the student is taking.                                                                                                                                                                   |
| Requests                | When a student requests a printout of a reading passage or other test material, a [Print] icon will appear in this column. Select the [Print] icon to review and authorize or deny the student’s request. |
| Student Status          | This column lists the current status for each student in the test session. The numbers (#/#) listed after the status show the student’s progress while he or she is taking the test. The first number is the number of items the student has answered. The second number is the total number of items that will be administered. |
| Test Settings           | Each student’s test will display one of the following settings:  
• Default Settings: Indicate that the default test settings are applied for this student’s test opportunity.  
• Custom Settings: Indicate that one or more of the student’s test settings is different from the default settings.  
The [View] icon ( ) displayed in this column is selectable. Select the icon to view a student’s test settings. |
| Pause Test              | Select the [Pause] button to pause a student’s test. The student will be logged off.                                                                                                                        |

### Student Test Status Types

Table 3 describes the statuses that appear in the Student Status column (Figure 37) in the Operational Test Session table. The status types in the table are listed chronologically as displayed during the testing process.

<table>
<thead>
<tr>
<th>Status</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
<td>The test administrator has approved the student for the session, but the student has not yet started or resumed the test.</td>
</tr>
</tbody>
</table>
| Started (#/#) | The student has started testing. The number (#/#) after this status indicates how many items the student has answered out of the total number of items on the test.  
This number does not indicate which item or item page the student is actively viewing.       |
| Review   | The student has answered all items and is currently reviewing his or her answers before submitting the test for scoring.  
A test with a review status occurs only at the end of the test. A test is not “completed” until the student submits the test. |
| Completed | The student has submitted the test. No additional action can be taken by the student.                                                                                                                      |
### Status and Description

<table>
<thead>
<tr>
<th>Status</th>
<th>Description</th>
</tr>
</thead>
</table>
| Scored* | The test delivery system has processed the student’s responses to items on the test. *This status does not show in the Student Status column.*  
*The “Scored” status only appears in the Online Reporting System. |
| Submitted | The test has been submitted for quality assurance review and validation to ultimately populate in the Interim Assessment Reporting System. |

The status types described in Table 4 may appear when a student is listed in the Operational Test Session table but is not actively answering items.

#### Table 4. Other Test Status Types

<table>
<thead>
<tr>
<th>Status</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denied</td>
<td>The test administrator denied the student entry to the session. If the student attempts to enter the session again, this status will change to “Pending” until the test administrator approves or denies the student.</td>
</tr>
</tbody>
</table>
| Paused (#/#) | The student’s test is currently paused. The following scenarios will result in a paused status:  
- The student pauses his or her test by selecting the [Pause] button.  
- The student is idle longer than 20 minutes, and the test pauses automatically.  
- The test administrator has paused the student’s test.  
- The test administrator has stopped the session.  
- A technical problem with the student’s device or secure browser results in a loss of connection to the test delivery system.  
The time listed with this status indicates how long the student’s test has been in the paused status. |
| Pending     | The student is awaiting test administrator approval for a new test opportunity. |
| Suspended   | The student is awaiting test administrator approval to resume a test opportunity. |

### Pause a Student’s Test

Test administrators can pause an individual student’s test using the *Pause Test* column in the Operational Test Session table (Figure 38).

Students whose tests are paused will be logged out and returned to the *Sign In* screen. If they wish to re-enter the session, they will need to log in and proceed through the approval process again. If the session has been stopped, the student will need to obtain a new Session ID in order to resume testing.
To Pause an Individual Student’s Test:

1. In the Pause Test column, select the [Pause] icon ( ■ ) for that student.
2. Select the [Yes] button to confirm that you want the student’s test to be paused.

**Alert:** Students whose tests are paused for more than 20 minutes cannot return to previous items in their test. When they resume testing, they will begin with the last completed item and will only be able to interact with subsequent items. Resuming within the 20-minute period will allow students to move freely through the test.

**Note:** When a student’s test is paused, the Status column will display in minutes how long the test has been paused.

In the event that a student is taking an incorrect assessment, the test administrator can pause the student’s test. The test administrator should then instruct the student to log out and log in again to select the correct test.

**Warning:** If you are using the Test Administrator Interface to administer an interim assessment and you navigate away from the interim assessment session to another interface or Web site, then your session will stop and all students in the session will be logged out. You cannot resume your session. You will have to create a new session, and your students will have to log in to the new session to resume testing. When you start a new session, give the new Session ID to your students so they can log in and resume testing.

**Alert:** If you accidentally close the Test Administrator Interface while students are still testing, your session will remain open for 30 minutes, and then the session will time out. You can open the Web browser and navigate back to the Test Administrator Interface. You will be prompted to enter your active Session ID to continue the current session.

**Alert:** As a security measure, test administrators and students are automatically logged out after 30 minutes of user inactivity. If the test administrator is logged out, all student tests will be paused and the test session will close. If this occurs, the test administrator will have to generate a new Session ID, and the students will have to log in using the new Session ID to resume testing. When the test administrator starts a new session, he or she gives the new Session ID to the students so that they can log in and resume testing. If the student is logged out, his or her test is paused and he or she is logged out of the secure browser. The student will need to log in to the secure browser using a newly generated Session ID to resume testing. Students are able to log in to a given test using as many unique Session IDs as is necessary to complete the test.
Step 8. Stop or Log Out of a Test Session

The various methods for stopping or logging out of a test session, either intentionally or unintentionally, are as follows:

- Intentional Test Session Stop
- Intentional Test Session Log Out
- Unintentional Test Session Stop
- Unintentional Test Session Log Out

**Intentional Test Session Stop**

If the test administrator selects the large [Stop] button, this will automatically pause all students’ tests in that session, and the students will be automatically logged out. Although students’ tests can be resumed, the test session cannot be resumed.

**Note:** Because test sessions cannot be resumed, the test administrator will need to create a new session if the session has been stopped. When you start a new session, give the new Session ID to your students so that they may log in and resume testing.

1. Select the [Stop] button in the top portion of the screen (Figure 39).
2. An Important! Pop-up message box will appear, requesting verification to end the session and log out students.
3. Select the [OK] button to continue (Figure 40).

![Figure 39. Test Administrator Banner [Stop] Button](image-url)
Users should exit or log out of the Test Administrator Interface only after stopping the test session. Regardless of when or how users log out or navigate away from the Test Administrator Interface, student data will **not** be lost.

**Intentional Test Session Log Out**

To log out of the Test Administrator Interface and all other Single Sign-On System applications, select the [Logout] button in the top-right corner of the screen. Your session will be closed, and you will be directed to the CAASPP Portal Web site after you log out. You will not be able to resume the test session.

**Unintentional Test Session Stop**

If a test administrator accidentally closes the Web browser while students are still testing, the session will remain open until it times out after 30 minutes. The test administrator may open the Web browser and navigate back to the Test Administrator Interface, where he or she will be prompted to enter the active Session ID.

**Alert:** This scenario also occurs when the test administrator navigates to another site from the Test Administrator Interface. If you need to access TOMS or another application, you are encouraged to open a separate Web browser window and use that window for other applications.

**Unintentional Test Session Log Out**

If you unintentionally log out of the Test Administrator Interface while students are still testing, all in-progress tests in the session will be paused, and the status of your session will change to “closed.” You will need to log back on to the Test Administrator Interface, start a new session, and provide the new Session ID to students who need to resume testing.
Alert: As a security measure, test administrators and students are automatically logged out after 30 minutes of user inactivity. If the test administrator is logged out, all student tests will be paused and the test session will close. If this occurs, you will have to create a new session, and your students will have to log in to the new session to resume testing. When you start a new session, give the new Session ID to your students so that they can log in and resume testing. If the student is logged out, his or her test is paused and he or she is logged out of the secure browser. The student will need to log in to the secure browser to resume testing.
# Student Accessibility Resources

This section provides an overview of the universal tools, designated supports, and accommodations available to students when taking Smarter Balanced online assessments.

Embedded resources are those that are part of the computer administration (e.g., digital notepad, calculator). Non-embedded resources are those provided outside the computer administration (e.g., scratch paper, multiplication table). All embedded and non-embedded resources are shown in Figure 41 and Figure 42; these charts also are linked as PDFs on the California Department of Education Accessible Alternate Version of the California Accessibility Resources Web page at [http://www.cde.ca.gov/ta/tg/ca/accesssupportitems.asp](http://www.cde.ca.gov/ta/tg/ca/accesssupportitems.asp). Additional details can be found in the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines, available at [https://portal.smarterbalanced.org/library/en/usability-accessibility-and-accommodations-guidelines.pdf](https://portal.smarterbalanced.org/library/en/usability-accessibility-and-accommodations-guidelines.pdf).

## 2017–18 California Student Assessment Accessibility for English Language Arts/Literacy

### Universal Tools

<table>
<thead>
<tr>
<th>Available to all students</th>
<th>Available to students with an individualized education program (IEP) or Section 504 plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Embedded</strong></td>
<td></td>
</tr>
<tr>
<td>Breaks</td>
<td>Highlighter, Keyboard navigation, Line reader, Spellecheck (W), Thesaurus (ELA performance task full writes)</td>
</tr>
<tr>
<td>Digital notepad</td>
<td>Writing tools (specific items), Zoom</td>
</tr>
<tr>
<td>English dictionary (W)</td>
<td><strong>Non-embedded</strong></td>
</tr>
<tr>
<td>English glossary</td>
<td>Breaks, English dictionary (W), Scratch paper, Thesaurus (full write)</td>
</tr>
<tr>
<td>Expandable items</td>
<td></td>
</tr>
<tr>
<td>Expandable passages</td>
<td></td>
</tr>
<tr>
<td>Global notes (W)</td>
<td></td>
</tr>
</tbody>
</table>

* Embedded universal tools are delivered only as allowed.

### Designated Supports

**Embedded** by teacher recommendation

- Color contrast
- Masking
- Mouse pointer (size and color)
- Text to speech (not reading passages)
- Turn off any universal tool(s)

**Non-embedded**

- Amplification
- Bilingual dictionary
- Color contrast
- Magnification
- Noise buffers
- Read aloud (not reading passages)
- Scribe (R, L)

### Accommodations

**Embedded**

- American sign language (L)
- Audio transcript (ELA listening passages, includes braille transcript)
- Braille
- Closed captioning (L)
- Streamline
- Text to speech (reading passages)

**Non-embedded**

Alternate response options

- Braille (paper-pencil tests)
- Large-print versions of paper-pencil test (as available)
- Print on demand
- Read aloud (reading passages)
- Scribe (W)
- Speech-to-text
- Word prediction

### Resources for the California Alternate Assessment

Eligible pupils shall have any instructional supports and/or accommodations, including the language of instruction, used in the pupil’s daily instruction in accordance with the pupil’s IEP. Administration of the California Alternate Assessments (CAAs) to eligible pupils shall be one-on-one (test examiner to pupil) according to the CAASPP manual. Depending upon the pupil’s disability or needs, the CAAs may or may not include the student’s independent use of the testing interface. Since the CAAs are given to students one-on-one by a test examiner, some embedded resources are not provided. For example, while a Braille version of the test is not provided, the test may be presented using an embosser, or a refreshable display.

---

Universal tools are accessibility resources that are available to all students.

Designated supports are available for use by any student for whom the need has been indicated by an educator or by a team of educators with the parent/guardian and student.

Accommodations are changes in procedures or materials that increase equitable access for students with documentation of the need for the accommodation on an individualized education program (IEP) or Section 504 accommodation plan.

New for the interim assessments during the current administration:

- The following new embedded universal tool is available for California Assessment of Student Performance and Progress (CAASPP) assessments:
  - Line Reader—A student moves an onscreen horizontal line that surrounds each line of text with shading after selecting the [Line Reader] line icon.
- The following new embedded designated support is available:
  - Mouse pointer is a test setting for students who are visually impaired and need the mouse pointer to be larger or a different color to more readily find their mouse pointer on the screen.
• The following new non-embedded designated support is available:
  − Amplification—The student adjusts the volume control beyond the computer’s built-in settings using headphones or other non-embedded devices.
• The following new embedded accommodation is available:
  − Audio Transcript (includes Braille Transcript)—Content that is accessed through listening during the course of the assessment with the option of closed captioning is made available in braille or onscreen as a single text presentation (rather than one line at a time as provided by closed captioning).
• The following new non-embedded accommodation is available:
  − Students use non-embedded software that will offer an option for the next word based on word frequency and syntax rules.

### Universal Tools for all CAASPP Assessments

The online tools described in Table 5 are available within all online tests for all students. These tools can be turned off in the Test Administrator Interface before students begin testing, but note that by turning off a universal tool, it becomes a designated support.

<table>
<thead>
<tr>
<th>Test Tool</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>[?] Icon</td>
<td>To access the Test Instructions and Help screen at any time, select the [?] icon.</td>
</tr>
<tr>
<td>[Zoom In] and [Zoom Out] Buttons</td>
<td>To shrink or enlarge the font and images, select the [Zoom In] or [Zoom Out] buttons.</td>
</tr>
<tr>
<td>English Glossary</td>
<td>Some words have a light gray dotted outline. These words have synonyms or descriptions. Select these words to open the glossary.</td>
</tr>
<tr>
<td>Stimulus Expansion Tool</td>
<td>Passages and stimuli can be expanded for easier readability. For more information, see the Stimulus Expansion Tool section.</td>
</tr>
<tr>
<td>Highlighter</td>
<td>To highlight a section of text in a passage or test item, select text on the screen, select with the right mouse button, and select the [Highlight] button. The selected text will become yellow.</td>
</tr>
<tr>
<td></td>
<td><strong>Note</strong>: Text in images cannot be highlighted. Highlights will be saved after a student resumes testing after a pause.</td>
</tr>
<tr>
<td>Keyboard Navigation</td>
<td>Navigation throughout text can be accomplished by using a keyboard.</td>
</tr>
<tr>
<td>Line Reader</td>
<td>The student uses an onscreen universal tool to assist in reading by raising and lowering the tool for each line of text on the screen.</td>
</tr>
<tr>
<td>Mark (Flag) for Review</td>
<td>Open the context menu for an item and select the [Mark for Review] button.</td>
</tr>
<tr>
<td></td>
<td><strong>Note</strong>: The context menu is described in greater detail in the Context Menus Overview subsection.</td>
</tr>
<tr>
<td>Notepad</td>
<td>Students may select the [Notepad] button in the context menu for any item they would like to take notes for.</td>
</tr>
<tr>
<td>Strikethrough</td>
<td>This allows students to cross out answer options for selected-response items. Open the context menu for an answer option, and select the [Strikethrough] button. A thick gray line will appear over the answer option.</td>
</tr>
<tr>
<td>Thesaurus (for ELA performance task full writes)</td>
<td>A thesaurus is available for the full write portion of an ELA performance task. A thesaurus contains synonyms of terms while a student interacts with text included in the assessment. A full write is the second part of a performance task.</td>
</tr>
</tbody>
</table>
Stimulus Expansion Tool

Some items are associated with a passage or stimulus. Students can expand the passage section so that it takes up a larger portion of the screen, making it easier to read. This action will cover a portion of the items in the right pane.

Students will see a button in the upper-right corner of the passage section that shows a double arrow (Figure 43). This is the [Expand/Collapse Passage] icon.

![Sample Passage Title](image)

Figure 43. [Expand/Collapse Passage] Button

To expand and collapse the passage section:

- To expand the section, select the [Expand/Collapse Passage] icon. The section will expand and cover the items.
- To collapse the section, select the [Expand/Collapse Passage] icon again. The section will collapse to its original size, and the items will be visible.

Universal Tools for English Language Arts/Literacy (ELA) Performance Tasks

The following online tools are available for ELA performance task tests.

**Note:** Spell check and writing tools cannot be turned off for tests containing writing responses.

<table>
<thead>
<tr>
<th>Test Tool</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Notes</td>
<td>Students may access a notepad throughout the test. This notepad is not item-specific. It allows students to enter notes for themselves. The notes entered for Part 1 of the performance task will be available in Part 2. To open the global notes notepad, select the [Notes] button in the Global Menu bar.</td>
</tr>
<tr>
<td>Dictionary</td>
<td>Students may open the Merriam-Webster dictionary within the test. This tool is available during the second segment of ELA performance task tests. To open the dictionary, select the [Dictionary] button in the Global Menu bar.</td>
</tr>
<tr>
<td>Spell Check</td>
<td>For tests that contain writing responses, a spell check is available.</td>
</tr>
</tbody>
</table>
### Test Tool Description

<table>
<thead>
<tr>
<th>Test Tool</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thesaurus</td>
<td>A thesaurus contains synonyms of terms while a student interacts with text included in the assessment. A student accesses the thesaurus by selecting the [Dictionary] button in the Global Menu bar during specific test segments.</td>
</tr>
<tr>
<td>Writing Tools</td>
<td>For tests that contain writing responses, formatting tools are available.</td>
</tr>
</tbody>
</table>

### Universal Tools for Mathematics by Grade Level

In addition to the universal tools listed in Table 5, students also have access to online calculators for mathematics items that allow a calculator and math tools:

- **Basic calculator**: grade six
- **Scientific calculator**: grades seven and eight
- **Graphing, Regression, and Scientific calculators**: high school (grade eleven)
- **Math tools**: These digital tools (i.e., embedded ruler, embedded protractor) are used for measurements related to math items. They are available only with the specific items for which one or more of these tools would be appropriate.

### Sample Embedded Designated Supports and Accommodations

The following embedded designated supports and accommodations require students to interact with on-screen buttons and menus:

- American Sign Language (ASL)
- Audio Transcript (includes braille transcript)
- Closed Captioning (for ELA listening items)
- Translation (Glossary)
- Masking
- Print on Demand
- Text-to-Speech (TTS)

This section provides information on how students can access the accessibility resources listed above. **While a test administrator may set one of these resources for a student in his or her interim assessment test session, it will only be available during that test session.** To assign one of these accessibility resources to both the interim and summative assessments, the appropriate accessibility resources must be set in the Test Operations Management System (TOMS) by the local educational agency (LEA) CAASPP coordinator or the CAASPP test site coordinator. In addition, for accommodations and unlisted resources to be available to a student, a student must either have a Special Education Individuals with Disabilities Education Act indicator set to “Yes” and a primary disability code applied OR a Section 504 plan set to “Yes.”

### American Sign Language Video Tool

Students who have the ASL accommodation can use the ASL tool to view test content translated into ASL by a human signer. Translations are available for listening passages.
To access the ASL tool:

1. Open the passage [Context Menu].
2. Select the [American Sign Language] button (Figure 44). The video will open in the lower-left corner of the screen (Figure 45).
3. The video may be moved to another part of the screen.
4. The video may be paused, rewound, resumed, and replayed. An embedded audio scrubber (Figure 46) allows students to select the desired position of the video.

![Figure 44. Passage Context Menu with ASL](image)

![Figure 45. Sample ASL Video in Test](image)

![Figure 46. Embedded Audio Scrubber](image)

**Note:** The embedded audio scrubber is available for all items that include an audio or a video stimulus.

**The English Glossary Universal Tool and the Translation (Glossary) Designated Support**

The English Glossary tool is a universal tool. All students have access to the English Glossary on ELA and mathematics tests unless it is disabled in the Test Administrator Interface.

The Translation (Glossary) tool is a designated support, but is available for interim assessments without setting the support in TOMS. Translations are available only for mathematics tests. Both the English Glossary and Translation tools work the same way.
Note: Not all terms with a glossary will display synonyms or phrasal explanations for multiple languages.

Open the Glossary for a Word or Phrase:

1. Select or tap a word within the text that has a dashed line above and below it (e.g., “fit” in Figure 47). The Glossary window will open.

2. If two glossaries are available for the selected word or phrase, two tabs will appear (Figure 47). The active tab is shaded darkly (blue). Students can toggle between the two glossary tabs.

Masking Designated Support

Students who have masking as a designated support can use the Masking tool to allow them to focus on one part of the screen at a time. Students who activate the Masking tool can mask as many areas as needed. Figure 48 shows answer options that have been selected for masking. Figure 49 shows those areas masked.
Activate the Masking Tool on Desktops and Laptops (With a Mouse or Trackpad):

1. In the Global Menu, select the [Masking] button (Masking). The button will change to orange after it has been selected.
2. Using your mouse, select and drag until the area you want to cover is fully selected. The preview will have a dashed border.
3. Release the mouse button. The masked area will become dark gray.
   a. As long as the Masking tool is active (i.e., the button is colored orange), you can mask other areas.
   b. To close a masked area, select the [X] icon (X) in the upper-right corner.
   c. To exit the Masking tool, select the [Masking] button. The button will change color to green.

   **Note:** Exiting the Masking tool will not automatically delete any masked areas on the screen.

Activate the Masking Tool on Tablets:

1. In the Global Menu, tap the [Masking] button. The button will change color to orange.
2. Using your finger, tap and drag until the area you want to cover is fully selected. The preview will have a dashed border.
3. Remove your finger from the screen. The masked area will become dark gray.
   a. As long as the Masking tool is active (i.e., icon is colored orange), you can add other masked areas.
   b. To close the masked area, tap the [X] icon (X) in the upper-right corner.
   c. To exit the Masking tool, tap the [Masking] button. The button will change color to green.

   **Note:** Exiting the Masking tool will not automatically delete any masked areas on the screen.
Print-on-Demand Accommodation

Students who are granted the print-on-demand accommodation may request printing of reading passages or test items, or both. **While the test administrator may set this accommodation for a student in the interim assessment test session, it will only be available during that test session.**

**Warning:** If students require print-on-demand for all interim assessments and/or the summative assessments, the LEA CAASPP coordinator must contact the California Technical Assistance Center (CalTAC) with the request. CalTAC will then change the student test settings in TOMS. Verify this requirement with the student’s IEP before submitting the request to CalTAC.

Students who have this accommodation will see the [Print Passage] button and/or [Printer] button for each item. Students who do not have an approved print-on-demand accommodation will not see any printer buttons.

The print-on-demand tool requires interacting with the test administrator, as student print requests are sent to the Test Administrator Interface. After the test administrator reviews and approves a print request, the passages or items can be sent to a printer and distributed to the student who originated the request. This tool requires significant attention to the security of the test passages and items that have been printed. The test administrator must also be mindful of the potential impact on the level of support for other students.

1. To request that a reading passage or item be printed, the student must select the corresponding [Print] buttons from the Global Menu (Figure 50) or Context Menu (Figure 51).
   a. The following options may be available:
      i. **Print Page:** Print all test content on the page (e.g., passage and items).
      ii. **Print Passage:** Print only the passage on the page.
      iii. **Print Item:** Print only the selected item.

2. Once the print request has been sent, the student will see a message (Figure 52) indicating that the request has been sent to the test administrator. After selecting the [OK] button, the pop-up window closes.
3. On the Test Administrator Interface, the [Print] icon ( ) will appear in the Requests column in the Students in Your Operational Test Session table (Figure 53). Select the icon to view the student’s request.

4. Review the print request (Figure 54). If you approve the print request, select the [Approve] icon (✔). A cover sheet containing the student’s name and Statewide Student Identifier will open in a new Web browser window. The requested test content will not be displayed on your screen at any time.

5. Select the [Print] button in the new window to complete the print request and view the printer dialog box. If necessary, adjust the print settings for your printer (e.g., fit to page).

6. Select the [OK] button. The approved test content will be sent to the printer. The document will print with a title page showing the student’s name and a security warning.

7. After testing is complete, collect any documents printed for students and securely dispose of them.

Text-to-Speech Speak Tool

Students using TTS can use the Speak tool to listen to passages, test questions, and/or test questions and options (Figure 55).

Use of the Speak tool requires headphones to listen to the audio. It is recommended that students use headphones with a built-in volume control.
Alert: TTS settings should be tested and verified as working properly before students begin their tests. Students who have TTS can ensure that their settings work as part of their test sign-in process.

Access the Speak Tool:
1. Open the Context Menu for an area that contains text. The Context Menu will appear with the available [Speak] buttons (Figure 55). Refer to the Context Menus Overview subsection for descriptions on opening context menus on different testing devices.
2. Select the desired [Speak] button, and the text will be spoken aloud.

Note: Students who select a portion of text and then open the Context Menu will be presented with the option to listen to the selected text. This feature is primarily used with reading passages.

List of Test Settings and Student Accessibility Resources

Table 7 lists the student accessibility resources. The default setting for each category is displayed in bold text.

<table>
<thead>
<tr>
<th>Display Name</th>
<th>Value Definition</th>
<th>Test</th>
<th>Setting Definition</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abacus</td>
<td>Abacus is not selected. Abacus is selected.</td>
<td>mathematics</td>
<td>This tool may be used in place of scratch paper for students who typically use an abacus.</td>
<td>Non-embedded accommodation</td>
</tr>
<tr>
<td>Alternate Response Options (including any external devices/assistive technologies)</td>
<td>Alternate Response is not selected. Alternate Response is selected.</td>
<td>ELA • mathematics • performance task</td>
<td>Alternate response options include but are not limited to adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches.</td>
<td>Non-embedded accommodation</td>
</tr>
<tr>
<td>American Sign Language (for ELA Listening and Math Items)</td>
<td>Do not show ASL videos. Show ASL videos.</td>
<td>ELA (listening) • mathematics • performance task</td>
<td>Test content is translated into ASL video. An ASL human signer and the signed test content are viewed on the same screen. Not available for the California Alternate Assessments (CAAs).</td>
<td>Embedded accommodation</td>
</tr>
<tr>
<td>Amplification</td>
<td>Amplification is not selected. Amplification is selected.</td>
<td>ELA • Mathematics</td>
<td>Students may adjust the volume control beyond the testing device’s built-in settings using headphones or another non-embedded device.</td>
<td>Non-embedded designated support</td>
</tr>
<tr>
<td>Audio Transcript</td>
<td>Audio transcript is not selected.</td>
<td>ELA</td>
<td>Content that is accessed through listening during the course of the assessment with the option of closed captioning is</td>
<td>Embedded accommodation</td>
</tr>
<tr>
<td>Display Name</td>
<td>Value Definition</td>
<td>Test</td>
<td>Setting Definition</td>
<td>Type</td>
</tr>
<tr>
<td>--------------</td>
<td>------------------</td>
<td>------</td>
<td>--------------------</td>
<td>------</td>
</tr>
<tr>
<td>Audio transcript is selected.</td>
<td></td>
<td></td>
<td>made available in braille or onscreen as a single text presentation (rather than one line at a time as provided by closed captioning).</td>
<td></td>
</tr>
<tr>
<td>Bilingual Dictionary (for ELA Full Writes)</td>
<td>Bilingual Dictionary is not selected. Bilingual Dictionary is selected.</td>
<td>ELA performance task</td>
<td>A bilingual/dual-language word-to-word dictionary is a language support. Not available for the CAAs.</td>
<td>Non-embedded designated support</td>
</tr>
<tr>
<td>Braille</td>
<td>Braille is not selected. Braille is selected.</td>
<td>ELA mathematics performance task</td>
<td>Braille is a presentation support. Not available for the CAAs.</td>
<td>Embedded accommodation</td>
</tr>
<tr>
<td>Calculator (Grades 6–8 and Grade 11)</td>
<td>Calculator is not selected. Calculator is selected.</td>
<td>mathematics</td>
<td>A calculator can be accessed for calculator-allowed items. The student may use the calculator offered with assistive technology devices (such as a talking calculator or a braille calculator). Allowed in grades 6–8 and grade 11.</td>
<td>Non-embedded accommodation</td>
</tr>
<tr>
<td>Closed Captioning (for ELA Listening Items)</td>
<td>Closed Captioning is not selected. Closed Captioning is selected.</td>
<td>ELA (listening)</td>
<td>Printed text that appears on the computer screen as audio materials are presented. For ELA listening items only.</td>
<td>Embedded accommodation</td>
</tr>
<tr>
<td>Color Contrast (EMBEDDED)</td>
<td>Color Contrast is not selected; the default is Black on White. Reverse Contrast Black on Rose Medium Gray on Light Gray Yellow on Blue</td>
<td>ELA mathematics performance task</td>
<td>By default, tests are presented with black text on a white background. Students who require a different combination of text and background should be assigned the appropriate setting.</td>
<td>Embedded designated support</td>
</tr>
<tr>
<td>Color Contrast (NON-EMBEDDED)</td>
<td>Color Contrast is not selected. Color Contrast is selected.</td>
<td>ELA mathematics performance task</td>
<td>Test content of online items may be printed with different colors.</td>
<td>Non-embedded designated support</td>
</tr>
<tr>
<td>Color Overlays</td>
<td>Color Overlays is not selected. Color Overlays is selected.</td>
<td>ELA mathematics performance task</td>
<td>Color transparencies are placed over a paper-based assessment.</td>
<td>Non-embedded designated support</td>
</tr>
<tr>
<td>Magnification</td>
<td>Magnification is not selected. Magnification is selected.</td>
<td>ELA mathematics performance task</td>
<td>The size of specific areas of the screen (e.g., text, formulas, tables, graphics, and navigation buttons) may be adjusted by the student with an assistive technology device.</td>
<td>Non-embedded designated support</td>
</tr>
<tr>
<td>Display Name</td>
<td>Value Definition</td>
<td>Test</td>
<td>Setting Definition</td>
<td>Type</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>----------------------------------------------------------------</td>
<td>-----------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Masking</td>
<td>Masking is not selected.</td>
<td>ELA</td>
<td>Masking involves blocking off content that is not of immediate need or that may be distracting to the student. Students are able to focus their attention on a specific part of a test item by masking.</td>
<td>Embedded designated support</td>
</tr>
<tr>
<td></td>
<td>Masking is available.</td>
<td>mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>performance task</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mouse Pointer</td>
<td>Mouse Pointer is not selected.</td>
<td>ELA</td>
<td>Mouse pointer is a test setting for students who are visually impaired and need for the mouse pointer to be larger or of a different color to more readily find their mouse pointer on the screen.</td>
<td>Embedded designated support</td>
</tr>
<tr>
<td></td>
<td>Large, Black Mouse Pointer</td>
<td>mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Extra Large, Black Mouse Pointer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Large, Green Mouse Pointer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Extra Large, Green Mouse Pointer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Large, Red Mouse Pointer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Extra Large, Red Mouse Pointer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Large, White Mouse Pointer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Extra Large, White Mouse Pointer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Large, Yellow Mouse Pointer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Extra Large, Yellow Mouse Pointer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiplication Table (NON-EMBEDDED)</td>
<td>Multiplication Table is not selected.</td>
<td>mathematics</td>
<td>A paper-based single-digit (1–9) multiplication table</td>
<td>non-embedded accommodation</td>
</tr>
<tr>
<td>(Grades 4–8 and Grade 11)</td>
<td>Multiplication Table is selected.</td>
<td></td>
<td>Allowed in grades 4–8 and grade 11</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Noise Buffers</td>
<td>Noise Buffers is not selected.</td>
<td>ELA</td>
<td>Noise buffers are, for example, ear mufflers, white noise, and/or other equipment used to block external sounds.</td>
<td>Non-embedded designated support</td>
</tr>
<tr>
<td></td>
<td>Noise Buffers is selected.</td>
<td>mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>performance task</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Print on Demand</td>
<td>Print on Demand is not selected.</td>
<td>ELA</td>
<td>Print-on-demand for test stimuli and items, stimuli only, or items only is set by having the LEA CAASPP coordinator contact CalTAC only. Configuring this accommodation in the upload file will not automatically activate it for the assigned student. All requests must be approved by CalTAC and the California Department of Education.</td>
<td>Non-embedded accommodation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>performance task</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Display Name: Customization Copyright © 2017 by the California Department of Education

<table>
<thead>
<tr>
<th>Display Name</th>
<th>Value Definition</th>
<th>Test</th>
<th>Setting Definition</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Aloud Passages (for ELA) (NON-EMBEDDED)</td>
<td>Read Aloud Passages for ELA is not selected.</td>
<td>• ELA • performance task</td>
<td>Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the <em>Smarter Balanced Test Administration Manual</em>. All or portions of the content may be read aloud.</td>
<td>Non-embedded accommodation</td>
</tr>
<tr>
<td></td>
<td>Read Aloud Passages for ELA is selected.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Read Aloud (for Math and ELA Items) (NON-EMBEDDED)</td>
<td>Read Aloud for Math and ELA Items is not selected.</td>
<td>• ELA • mathematics • performance task</td>
<td>Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the <em>Accessibility Guide for CAASPP Testing</em>. All or portions of the items may be read aloud.</td>
<td>Non-embedded designated support</td>
</tr>
<tr>
<td></td>
<td>Read Aloud for Math and ELA Items is selected.</td>
<td></td>
<td>• Does not apply to ELA passages.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Read Aloud for Math in Spanish is set in field AG in the <em>Online Student Test Settings</em> template.</td>
<td></td>
</tr>
<tr>
<td>Scribe</td>
<td>Scribe is not selected.</td>
<td>• ELA • performance task</td>
<td>Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified, and must follow the administration guidelines provided in the <em>Accessibility Guide for CAASPP Testing</em>.</td>
<td>Non-embedded accommodation</td>
</tr>
<tr>
<td></td>
<td>Scribe is selected.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Scribe (for ELA non-writing items and Math items)</td>
<td>Scribe for items is not selected.</td>
<td>• ELA • mathematics • performance task</td>
<td>Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified, and must follow the administration guidelines provided in the <em>Accessibility Guide for CAASPP Testing</em>.</td>
<td>Non-embedded designated support</td>
</tr>
<tr>
<td></td>
<td>Scribe for items is selected.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Separate Setting</td>
<td>Separate Setting is not selected.</td>
<td>• ELA • mathematics • performance task</td>
<td>• The test location is altered so that the student is tested in a setting different from that made available for most students.</td>
<td>Non-embedded designated support</td>
</tr>
<tr>
<td></td>
<td>Separate Setting is selected.</td>
<td></td>
<td>• The test is administered at the most beneficial time of day for the student.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Special lighting, acoustics, and/or adaptive furniture are to be used.</td>
<td></td>
</tr>
<tr>
<td>Display Name</td>
<td>Value Definition</td>
<td>Test</td>
<td>Setting Definition</td>
<td>Type</td>
</tr>
<tr>
<td>--------------</td>
<td>------------------</td>
<td>------</td>
<td>--------------------</td>
<td>------</td>
</tr>
<tr>
<td>Speech-to-text</td>
<td>Speech-to-text is not selected.</td>
<td>• ELA&lt;br&gt;• mathematics&lt;br&gt;• performance task</td>
<td>Voice recognition allows students to use their voices as input devices to the computer, to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work). Voice recognition software generally can recognize speech up to 160 words per minute. Students may use their own assistive technology devices.</td>
<td>Non-embedded accommodation</td>
</tr>
<tr>
<td>Text-to-speech</td>
<td>Text-to-speech is not selected.</td>
<td>• ELA&lt;br&gt;• performance task</td>
<td>Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control.</td>
<td>Embedded accommodation</td>
</tr>
<tr>
<td>Text-to-speech (for Math and ELA items)</td>
<td>Text-to-speech is selected.</td>
<td>Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control.</td>
<td>Embedded designated support</td>
<td></td>
</tr>
<tr>
<td>Translated Test Directions (PDF by Smarter Balanced)</td>
<td>Translated Test Directions is not selected.</td>
<td>• ELA&lt;br&gt;• mathematics&lt;br&gt;• performance task</td>
<td>PDF of directions translated in each of the languages currently supported—found on the CAASPP Portal Web site on the Test Administrator Resources Web page, Smarter Balanced Translated Test Directions. A bilingual adult can read to student.</td>
<td>Non-embedded designated support</td>
</tr>
<tr>
<td>Translation Glossaries (for Math Items)</td>
<td>Translation Glossaries for math is not selected.</td>
<td>• mathematics&lt;br&gt;• performance task</td>
<td>Sets student’s glossary accommodation. Students can open a glossary to view terms presented on the test that may be unfamiliar to them.</td>
<td>Embedded designated support</td>
</tr>
<tr>
<td>Display Name</td>
<td>Value Definition</td>
<td>Test</td>
<td>Setting Definition</td>
<td>Type</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>Punjabi</td>
<td></td>
<td>Test</td>
<td>or overridden by another language.</td>
<td></td>
</tr>
<tr>
<td>Russian</td>
<td></td>
<td>Test</td>
<td>• If a combination glossary is selected (e.g., English and Arabic or English and Russian), then the student will have access to both.</td>
<td></td>
</tr>
<tr>
<td>Filipino</td>
<td></td>
<td>Test</td>
<td>• If a single glossary is selected (e.g., Mandarin), then the student will only have access to that glossary. The English glossary will not be available.</td>
<td></td>
</tr>
<tr>
<td>Ukrainian</td>
<td></td>
<td>Test</td>
<td>• Select &quot;Filipino&quot; for students requiring Ilokano and Tagalog glossaries. These students can subsequently select the Filipino glossary in the test delivery system and receive each of the available translations in the Tagal family of languages.</td>
<td></td>
</tr>
<tr>
<td>Vietnamese</td>
<td></td>
<td>Test</td>
<td>• Not available for the CAAs.</td>
<td></td>
</tr>
<tr>
<td>Arabic</td>
<td></td>
<td>Test</td>
<td>Note: The English glossary is available for both ELA and mathematics tests. Translated glossaries are available for mathematics tests only.</td>
<td></td>
</tr>
<tr>
<td>Cantonese</td>
<td></td>
<td>Test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td></td>
<td>Test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td></td>
<td>Test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mandarin</td>
<td></td>
<td>Test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punjabi &amp; English</td>
<td>• overridden by another language.</td>
<td>Test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Russian &amp; English</td>
<td>• If a combination glossary is selected (e.g., English and Arabic or English and Russian), then the student will have access to both.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Filipino &amp; English</td>
<td>• If a single glossary is selected (e.g., Mandarin), then the student will only have access to that glossary. The English glossary will not be available.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ukrainian &amp; English</td>
<td>• Select &quot;Filipino&quot; for students requiring Ilokano and Tagalog glossaries. These students can subsequently select the Filipino glossary in the test delivery system and receive each of the available translations in the Tagal family of languages.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vietnamese &amp; English</td>
<td>• Not available for the CAAs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Permissive Mode</strong></td>
<td><strong>Permissive Mode disabled.</strong></td>
<td><strong>ELA</strong></td>
<td>Permissive mode should be enabled for students who require access to approved accessibility software and/or devices in order to interact with the test (e.g., screen readers, magnifiers, speech-to-text, braille screen readers and refreshable braille displays, etc.). When permissive mode is disabled, the only application that can be open on the computer is the secure browser.</td>
<td>Embedded designated support</td>
</tr>
<tr>
<td></td>
<td>Permissive Mode is enabled.</td>
<td><strong>mathematics</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>performance task</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Display Name</td>
<td>Value Definition</td>
<td>Test</td>
<td>Setting Definition</td>
<td>Type</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>-------------------------------------------</td>
<td>-----------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Print Size</td>
<td>No default zoom applied.</td>
<td>• ELA</td>
<td>• Sets student’s print size accommodation.</td>
<td>Embedded designated support</td>
</tr>
<tr>
<td></td>
<td>1.5X</td>
<td>• mathematics</td>
<td>• This is the print size the student should have when starting a test.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• performance task</td>
<td>• The selected print size becomes the default for all items in that student’s test.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.75X</td>
<td></td>
<td>• The default print size for all tests is 14 pt.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.5X</td>
<td></td>
<td>• The default font for ELA tests is Times New Roman.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3X</td>
<td></td>
<td>• The default font for mathematics tests is Verdana.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Embedded accommodation</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• ELA</td>
<td><strong>Streamline</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• mathematics</td>
<td>By default, all tests use the standard interface. This interface is compatible with</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• performance task</td>
<td>all supported desktops and tablets. The streamlined interface presents the test in</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>an alternate, simplified format in which the items are displayed in a single column</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>below the stimuli. All tool and navigation buttons are on the bottom of the screen.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Students who are using the streamlined interface will also receive four enhanced</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>zoom levels of 5X, 10X, 15X, and 20X when using the [Zoom In] and [Zoom Out] buttons.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Important: The streamlined interface is not intended to be tablet compatible.</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• ELA</td>
<td><strong>Stacked Translations and Translated Test Directions (for Math)</strong> (EMBEDDED)</td>
<td>Embedded designated support</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• mathematics</td>
<td>Stacked Translations and Translated Test Directions for Math are not selected.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• performance task</td>
<td>Stacked Translations and Translated Test Directions for Math are selected.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Embedded translation of mathematics test items and directions, translated in Spanish</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Not available for the CAAs.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Embedded designated support</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• ELA</td>
<td><strong>Turn Off Any Universal Tool(s)</strong></td>
<td>Embedded designated support</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• mathematics</td>
<td>Reminder is not selected.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• performance task</td>
<td>Test administrator or test examiner receives a reminder to disable any universal</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>tools that might be distracting or that students do not need to use, or are not</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>able to use.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Embedded designated support</strong></td>
<td></td>
</tr>
<tr>
<td>Display Name</td>
<td>Value Definition</td>
<td>Test</td>
<td>Setting Definition</td>
<td>Type</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>Read-Aloud in Spanish (for Math) (N/A for CAA)</td>
<td>Read-Aloud in Spanish is not selected. Read Aloud in Spanish for items is selected. Read Aloud in Spanish for stimuli is selected. Read Aloud in Spanish for items and stimuli is selected.</td>
<td>• mathematics</td>
<td>• Spanish text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the Accessibility Guide for CAASPP Testing and the read-aloud guidelines. All or portions of the content may be read aloud. • Not available for the CAAs.</td>
<td>Non-embedded designated support</td>
</tr>
<tr>
<td>Additional Instructional Supports for Alternate Assessments (NON-EMBEDDED)</td>
<td>Additional Instructional Supports is not selected. Additional Instructional Supports is selected.</td>
<td>• ELA</td>
<td>This accommodation provides additional CAA instructional supports.</td>
<td>Non-embedded accommodation</td>
</tr>
<tr>
<td>100s Number Table (Grade 4 and up)</td>
<td>100s Number Table is not selected. 100s Number Table is selected.</td>
<td>• mathematics</td>
<td>A paper-based table listing numbers from 1–100 is provided.</td>
<td>Non-embedded accommodation</td>
</tr>
<tr>
<td>Simplified Test Directions</td>
<td>Simplified Test Directions is not selected. Simplified Test Directions is selected.</td>
<td>• ELA</td>
<td>The test administrator simplifies or paraphrases test directions according to published guidelines.</td>
<td>Non-embedded designated support</td>
</tr>
<tr>
<td>Word Prediction</td>
<td>Word Prediction is not selected. Word Prediction is selected.</td>
<td>• ELA</td>
<td>Students use non-embedded software that will offer an option for the next word based on word frequency and syntax rules.</td>
<td>Non-embedded accommodation</td>
</tr>
</tbody>
</table>
Understanding the Student Testing Site

This section is designed to familiarize test administrators with the Student Testing Site. It describes what students see and the tools they have access to while taking the tests. This section will address some of the common questions test administrators and students may have.

This section covers the following:

- test layout
- test elements
- Global and Context Menus overview
- how students navigate the testing site interface

Alert: Students cannot take the same interim assessment more than one time in a single day. If a student tries to take an interim assessment more than one time within a calendar day, the Student Testing Site will display the assessment as inactive and it will not be selectable.

Test Layout

The sample item page in Figure 56 shows the primary features and tools available to all students.

Figure 56. Sample Item Page
About Test Elements

A test page has up to three elements: banner, Stimulus/Passage section, and Item section.

- **Banner:** The banner contains two rows.
  - Test Information: This row displays the current question number(s), test name, student name, [Help] icon (❓), and [System Settings] icon (🛠).
  - Global Menu: This row displays the navigation and test tool buttons.

- **Stimulus/Passage:** The Stimulus/Passage section contains the following elements:
  - stimulus/passage context menu
  - expand/collapse passage button (for English language arts/literacy passages)
  - stimulus/passage content

- **Item:** Each item contains the following elements:
  - item number
  - item context menu
  - item stem
  - response area/answer options

Global and Context Menus

The Global and Context Menus allow students to access on-screen tools. These tools can be accessed using a mouse or keyboard shortcuts.

**Global Menu**

- The Global Menu (Figure 57), contains the navigation buttons as well as the global menu tool buttons.
- Navigation buttons ([Back], [Next], [Save], [Pause], and [End Test]) appear on the left side of the Global Menu.
- Test tool buttons (e.g., [Help], [System Settings], [Calculator], [Notes], [Zoom Out], [Zoom In]) appear on the right side of the Global Menu.

![Figure 57. Sample Global Menu](image)

Open a Test Tool in the Global Menu:

Select the button for the tool (e.g., [Calculator]) to open a test tool in the Global Menu. Most tools will open in a pop-up window.
Use the [Zoom In] and [Zoom Out] Buttons in the Global Menu:

1. To make text and images in the test larger, select the [Zoom In] button. The zoom state persists until the [Zoom Out] button is selected. You can do this up to four times (levels). The Global Menu will not get larger.

2. To make the text and images in the test smaller again, select the [Zoom Out] button. You can do this up to four times (levels).

Open the System Settings Window and Adjust the Volume, Rate, or Pitch:

1. Select the [System Settings] icon ( ) in the upper-right corner of the Global Menu next to the [Help] icon. The System Settings window (Figure 58) will open.

2. Move the Volume slider to adjust the loudness of the audio. Move the Rate slider to adjust the speed of the speech. Move the Pitch slider to adjust the pitch of the speech.

3. Select [OK] to save the new volume, rate, or pitch setting for the remainder of the test.

Context Menus Overview

Tools such as text-to-speech, highlighter, and strikethrough are accessed using context menus. Context menus contain the options available for each different area on the test page. These areas are called elements.

Elements include passages or prompts, test items, and answer options (i.e., A, B, C, and D). Each answer option is a single element, and each element has its own context menu.

The context menu options vary depending on the following:

- the element type (i.e., passage or stimulus, item, or answer option)
- the tools available to students (e.g., text-to-speech is available only when using the secure browser)

Figure 59 shows an overview of the elements for multiple-choice/selected-response items, Figure 60 shows a sample context menu for items, and Figure 61 shows a sample context menu for answer options. Each answer option has its own context menu.
Open a Context Menu for Passages and Items:

1. Select the [Context Menu] icon (≡) at the upper-right corner of the passage or item. The context menu will open and display the available tools.

2. Select a tool to activate or open it.

Open a Context Menu for Answer Options:

Students may use the [Context Menu] icon to view available tools for multiple-choice or multiselect answer options. They may also select with their mouse or trackpad’s right mouse button.

The instructions to open the Context Menu for an answer option using the on-screen button differ depending on the device.
Mouse or trackpad

1. Select an answer option so that it is “active” (a light blue border will appear around it).

   **Caution:** This will result in the answer option being selected until the student selects a different option.

2. Select the [Context Menu] icon. The Context Menu will open.

3. Select a tool to activate or open it.

Tablets

1. Tap an answer option so that it is “active.” A light blue border will appear around an active answer option.

   **Caution:** This will result in the answer option being selected until the student selects a different option.

2. Tap the [Context Menu] icon. The Context Menu will open.

3. Select a tool to activate or open it.

Open the Context Menu for an answer option using the right mouse button:

Two-button mouse

1. Using the right mouse button, select anywhere on an answer option. The Context Menu will open.

2. Select a tool to activate or open it.

Single-button mouse (for use with Mac devices)

1. Move the mouse to an answer option.

2. On the keyboard, press the [Ctrl] key and select the mouse button. The Context Menu will open.

3. Select a tool to activate or open it.

Chromebook

1. Using the trackpad, move the mouse pointer to an answer option.

2. Press and hold the [Alt] key on the keyboard.

3. Press down on the trackpad until it “clicks.” The Context Menu will open.

4. Select a tool to activate or open it.

Student Pause of Test

Students are able to pause the test by selecting the [Pause] button in the Global Menu (Figure 62). A confirmation message will appear like that shown in Figure 63. Select the [Yes] button to acknowledge the message and pause the test. The student will be logged out and returned to the Sign In screen.
If the student wishes to re-enter the session, he or she will need to sign in and proceed through the approval process again. If the session has been stopped, the student will need to obtain a new Session ID in order to resume testing.

Student Completion and Submission of Test

After students answer the last item on the test, the [End Test] button will appear in the upper-right corner of the screen (Figure 64). The top of the screen will also display the following message: “The test has been completed and is ready to be submitted when you are done reviewing your answers.”

To end a test, the student selects the [End Test] button (Figure 64). An attention message will appear (Figure 65). The student selects the [Yes] button to end the test and continue to the next screen. A student may want to select the [Yes] button if the student has answered all test questions and only wants to review items that have been flagged. If students want to
continue working, they should select the [No] button. A student may want to select the [No] button if questions were left unanswered and the student would like to revisit those questions.

![End Test Alert Message](image)

**Figure 65. End Test Alert Message**

After students select the [Yes] button, a new screen presents the items in the tests and identifies any items marked for review (Figure 66).

![Review Test Questions](image)

**Figure 66. Review Test Questions**

To go back to the test and review answers, students must select an item from the list. The student is then taken back to the specific item in the test. The pause rule determines which items are available for review. Refer to the Pause a Student’s Test subsection to read more about pausing a student’s test.

![Note](image)

**Note:** For segmented tests, students may review items only from the last segment.

While students are reviewing their answers, the [End Test] button (Figure 64) will remain on the screen. To return to the screen where students can review their answers, the student should select the [End Test] button.
To complete the testing process, students must select the [Submit Test] button (Error! Reference source not found.). Students will receive a final warning message, where they confirm the test’s submission (Figure 67).

![Figure 67. Test Submission Warning Message](image)

**Alert:** After the student selects the [Yes] button, the test is officially completed. The student cannot sign back on and review his or her answers.

After the student submits the test, he or she will see the Your Results confirmation screen (Figure 68). This screen will show the student’s name and Statewide Student Identifier, the test name, and the date the test was completed and submitted.
Interim Assessment Administration | Understanding the Student Testing Site

Part III: Interim Assessment Administration

Figure 68. Your Results Confirmation Screen

Note: Interim assessment results are available within the Interim Assessment Reporting System (IA Reporting System) only for the local educational agency and school in which the student completed the test. The IA Reporting System does not account for student mobility throughout the year.
This page is left blank intentionally.
Part IV: Interim Assessment Hand Scoring System
Overview of the Interim Assessment Hand Scoring System

The Interim Assessment Hand Scoring System (IAHSS) allows educators to score responses to items that require hand scoring. When students in a test session submit an interim assessment, the items that require hand scoring are sent to the IAHSS, where scorers can view students’ responses to each item and enter scores or mark them with condition codes. Items that require hand scoring must be scored in the IAHSS in order for results to be viewable in the Interim Assessment Reporting System (IA Reporting System).

Hand scoring interim assessments is a local responsibility. Take these steps to plan adequate time for hand scoring of interim assessments:

1. Preview the Interim Comprehensive Assessment (ICA) or Interim Assessment Blocks (IABs) using the Interim Assessment Viewing System on the California Assessment of Student Performance and Progress (CAASPP) Interim Assessment Administration Resources Web page at http://www.caaspp.org/ta-resources/interim.html. The Interim Assessment Viewing System allows educators with the appropriate Test Operations Management System (TOMS) credentials to view all of the interim assessments, both ICAs and IABs, and develop a precise estimate of the time required for hand scoring.


Alert: Hand scoring interim assessments is a local responsibility. Student results will not display in the IA Reporting System until hand scoring is completed. Allow approximately 20 minutes for results to populate.

Warning: For ICAs, hand scoring for both the performance task and the computer-based test must be completed and submitted in order to generate results in the IA Reporting System.

This section contains information on how to:

- understand IAHSS user roles
- access the IAHSS
- select item responses to score
- score item responses
- mark item responses as complete
- apply condition codes
Quick Start Instructions

1. Navigate to the CAASPP Portal at http://www.caaspp.org/ and select the [Smarter Balanced Interim Assessments] button, then select the [Interim Assessment Hand Scoring System] button. Log in by entering the TOMS username and password on the Logon Web form and selecting the [Secure Logon] button.

2. Select item responses to score.

3. Score item responses.
   a. Reassign items (optional).

4. Mark as complete.

More detailed procedures are outlined in the Using the IAHSS subsection.

IAHSS User Roles

Scorers

Scorers use the IAHSS to score the item responses that require hand scoring. Student responses are assigned to the scorer based on the Test Session ID in which the test was completed. Scorers can reassign items to other scorers in their school or score managers from within their school.

**Note:** When a scorer reassigns a student’s response to an item, the scorer will no longer have access to the student’s response and will not be able to regain access to the response without it being reassigned to him or her by the controlling scorer/score manager.

Test administrators and interim assessment administrators are automatically assigned the role of scorer in the IAHSS.

Score Managers

There are two types of score managers: local educational agency (LEA) CAASPP coordinator score managers, who can view items completed by any student associated with their LEA, and CAASPP test site coordinator score managers, who can view items completed by any student associated with their school. Both types of score managers can reassign students to any scorer within their user level. Score managers inherit scorer properties as part of their role, so they can also score item responses that have been reassigned to them. Table 8 describes the hand scoring roles and their abilities.
Table 8. Hand Scoring Roles and Abilities

<table>
<thead>
<tr>
<th>Hand Scoring Role</th>
<th>TOMS User Roles</th>
<th>Viewing, Scoring, and Reassigning Abilities</th>
</tr>
</thead>
</table>
| Scorer            | Test Administrator                      | • can view and score all student responses for assessments he or she administers  
|                   | Test Examiner                           | • can view and score all student responses assigned to him or her by another scorer or score manager  
|                   | IA Administrator Only                   | • can reassign his or her student responses to another scorer or score manager within his or her school |
| Score Manager     | LEA CAASPP coordinator                 | • can view responses for all students within the LEA  
|                   |                                        | • can score student responses for which he or she has been assigned  
|                   |                                        | • can reassign responses to any scorer or score manager within the LEA |
|                   | CAASPP test site coordinator           | • can view responses for all students within the school  
|                   |                                        | • can score student responses assigned to him or her  
|                   |                                        | • can reassign responses to any user eligible to score responses within his or her school |

Using the IAHSS

**Step 1. Access the IAHSS**

To access the IAHSS, you must have TOMS login credentials (i.e., username and password).

1. Open your Web browser and navigate to the CAASPP Portal Web site (http://www.caaspp.org/).
2. Select the [Smarter Balanced Interim Assessments] button (Figure 69) to navigate to the CAASPP Interim Assessment Administration Resources page.

![Figure 69. Buttons on CAASPP Portal Web Site](http://www.caaspp.org/)
Select the [Interim Assessment Hand Scoring System] button (Figure 71).

Figure 71. Buttons on CAASPP Interim Assessment Administration Resources Web Page

3. Enter your e-mail address and password in the E-mail Address and Password fields in the Logon Web form (Figure 71), and then select the [Secure Logon] button.

Step 2. Select Item Responses to Score

Overview of the Response List Page

After you log in, the Response List page appears (Figure 72). For scorers, this table populates with the responses assigned to a scorer for scoring.

![Response List Page—Scorer](image)

**Figure 72. Response List Page—Scorer**

1. **[Help] button**: Opens the Teacher Hand Scoring System User Guide.
2. **[Test] drop-down**: Used to filter the response list by test.
3. **[Session] drop-down**: Used to filter the response list by Session ID.
4. **Name**: Indicates student name.
5. **Item**: Indicates name of the hand-scored item. Includes item ID and name.
6. **Session**: Provides the Session ID in which the assessment was completed.
7. **Status**: Provides the scoring status of the item. See Table 9 for information on status types.
8. **[Score] button**: Select the button in this column to score a student response.
9. **Navigation links**: Used to view student responses on other pages, if the response list shows more than 25 students.
10. **[Mark Selected As Complete] button**: Completes the hand scoring for selected responses; responses will no longer be accessible.
### Table 9. Status Types

<table>
<thead>
<tr>
<th>Status</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Scored</td>
<td>Indicates that the response needs to be scored.</td>
</tr>
<tr>
<td>Tentatively Scored</td>
<td>Indicates that the response was scored but needs to be marked as complete. The response is still available to be reviewed or reassigned.</td>
</tr>
</tbody>
</table>

**Note:** Once the user marks a student response as complete in the IAHSS, the response will be removed from the Response List page and will no longer be viewable in any system.

As a score manager, the Response List table will include additional information (Figure 73).

**Note:** There are two versions of the Response List table. If you are a score manager, this table displays the hand-scored responses for all the students in your associated school (for CAASPP test site coordinators) or LEA (for LEA CAASPP coordinators).

**Figure 73. Filters for the Response List Table—Score Manager**

1. **[Grades] drop-down:** Used to filter the response list by grade.
2. **[Subjects] drop-down:** Used to filter the response list by subject.
3. **[Scorers] drop-down:** Used to filter the response list by assigned scorer.
4. **Assigned To:** Name of scorer the response is assigned to.

**Filter the Response List Table**

You can use the drop-down lists on the Response List page to filter the responses that appear in the table. Scorers can filter the table by test and/or session. Score managers can filter the table by test, session, grade, subject, and/or assigned scorer.

1. Open a drop-down list above the Response List table (Figure 74); for a scorer the options are **Test** and **Session**.
Figure 74. Test Filter for the Response List Table—Scorer

2. Select an option; otherwise, enter the desired option in the search field. The table updates to show only responses associated with the selected option.
3. To apply additional filters, repeat Steps 1 and 2 with a different drop-down list.

Sort the Response List Table
You can sort the Response List table by student name, item, Session ID, or response status.

Note: Score managers can also sort the Response List table by the assigned scorer.

1. Select a column header. The table lists the responses by that column in ascending order.
2. To sort the responses in descending order, select the column header again.
Step 3. Score Item Responses

When scoring responses, you can either assign a score to the response or mark it with a condition code. Condition codes are used for any item you cannot score due to the nature of the student’s response. When a student response is scored with a condition code, it is equivalent to a score of zero. Refer to the Hand Scoring Condition Codes subsection for more information on condition codes. If a single item is scored for multiple scoring criteria (i.e. English language arts/literacy [ELA] full writes are scored for Organization/Purpose, Evidence/Elaboration, and Conventions and would receive three separate scores), a scorer should enter a score or condition code for each criterion. For more information about how to score responses and use condition codes, refer to the Smarter Balanced Hand-Scoring Rules document, which is posted on the Smarter Balanced Web site at http://www.smarterapp.org/documents/Smarter_Balanced_Hand_Scoring_Rules.pdf.

Score Responses

This section explains how to enter scores and condition codes for responses.

1. In the Score column of the Response List table (Figure 74), select [Score] for a response. The Score Response page appears, displaying the item rubric and student response (Figure 75).

2. In the Response section of the Score Response page (Figure 76), review the item stem and the student’s response. To view the item’s passage and an example of responses at all score points, select the [Exemplar] link (Figure 77).
Table 10 defines the terms used in Figure 76.

### Table 10. Response Section Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item Prompt</td>
<td>A test question or stimulus presented to a student to elicit a response.</td>
</tr>
<tr>
<td>Stimulus</td>
<td>Material or materials used in the test context that form the basis for assessing the knowledge and skills of students. Many items/tasks for the assessments include a stimulus along with a set of questions to which the student responds. Stimulus materials are used in ELA and mathematics assessments to provide context for assessing the knowledge and skills of students and are diverse. They can be traditional reading passages/texts but viewed on a computer screen; images with audio presentations for students to listen to; simulated Web pages for students to use for research; or scenarios to react to.</td>
</tr>
<tr>
<td>Student Response Area</td>
<td>The designated area for the student's response to the item prompt.</td>
</tr>
</tbody>
</table>

3. In the Rubric section (Figure 77), review the rubric description and do one of the following:
   - a. View a guide for scoring the student response. Select the [Training Guides] link (Figure 77).
   - b. Enter a score for the response. Manually enter a numerical score in the **Score** field or use the arrow button in this field to increase or decrease the score in increments of one (Figure 78). The score cannot exceed the value in the **Points** column.
   - c. Assign a condition code to the response. Select the appropriate option from the **Condition Code** drop-down list (Figure 78).
Interim Assessment Hand Scoring System | Overview of the Interim Assessment Hand Scoring System

Figure 77. IAHSS Rubric Section

Figure 78. IAHSS Scoring Criteria Section

4. If the item consists of multiple scoring criteria, repeat Step 3 for each criterion.

5. When you finish entering scores for the response, select [Submit Score] at the bottom of the page (Figure 76).
   a. To navigate to the Score Item page for a different item, select [Previous Response] or [Next Response] at the top of the page (Figure 79); the order of responses is determined by the sorting options chosen on the Response List table.
   b. To return to the Response List page, select [Back to Response List]. The item’s status in the Status column now displays Tentatively Scored.

Figure 79. Navigation for the Hand Scoring System

Reassign Responses

The IAHSS automatically assigns student responses for hand scoring to the test administrator who administered the session in which the student test was completed. If a student started a test in one session and completed it in another, the response will be assigned to the test administrator who administered the session in which the student completed the test.

Score managers at the school level (test site coordinators) can reassign responses to scorers in a school. Those score managers associated with an LEA (LEA CAASPP coordinators) can reassign responses to scorers within the LEA.

What follows is the process for score managers to reassign responses.
1. On the Response List table (Figure 80), mark the check box in the column on the far left for any items you wish to reassign.

![Figure 80. Response List Table](image)

2. Select the [Reassign All Selected] button at the bottom of the Response List page. A dialog box pops up.

3. In the Reassign Selected Responses dialog box (Figure 81), select a scorer from the drop-down list. Only users associated with your school or LEA will appear.

![Figure 81. Reassign Selected Responses Dialog Box](image)

4. Select the [Reassign] button. The selected responses are reassigned to the selected scorer. The newly assigned scorer’s name will show in the Assigned To column of the Response List table.

**Note:** The IAHSS does not provide an internal mechanism for tracking reassignments. Any reassignments must be tracked locally.

**Note:** Responses with a status of “Tentatively Scored” or “Not Scored” can be reassigned. When a “Tentatively Scored” response is reassigned, the initial score will remain for the new scorer to view.
Step 4. Mark Item Responses as Complete

After scoring responses, the scorer must mark the responses as complete to finish the process. A completed response will no longer be available for viewing in the IAHSS. The completed response will advance in the process to ultimately generate a score in the IA Reporting System.

1. On the Response List table, mark the check box for any responses that have final scores (Figure 82).

![Figure 82. Response List Table](image)

2. Select the [Mark Selected As Complete] button (Figure 82).

3. In the window that pops up, select the [Mark Selected As Complete] button. Once you mark a response as complete, it is removed from the scorer’s queue and can no longer be viewed or edited.

   **Note:** A status of “Tentatively Scored” indicates the response was scored but still needs to be marked as complete.

The interim assessment score reports are generally available two business days after all hand scoring has been completed and can be viewed in the IA Reporting System. All hand scoring requirements must be completed to view reports.

Hand Scoring Condition Codes

For more information about how to score responses and use condition codes, refer to the Smarter Balanced Hand-Scoring Rules document, which is posted at [http://www.smarterapp.org/documents/Smarter_Balanced_Hand_Scoring_Rules.pdf](http://www.smarterapp.org/documents/Smarter_Balanced_Hand_Scoring_Rules.pdf) on the Smarter Balanced Web site. Table 11 provides descriptions of the condition codes available.

**Note:** Condition codes are available to use in the IAHSS and should be applied if applicable. Please note that condition codes are not referenced or accessible outside of the IAHSS, including the IA Reporting System. Any item scored with a condition code defaults to a numeric value of zero and contributes to the overall score as such.
**Table 11. Condition Codes for Hand Scoring**

<table>
<thead>
<tr>
<th>Condition Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blank (B)</td>
<td>Student did not enter a response.</td>
</tr>
<tr>
<td>Insufficient (I)</td>
<td>1. Student has not provided a meaningful response; examples can include</td>
</tr>
<tr>
<td></td>
<td>the following:</td>
</tr>
<tr>
<td></td>
<td>• random keystrokes</td>
</tr>
<tr>
<td></td>
<td>• undecipherable text</td>
</tr>
<tr>
<td></td>
<td>• “I hate this test”</td>
</tr>
<tr>
<td></td>
<td>• “I like pizza!” (in response to a reading passage about helicopters)</td>
</tr>
<tr>
<td></td>
<td>• response consists entirely of profanity</td>
</tr>
<tr>
<td></td>
<td>2. For ELA full writes, use the “Insufficient” code for responses described</td>
</tr>
<tr>
<td></td>
<td>above and also if:</td>
</tr>
<tr>
<td></td>
<td>• student’s original work is insufficient to make a determination whether</td>
</tr>
<tr>
<td></td>
<td>or she is able to organize, cite evidence/elaborate, and use conventions</td>
</tr>
<tr>
<td></td>
<td>• response is too brief to make a determination regarding whether it is</td>
</tr>
<tr>
<td></td>
<td>off-purpose or on-topic</td>
</tr>
<tr>
<td>Nonscorable Language (L)</td>
<td>• ELA: language other than English</td>
</tr>
<tr>
<td></td>
<td>• Mathematics: language other than English or Spanish</td>
</tr>
<tr>
<td>Off Topic (T)</td>
<td><em>For ELA Full Writes Only</em></td>
</tr>
<tr>
<td></td>
<td>• A writing sample will be judged off-topic when the response is unrelated</td>
</tr>
<tr>
<td></td>
<td>to the task or the sources or shows no evidence that the student has</td>
</tr>
<tr>
<td></td>
<td>read the task or the sources (especially for informational/explanatory</td>
</tr>
<tr>
<td></td>
<td>and opinion/argumentative).</td>
</tr>
<tr>
<td></td>
<td>• Off-topic responses are generally substantial responses.</td>
</tr>
<tr>
<td>Off Purpose (M)</td>
<td><em>For ELA Full Writes Only</em></td>
</tr>
<tr>
<td></td>
<td>• A writing sample will be judged off-purpose when the student has clearly</td>
</tr>
<tr>
<td></td>
<td>not written to the purpose designated in the task.</td>
</tr>
<tr>
<td></td>
<td>• An off-purpose response addresses the topic of the task but not the</td>
</tr>
<tr>
<td></td>
<td>purpose of the task.</td>
</tr>
<tr>
<td></td>
<td>• Note that students may use narrative techniques in an explanatory</td>
</tr>
<tr>
<td></td>
<td>essay or use argumentative/persuasive techniques to explain, for</td>
</tr>
<tr>
<td></td>
<td>example, and still be on-purpose.</td>
</tr>
<tr>
<td></td>
<td>• Off-purpose responses are generally developed responses (essays, poems,</td>
</tr>
<tr>
<td></td>
<td>etc.) clearly not written to the designated purpose.</td>
</tr>
</tbody>
</table>
Hand Scoring Training

In order to score student responses, users will need access to the training guides, exemplars, and other training material from the Test Operations Management System (TOMS). These materials are available to anyone with TOMS credentials. After users log in to TOMS, select the [Help] button (Figure 83).

Users then land on the [Interim Assessment Hand Scoring] tab for access to the Smarter Balanced Training Guides and Exemplars (Figure 84).

The resources under the first section, Interim Assessment Hand Scoring Workshop Videos and Materials, include a variety of resources (Figure 85). The workshop presentations, materials, facilitator’s guides, and videos in the top section offer in-depth training on hand scoring student responses in English language arts/literacy (ELA) and mathematics. These are intended to be used within a group setting, with other educators.

The videos in the bottom section, Interim Assessment Hand Scoring System Webinar and Demonstration Videos, are shorter than the workshop videos. They provide high-level information about hand scoring in general, an example ELA item, and an example mathematics item.
The second section, Interim Assessment Hand Scoring Training Guides and Exemplars, includes the training guides and exemplars for all interim assessment items that require hand scoring. The Training Guide file contains:

- **Stimuli**—passages, short scenarios, or source material
- **Item Stem**—questions to which students are responding, also called "prompts"
Part IV: Interim Assessment Hand Scoring System

- Target Specific Scoring Rubric—standardized set of criteria used to score student responses
- Condition Codes Table—explains how to score unusual responses
- Metadata Table—claims and targets assessed by the item
- Grade-Level Conventions Chart—explains which conventions students are expected to know (ELA full write only)

The *Exemplars* file contains:

- Prep Sets—prescored sample student responses to a constructed-response item; includes an annotation to explain reasoning for the assigned score
- Check Sets—sample student responses with a separate answer key; to be used as part of hand scoring training to check for consistency and calibration among scorers
- Key—answers to items in the Check Sets

In order to find the desired training guides and exemplars, users select the content area and grade. The associated items that require hand scoring will then display at the bottom of the page with links to the training guides and exemplars for each item. In Figure 86, *ELA* and *Grade 3* have been selected.
Once training on hand scoring has been completed, educators are ready to begin hand scoring interim assessment items.
Part V: Interim Assessment Reporting System
The Interim Assessment Reporting System


Note: California local educational agencies (LEAs) will use the Online Reporting System for accessing results from Smarter Balanced Online Summative Assessments.

What’s New

The new Interim Assessment Reporting System allows users to

- create and manage student groups,
- view aggregate results by student group,
- compare test results by student group,
- use advanced filtering options,
- view student responses to test items,
- view detailed item information,
- view test-item results within a group, and
- access links to related Digital Library resources.

In addition to the features just listed, interim assessment results are now generally available within 20 minutes after all scoring, including hand scoring, has been completed.

Note: New user roles must be used to create and manage groups. See page 3 of the Smarter Balanced Reporting System User Guide for additional information.

Access to the IA Reporting System

LEA CAASPP coordinators are designated as authorized personnel by their superintendent at the beginning of the school year. The California Department of Education (CDE) will provide IA Reporting System access to the CAASPP coordinator of each California LEA. Each LEA CAASPP coordinator, in turn, will be authorized to grant access to LEA and school staff through the Smarter Balanced Administration and Registration Tools (ART) interface.

- Verify that you have received your login credentials from Smarter Balanced to the IA Reporting System. This is the same login used for the Smarter Balanced Digital Library. LEA CAASPP coordinators should contact the California Technical Assistance
Center by telephone at 800-955-2954 or by e-mail at caltic@ets.org for assistance with login credentials.

**Note:** Prior to granting access to users, the LEA CAASPP coordinator should consider state and federal privacy laws as well as local LEA policies. Instructions for adding educators to ART are provided in Appendix B.

Before CAASPP coordinators grant other LEA staff members access to the IA Reporting System, they should read and understand the user roles that are available as well as the implications of assigning the roles to authorized educators.

IA Reporting System users are an integral part in ensuring that the security controls provide the intended level of protection. All LEA representatives who are authorized to access the IA Reporting System are required to protect interim assessment reporting information in any form. This includes information contained on printed reports, data downloaded onto computers and computer media (e.g., compact discs, thumb/flash drives), information on user computer monitors, files transmitted via e-mail, or information in any other format.

### Data Security and Privacy

Personally identifiable information (PII) is protected through the latest encryption and security technology. Educators are only permitted to view data for students at either a school and/or LEA they have been explicitly authorized to view. Follow state and federal laws, as well as LEA policy, and only provide access to authorized individuals.

The Smarter Balanced IA Reporting System collects and maintains educational records that contain PII about students.

Smarter Balanced security controls are implemented to protect the information processed and stored within the system. Specifically, these control settings are designed to do the following:

- protect the privacy and confidentiality of the system information
- ensure that only authorized users (educators) access the system
- ensure that educators are uniquely identified when using the system
- associate and connect certain actions performed—within the system—to specific educators
- ensure that educators have access to perform only the actions they have been authorized to carry out

**Alert:** Access to student PII is strictly regulated by state and federal laws and LEA policies. The CDE does not provide legal interpretation of state or federal privacy laws. LEAs should consult with their local legal offices to ensure that local processes are in compliance with applicable state and federal laws and regulations.
Note: Interim assessment results are available within the IA Reporting System only for the LEA and school in which the student completed the test. The IA Reporting System does not currently account for student mobility throughout the year.

Logging In to the IA Reporting System

Follow the steps below to log in to the IA Reporting System. Users are only permitted to view data for students that they have been explicitly authorized to view by their LEA CAASPP coordinator.

1. Go to the CAASPP Portal Web site (http://www.caaspp.org/) and select the [Smarter Balanced Interim Assessments] button (Figure 87).

![Figure 87. Buttons on CAASPP Portal Web Site](image)
2. This will open the Interim Assessment Administration Resources Web page. Select the [Interim Assessment Reporting System] button (Figure 88).

![Figure 88. Buttons on Interim Assessment Administration Resources Web Page](image)

3. This will open the Smarter Balanced Reporting System Web page (Figure 89).

![Figure 89. Smarter Balanced Reporting System Web Page](image)
4. On the landing page, select the [Log In] button. This will open the Smarter Balanced Log In screen (Figure 90).

![Smarter Balanced Log In Screen](image)

**Figure 90. Smarter Balanced Log In Screen**

5. On the Log In screen, enter your username and password—this will be the same information you use to access the Smarter Balanced Digital Library.

For instructions on how to use the Interim Assessment Reporting System, please read the Smarter Balanced Reporting System User Guide.

In addition, the Smarter Balanced Interim Assessments Interpretive Guide is available to help educators, parents, and other stakeholders interpret interim assessment reports. The guide addresses questions of how to evaluate group, student, and item-level data from these assessments to improve teaching and learning.
Appendixes
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](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>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA CAASPP Coordinator</td>
<td>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.</td>
</tr>
<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 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.</td>
</tr>
<tr>
<td>Test Administrator</td>
<td>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.</td>
</tr>
</tbody>
</table>
## 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 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 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 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 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 IAHSS. (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

<table>
<thead>
<tr>
<th>Role Display Name in ART</th>
<th>Role Description</th>
<th>Role Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>PII (Personally identifiable information)</td>
<td>This role provides access to individual student assessment results for all students in institutions under the associated entities.</td>
<td>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.</td>
</tr>
<tr>
<td>PII_GROUP</td>
<td>This role restricts access to individual student assessment results for all students in student groups to which they are assigned.</td>
<td>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.</td>
</tr>
<tr>
<td>GROUP_ADMIN</td>
<td>This role enables creation and management of student groups within the institution to which they are assigned.</td>
<td>Only the designated student group administrator should be assigned this user role.</td>
</tr>
</tbody>
</table>

**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](https://art.smarterbalanced.org/)
3. Select the **Create/Modify User** button (Figure 92).

![Figure 92. ART Registration Options](image)

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

![Figure 93. User Search Screen](image)

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.
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.

5. **Add User Information Section**

   ![Add User Information Section](image)

   **Figure 94. Add User Information Section**

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

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](image)

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

![Figure 97. [Save] Button](image)

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

<table>
<thead>
<tr>
<th>Role Display Name in ART</th>
<th>Role Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Name*</td>
<td>• user’s first name&lt;br&gt;• up to 35 characters</td>
</tr>
<tr>
<td>Last Name*</td>
<td>• user’s last name&lt;br&gt;• up to 35 characters</td>
</tr>
<tr>
<td>E-mail Address*</td>
<td>• user’s e-mail address&lt;br&gt;• up to 128 characters in standard e-mail address format</td>
</tr>
<tr>
<td>Telephone Number</td>
<td>• telephone number including the area code, and optional extension&lt;br&gt;• up to 24 characters in XXX-XXX-XXXX xNNNNNNN format</td>
</tr>
<tr>
<td>Role*</td>
<td>• role assigned to the user; this list is prepopulated&lt;br&gt;• up to 30 characters</td>
</tr>
</tbody>
</table>
### Role Display Name in ART | Role Example
--- | ---
Associated Entity ID* *(CDS Code)* | • identifier of entity associated with the user; this list is prepopulated  
• up to 20 characters
Level* *(Responsible Entity Type)* | • 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)* | • 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 (CalTAC) 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>
<thead>
<tr>
<th>Role Display Name in ART</th>
<th>Role Example</th>
</tr>
</thead>
</table>
| First Name* | • user’s first name  
• up to 35 characters |
| Last Name* | • user’s last name  
• up to 35 characters |
| E-mail Address* | • user’s e-mail address  
• up to 128 characters in standard e-mail address format |
| Telephone Number | • telephone number including the area code, and optional extension  
• up to 24 characters in XXX-XXX-XXXX xNNNNNNN format |
| Role* | • role assigned to the user; this list is prepopulated  
• up to 30 characters |
| Associated Entity ID* *(CDS Code)* | • 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 | • name of entity associated with the user |
| Level* *(Responsible Entity Type)* | • 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)* | • State abbreviation: CA |
| DELETE* | • 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 CalTAC by telephone at 800-955-2954 or by e-mail at caltac@ets.org.
Appendix B. Register Users and Assign Permissions for the Interim Assessment Reporting System

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.


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](image)

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](image)

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

### To Authorize Restricted Access to Student Group Results

7. 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 \(\checkmark\) 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).
Appendix B. Register Users and Assign Permissions for the Interim Assessment Reporting System

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.

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>
<thead>
<tr>
<th>Interim Assessment Achievement Level</th>
<th>Summative Assessment Achievement Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Standard Not Met</td>
</tr>
<tr>
<td>Level 2</td>
<td>Standard Nearly Met</td>
</tr>
<tr>
<td>Level 3</td>
<td>Standard Met</td>
</tr>
<tr>
<td>Level 4</td>
<td>Standard Exceeded</td>
</tr>
</tbody>
</table>

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>
<thead>
<tr>
<th>Mathematics</th>
<th>ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Claims List</td>
<td></td>
</tr>
<tr>
<td>• Concepts and Procedures</td>
<td>• Reading</td>
</tr>
<tr>
<td>• Problem Solving and Modeling &amp; Data Analysis</td>
<td>• Writing</td>
</tr>
<tr>
<td>• Communicating Reasoning</td>
<td>• Listening</td>
</tr>
<tr>
<td></td>
<td>• Research &amp; Inquiry</td>
</tr>
</tbody>
</table>
Reporting provides claim-level insights for individual students, but claim-level aggregations are not supported.

**Claim Calculation Details and Levels Determination**


**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

<table>
<thead>
<tr>
<th>Above Standard</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Near Standard</td>
<td>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.</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>High School</th>
<th>Grades 6–8</th>
<th>Grades 3–5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 4</strong></td>
<td><strong>Level 4</strong></td>
<td><strong>Level 4</strong></td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level 3</th>
<th>Level 3</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 course work.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>English Language Arts/Literacy Reporting Achievement Level Descriptors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School</td>
<td>Grades 6–8</td>
<td>Grades 3–5</td>
</tr>
<tr>
<td>Level 2</td>
<td>Level 2</td>
<td>Level 2</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Level 1</td>
<td>Level 1</td>
<td>Level 1</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>
### Table C.5. Mathematics Reporting Achievement Level Descriptors

<table>
<thead>
<tr>
<th>Mathematics Reporting Achievement Level Descriptors</th>
<th>High School</th>
<th>Grades 6–8</th>
<th>Grades 3–5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 4</strong></td>
<td>Level 4</td>
<td>Level 4</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td><strong>Level 3</strong></td>
<td>Level 3</td>
<td></td>
<td>Level 3</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td><strong>Level 2</strong></td>
<td>Level 2</td>
<td></td>
<td>Level 2</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td><strong>Level 1</strong></td>
<td>Level 1</td>
<td></td>
<td>Level 1</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>

### 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 (CalTAC) 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.

CalTAC 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/