Administer Interim Assessments

**Resources Linked in This Section:**
- California Assessment of Student Performance and Progress (CAASPP) website—[http://www.caaspp.org/](http://www.caaspp.org/)

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; and
- report a security compromise to the local educational agency (LEA) CAASPP coordinator. (The Security and Test Administration Incident Reporting System process is not used to report incidents for CAASPP interim assessments.)

**What’s New**
A progress bar has been added to the Test Administrator Interface landing page, which shows the percentage of a student’s test that has been completed in the current test session (Figure 8).

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

More detailed procedures are outlined in the subsections that follow.

Overview of the Test Administrator Interface

Figure 9 is a numbered description of the Test Administrator Interface landing page.

![Test Administrator Interface landing page](image)

**Figure 9. Test Administrator Interface landing page**

1. **[Student Lookup]** button: This button searches for student information that has been entered.
2. **[Approved Requests]** button: This button displays a list of print requests approved during the current session.
3. **[Print Session]** button: This button prints the current test session, with all students in the session, as it currently appears on the screen.
4. **[Help Guide]** button: This button displays the *Online Test Administrator Reference Guide*.
5. **[Alerts]** button: This button displays statewide alert messages from the California Department of Education (CDE) (e.g., a network issue of which LEAs should be aware).
6. **[Logout]** button: This button logs the user off the Test Administrator Interface.
7. **[Stop Session]** button: This button ends the test session. (This button is available only after the test session has been started.)
8. **Session ID**: This feature displays the unique ID generated for the test session. (This feature is available only after the test session has been started.)
9. [Select Tests] button: This button opens the Test Selection window.
10. [Approvals (#)] button: This button opens the Approvals and Student Test Settings window. (This button is available only after the test session has been started.)
11. [Refresh] icon [(]): This icon updates the on-screen information.
12. Students in Your Operational Test Session table: This table displays the testing progress for students in the current test session. (This table is available only after the test session has been started.)
13. Progress Bar: This bar displays the testing progress for students in the current test session.

Alert: Using the web browser’s refresh button will cause the test administrator to be logged off 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 Logon Cards

Each student will log on to the test delivery system (TDS) via a secure browser using the student’s 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 logon process.

2. Print the SSID and the student’s first name on a card or piece of paper and distribute to each student just prior to testing to help the students type the logon information accurately. Cards or papers may include additional information to ensure students are properly identified. This additional information may include the student’s last name, birth date, or picture.

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

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

Alert: Student logon 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.

1. **Disable pop-up blockers.** Refer to Technical Requirements in chapter 1 for help.

2. Go to the CAASPP website and select the [Smarter Balanced Interim Assessments] button.

3. Select the [Test Administrator Interface for All Online Tests] button (Figure 10).

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### Figure 10. [Test Administrator Interface for All Online Tests] button

<table>
<thead>
<tr>
<th>Interim Assessment Administration Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interim Assessment Viewing System</strong></td>
</tr>
<tr>
<td>Select this button to access the interim assessments for professional development and training purposes.</td>
</tr>
<tr>
<td><strong>Test Operations Management System (TOMS)</strong></td>
</tr>
<tr>
<td>Select this button to assign user roles for the Digital Library and California Educator Reporting System, and to view student test settings, including accommodations, before interim testing begins. Note: To create/manage student groups, go to the California Educator Reporting System.</td>
</tr>
<tr>
<td><strong>Test Administrator Interface for All Online Tests</strong></td>
</tr>
<tr>
<td>Select this button to access the Test Administrator Interface that is used to access all CAASPP online assessments including the summative, interim, and alternate assessments.</td>
</tr>
<tr>
<td><strong>Completion Status/ Roster Management</strong></td>
</tr>
<tr>
<td>Select this button to access the system that will allow you to see the completion status for students taking the interim assessments.</td>
</tr>
<tr>
<td><strong>Hand Scoring Training Guides and Exemplars</strong></td>
</tr>
<tr>
<td>Select this button to access the interim assessment hand scoring training guides and exemplars. Upon selecting this button, select the [Resources] tab at the top.</td>
</tr>
<tr>
<td><strong>Interim Assessment Hand Scoring System</strong></td>
</tr>
<tr>
<td>Select this button to access the system that will allow you to score student responses to interim assessment items that require hand scoring.</td>
</tr>
<tr>
<td><strong>California Educator Reporting System</strong></td>
</tr>
<tr>
<td>Select this button to access interim assessment results or, for group administrators only, create/manage student groups.</td>
</tr>
<tr>
<td><strong>Reporting System Sandbox</strong></td>
</tr>
<tr>
<td>Select this button to access the sandbox training tool. Username and password are not required, but users are prompted to select a role before entering the sandbox.</td>
</tr>
</tbody>
</table>

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**Additional Resources**

- Visit the [California Department of Education](https://www.cde.ca.gov) for more information about CAASPP testing in California.
- Visit the [ELPAC website](https://www.cde.ca.gov/tp/ac/se) to learn more about the English Language Proficiency Assessments for California.
- Visit the [Student Accessibility Resources and Test Settings](https://www.caaspp.org) web page.
4. **Log on** by entering the username and password on the *Logon* screen (Figure 11) and selecting the [Secure Logon] button.

![Logon screen](image)

**Logon**

- **Email Address**
- **Password**

[Forgot Your Password?]

[Secure Logon]

**First Time User?**

If you have not received your activation e-mail or if your link has expired, you may request a new link.

[Request one now]

**Register for Digital Library?**

The Digital Library features classroom and professional learning resources created and approved by teachers. Click below to register.

[Register]

**Figure 11. Logon screen**
Step 3. Select Interim Assessments

1. Select the [Select Tests] button (Figure 12).

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 13).
3. **Select the appropriate content area and test for the class/student(s) 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 14, Grade 04 ELA Interim Test (ICA) has been selected.

![Figure 14. Select a content area and grade]

**Alert:** Care must be taken to select the correct ICA or IAB to administer. Errors in interim assessment selection cannot be appealed.

**Warning:** For ICAs, scoring (including any hand scoring) for both the performance task and the computer-based test must be completed and submitted to produce results in CERS.
4. **Read and acknowledge the security reminder** (Figure 15 and Figure 16). 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.

![ICA Security Reminder](image1.png)

**Figure 15. ICA Security Reminder pop-up window**

![IAB Security Reminder](image2.png)

**Figure 16. IAB Security Reminder pop-up window**
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 17). 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.

![Figure 17. Multiple tests selected](image-url)
6. **Select the [Start Operational Session] button** (Figure 18). This will generate a pop-up window asking for the manner of administration for the test session to be set.

**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.

![Figure 18. Start Operational Session](image)

**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 selected when administering any IAB or ICA.

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 to consider include, but are not necessarily limited to, the extent of the following:

- The student has been exposed previously to the interim assessment items or 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 the student's individualized education program or Section 504 plan, and in a manner consistent with how the student performs work in class.
- 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 the selection (Figure 19). Then select [OK].

Figure 19. Setting the Manner of Administration for the test session

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 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 corner of the screen (Figure 20).

Test administrators should write the test Session ID on the board or another place where students can access it. The test Session ID must be entered as it is written, without extra spaces or characters (Figure 20). Make sure to retain the Session ID until testing is complete. If a student pauses the test during a test session, that student will need the same Session ID 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 21). 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.

Figure 21. Test Addition message box

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 the test administrator manually stops the session or logs off the Test Administrator Interface. While a student can resume a test opportunity in a new session, the current test session cannot be resumed. For students to resume testing, 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 TDS using the secure browser.

**Note:** Student logon cards with the student first name and SSID must be prepared locally. They are not provided by Educational Testing Service or the CDE.

**Steps for Student Logon:**

1. Launch the secure browser.
2. Each student will sign in with the following information (*Figure 22*):
   a. First Name
   b. SSID
   c. Session ID
3. Select the [*Sign In*] button.

*Figure 22. Student Secure Browser Sign-In screen*
4. On the Is This You? screen, the student verifies the first name (Figure 23).

![Is This You? screen](image)

**Figure 23. Is This You? screen**

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

**Alert:** Remind students to carefully check the 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 can access a number of available tests and can select from the available tests (Figure 24). 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 “Mathematics” and the test type “Interim Test (ICA),” “Performance Task (ICA),” or a specific IAB.

![Figure 24. Sample of Your Tests screen](image)
4. Students wait until the test administrator approves the request (Figure 25) in Step 7. View and Approve Student Test Selection and Settings.

![Waiting for Approval pop-up window](image)

**Figure 25. Waiting for Approval pop-up window**

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

After students log on and select an assessment, the test administrator approves a student for assessment (Figure 26). 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, or 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

1. **[Approve All Students]** button: This button allows the test administrator to approve all students presently awaiting approval.

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

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

4. **SSID**: This feature displays the student’s SSID.

5. **Opportunity number (Opp #)**: This feature displays the current number of attempts made by the student on this particular assessment.

6. **See Details**: This column indicates whether the student is using either the default or custom accessibility settings. The [View] icon [菪] 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 a button to perform an action: selecting the [Approve] icon [✓] approves the student’s test request and selecting the [Deny] icon [✗] denies 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 27 and Figure 28). The number of students awaiting approval is indicated by the number in the red circle within the [Approvals (#)] button.

- [Approvals (#)] button will not be visible if there are no students awaiting approval.

To view the Approvals and Student Test Settings screen (Figure 29), 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 29 there is a single student awaiting approval of two tests: a Grade 05 ELA ICA and a Grade 05 Math ICA.

![Figure 27. No students awaiting approval](image1)

![Figure 28. Students awaiting approval](image2)

![Figure 29. Approvals and Student Test Settings screen](image3)
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 [🔗] to display the student Test Settings screen (Figure 30).

![Student Test Settings screen](image)

Figure 30. Student Test Settings screen

This setting is applied only to interim assessments. Only set the Manner of Administration on this page to select an option for this student that is different from what was previously selected for the test session. If Standardized/Benchmark or Nonstandardized is selected on this page, that selection will be applied in the California Educator Reporting System (CERS). If the default blank setting on this page is left, the selection made for the test session will be applied in CERS.
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 [↩️] for that student (Figure 31), which opens the Test Settings screen (Figure 32).

![Figure 31. [View] icon](image)

After the test administrator ensures that each student’s accessibility resources are set correctly, then the administrator can select one of three options (Figure 32):
Figure 32. *Test Settings* screen for [Student Name]
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 33) 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 33). The student will be logged off 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 33. Approve or deny students](image)

**Note:** The test administrator may approve all students who appear in the list. However, subsequent students who log on to the test session after the Approvals screen has been opened 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 [x], the test administrator will be prompted to provide a reason for the denial (Figure 34). This is optional, but recommended. The student will then be logged off and directed to the Sign In screen.

Figure 34. Reason for Denial text box

Once the student’s test settings are approved, the student can access the Your Tests screen (Figure 35) and will be able to proceed with the first test. Upon selecting a test, the student can access the Instructions and Help screen (Figure 36).

Figure 35. Your Tests screen
Instructions and Help
You may select the question mark button to access this Help Guide at any time during your test.

Help Guide
The Help Guide can be accessed at any time by using the button on the top part of the test page.

Test Settings
Use this button to review your test settings

Figure 36. Instructions and Help screen
Step 8. Monitor Student Progress

Test administrators can monitor student progress by using the *Students in your Operational Test Session* screen (Figure 37). This screen allows the test administrator to view the test on which each student is working, the number of test items responded to, and the present status of the assessment.

**Operational Test Session**

![Students in your Operational Test Session table](image)

**Figure 37. Students in your Operational Test Session table**

**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 4 describes the information displayed in the *Students in your Operational Test Session* screen for each student in the test session.

### Table 4. Operational Test Session Column Descriptions

<table>
<thead>
<tr>
<th>Column</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Information</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) and the SSID associated with the student (from CALPADS).</td>
</tr>
<tr>
<td>Opportunity Number (Opp #)</td>
<td>Each student’s record indicates the opportunity number for that student’s subject test. <em>Each student has three opportunities for ICAs and an unlimited number of opportunities for IABs.</em></td>
</tr>
<tr>
<td>Test</td>
<td>The name of the test the student is taking.</td>
</tr>
<tr>
<td>Progress</td>
<td>A progress bar shows the percentage of the test completed.</td>
</tr>
<tr>
<td>Test Status</td>
<td>This column lists the current status for each student in the test session. The [more info] button will provide further description about the status.</td>
</tr>
</tbody>
</table>
| Test Settings              | Each student’s test will display one of the following settings:  
  • Default Settings: Indicates that the default test settings are applied for this student’s test opportunity.  
  • Custom Settings: Indicates that one or more of the student’s test settings differs from the default settings.  
  The [View] icon [ether] displayed in this column is selectable. Select the icon to view a student’s test settings.                                                                 |
| Actions                    | Select the [Pause] button to pause a student’s test. The student will be logged off.  
  When a student requests a printout of a reading passage or other test material, a [Print] icon [ether] will appear in this column. Select the [Print] icon to review and authorize or deny the student’s request. |
Student Test Status Types

Table 5 describes the statuses that appear in the Test Status column (Figure 38) in the Operational Test Session table. The status types in the table are listed chronologically as displayed during the testing process.

![Figure 38. Test Status column](image)

<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>
<tr>
<td>Started</td>
<td>The student has started testing. The progress bar shows the percentage of the test completed. <em>It does not indicate which item or item page the student is actively viewing.</em></td>
</tr>
<tr>
<td>Review</td>
<td>The student has answered all items and is currently reviewing those answers before submitting the test for scoring. <em>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.</em></td>
</tr>
<tr>
<td>Completed</td>
<td>The student has submitted the test. No additional action can be taken by the student.</td>
</tr>
<tr>
<td>Scored*</td>
<td>The TDS has processed the student’s responses to items on the test. <em>This status does not show in the Student Status column.</em></td>
</tr>
<tr>
<td>Submitted</td>
<td>The test has been submitted for quality assurance review and validation to ultimately populate in the California Educator Reporting System.</td>
</tr>
</tbody>
</table>
The status types described in Table 6 may appear when a student is listed in the Operational Test Session table but is not actively answering items.

### Table 6. 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>
<tr>
<td>Paused</td>
<td>The student’s test is currently paused. The following scenarios will result in a paused status:</td>
</tr>
<tr>
<td></td>
<td>• The student pauses the test by selecting the [Pause] button.</td>
</tr>
<tr>
<td></td>
<td>• The student is idle longer than 20 minutes, and the test pauses automatically.</td>
</tr>
<tr>
<td></td>
<td>• The test administrator has paused the student’s test.</td>
</tr>
<tr>
<td></td>
<td>• The test administrator has stopped the session.</td>
</tr>
<tr>
<td></td>
<td>• A technical problem with the student’s device or secure browser results in a loss of connection to the test delivery system.</td>
</tr>
<tr>
<td></td>
<td>The time listed with this status indicates how long the student’s test has been in the paused status.</td>
</tr>
<tr>
<td>Pending</td>
<td>The student is awaiting test administrator approval for a new test opportunity.</td>
</tr>
<tr>
<td>Suspended</td>
<td>The student is awaiting test administrator approval to resume a test opportunity.</td>
</tr>
</tbody>
</table>

### Pause a Student’s Test

Test administrators can pause an individual student’s test using the Pause Test button in the Operational Test Session table (Figure 39).

![Figure 39. Pause Test button](image)

Students whose tests are paused will be logged off and returned to the Sign In screen. If they wish to reenter the session, they will need to log on and proceed through the approval process again. If the session has been stopped, the student will need to obtain a new Session ID 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 the student’s test should be paused.

![Alert: Students whose tests are paused for more than 20 minutes cannot return to previous items in the test. When these students resume testing, the students 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 off and log on again to select the correct test.

![Warning: If test administrators are using the Test Administrator Interface to administer an interim assessment and navigate away from the interim assessment session to another interface or website, then the session will stop and all students in the session will be logged off. The session cannot be resumed. A new session will have to be created, and the students will have to log on to the new session to resume testing. When starting a new session, give the new Session ID to the students so the students can log on and resume testing.]

![Alert: If test administrators accidentally close the Test Administrator Interface while students are still testing, the session will remain open for 30 minutes, and then the session will time out. The web browser can be reopened and the test administrator can navigate back to the Test Administrator Interface. The test administrator will be prompted to enter the active Session ID to continue the current session.]
Alert: As a security measure, test administrators and students are automatically logged off after 30 minutes of user inactivity. If the test administrator is logged off, 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 on using the new Session ID to resume testing. When the test administrator starts a new session, the test administrator gives the new Session ID to the students so the students can log on and resume testing. If a student is logged off, the test is paused and that student is logged off the secure browser. The student will need to log on to the secure browser using a newly generated Session ID to resume testing. Students are able to log on to a given test using as many unique Session IDs as is necessary to complete the test.

Step 9. Stop or Log Off a Test Session

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

- Intentional Test Session Stop
- Intentional Test Session Log Off
- Unintentional Test Session Stop
- Unintentional Test Session Log Off

Intentional Test Session Stop

If the test administrator selects the large [Stop] button, this will automatically pause all tests in that session, and the students will be automatically logged off. Although 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 starting a new session, give the new Session ID to the students so that the students may log on and resume testing.

1. Select the [Stop] button in the top portion of the screen (Figure 40).

Figure 40. Test Administrator Banner [Stop] button
2. An *Important!* pop-up message box will appear, requesting verification to end the session and log off students.

3. Select the [OK] button to continue (Figure 41).

![Figure 41. Pop-up message box](image)

Users should exit or log off the Test Administrator Interface only after stopping the test session. Regardless of when or how users log off or navigate away from the Test Administrator Interface, student data will *not* be lost.

**Intentional Test Session Log Off**

To log off the Test Administrator Interface and all other Single Sign-On System applications, select the [Logout] button in the top-right corner of the screen. The session will be closed, and the screen will return to the CAASPP website after logoff. The test session will not be able to be resumed.

**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 the test administrator 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 there is a need to access TOMS or another application, the test administrator is encouraged to open a separate web browser window and use that window for other applications.
Unintentional Test Session Log Off

In case of an unintentional log off the Test Administrator Interface while students are still testing, all in-progress tests in the session will be paused, and the status of the session will change to “closed.” The test administrator 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 off after 30 minutes of user inactivity. If the test administrator is logged off, all student tests will be paused and the test session will close. If this occurs, create a new session, and have students log on to the new session to resume testing. When a new session is started, give the new Session ID to the students so that the students can log on and resume testing. If a student is logged off, the test is paused and that student is logged off the secure browser. The student will need to log on to the secure browser to resume testing.

Test Expiration

The interim assessments use the same test expiration rules as the summative online assessments. After the student begins testing, the

- performance tasks (both for the ICAs and IABs) will expire in 10 calendar days; and
- computer-based tests (ICAs and the nonperformance task IABs) will expire in 45 calendar days.

If a student is unable to return to and complete the test before it expires, the partial test will be scored and reported to the California Educator Reporting System only if the assessment does not contain an item that requires hand scoring. For interim assessments that contain hand scored items, hand scoring must be completed and submitted to produce results in CERS.
Alert (or Crisis) Papers

All CAASPP assessment responses, including those made on interim assessments, are processed to capture student responses that warrant a local educational agency’s (LEA’s) immediate attention. Examples include responses in which students indicate or suggest that they are experiencing or have experienced some kind of physical or emotional abuse or neglect, that they may harm themselves or others, or that they are experiencing severe distress.

The processing application flags certain words in the response that may identify a potential alert and scans any text a student enters in the TDS, including the Notes field. If a student response is identified as being a potential alert paper, ETS notifies the student’s LEA superintendent and LEA CAASPP coordinator.
Student Accessibility Resources

Resources Linked in This Section:

- California Assessment of Student Performance and Progress (CAASPP) Student Accessibility Resources and Test Settings web page—http://www.caaspp.org/administration/accessibility/
- CAASPP Manuals and Instructions web page—http://www.caaspp.org/administration/instructions/
- California Department of Education (CDE) Student Accessibility Resources web page—https://www.cde.ca.gov/ta/tg/ca/accesssupport.asp
- California Student Assessment Accessibility for English Language Arts/Literacy web document—https://www.cde.ca.gov/ta/tg/ca/documents/elaresources1119.pdf
- Smarter Balanced 100s Number Table—http://www.caaspp.org/rsc/pdfs/CAASPP.hundreds-number-table.pdf
- Smarter Balanced Multiplication Table web document—http://www.caaspp.org/rsc/pdfs/CAASPP.multiplication-table.pdf
What’s New

<table>
<thead>
<tr>
<th>Feature</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional translation glossaries</td>
<td>Hmong and Somali translation glossaries were added to all interim assessments.</td>
</tr>
<tr>
<td>Illustration glossaries</td>
<td>This is a new accessibility resource added to all interim assessments where illustrations are provided instead of text translations.</td>
</tr>
</tbody>
</table>

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 the CDE California Student Assessment Accessibility for English Language Arts/Literacy and California Student Assessment Accessibility for Mathematics web documents, which are linked as PDFs on the CDE Student Accessibility Resources web page. Additional details can be found in the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines.

**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 plan.

**Universal Tools for all CAASPP Assessments**

The online tools described in Table 7 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 7. Universal Test Tools**

<table>
<thead>
<tr>
<th>Test Tool</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>[?] Icon</td>
<td>To access the <em>Test Instructions and Help</em> screen at any time, select the [?] icon.</td>
</tr>
<tr>
<td>[Zoom In] and [Zoom Out]</td>
<td>To reduce or enlarge the text display 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>
</tbody>
</table>
Table 7 (continuation)

<table>
<thead>
<tr>
<th>Test Tool</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expandable Passages</strong></td>
<td>Passages and stimuli can be expanded for easier readability. For more information, refer to the <a href="#">Expandable Passages</a> section.</td>
</tr>
<tr>
<td><strong>Highlighter</strong></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 <a href="#">Highlight</a> button. The selected text will become yellow.</td>
</tr>
<tr>
<td></td>
<td><em>Note: Text in images cannot be highlighted. Highlights will be saved after a student resumes testing after a pause.</em></td>
</tr>
<tr>
<td><strong>Keyboard Navigation</strong></td>
<td>Navigation throughout text can be accomplished by using a keyboard.</td>
</tr>
<tr>
<td><strong>Line Reader</strong></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><strong>Mark (Flag) for Review</strong></td>
<td>Open the context menu for an item and select the <a href="#">Mark for Review</a> button.</td>
</tr>
<tr>
<td></td>
<td><em>Note: The context menu is described in greater detail in the <a href="#">Context Menus Overview</a> subsection.</em></td>
</tr>
<tr>
<td><strong>Notepad</strong></td>
<td>Students may select the <a href="#">Notepad</a> button in the context menu for any item they would like to take notes for.</td>
</tr>
<tr>
<td><strong>Strikethrough</strong></td>
<td>This allows students to cross out answer options for selected-response items. Open the context menu for an answer option, then select the <a href="#">Strikethrough</a> button. A thick gray line will appear over the answer option.</td>
</tr>
<tr>
<td><strong>Thesaurus (for ELA performance task full writes)</strong></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. The use of this universal tool may require more time to complete the assessment.</td>
</tr>
<tr>
<td><strong>Tutorial</strong></td>
<td>In the context menu for an item, select the <a href="#">Tutorial</a> button to view a brief video about the item type (e.g., selected-response, constructed-response).</td>
</tr>
</tbody>
</table>
Expandable Passages

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 can access a button in the upper-right corner of the passage section that shows a double arrow (Figure 42). This is the [Expand/Collapse Passage] icon.

![Sample Passage Title](image)

Figure 42. [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 (Table 8) are available for ELA performance task tests.

<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>

Note: Spell check and writing tools cannot be turned off for tests containing writing responses.
Table 8 (continuation)

<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 the 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 7, 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 nine, ten, and eleven)
- **Math tools**: These digital tools (i.e., embedded ruler, embedded protractor) are used for measurements related to mathematics 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 previously listed. **While a test administrator may set one of these resources for a student in a student’s 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” in TOMS.

**ASL 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.

![Figure 43. Passage context menu with ASL](image)

![Figure 44. Sample ASL video in test](image)

**To access the ASL tool:**

1. Open the passage [Context Menu].
2. Select the [American Sign Language] button (Figure 43). The video will open in the lower-left corner of the screen (Figure 44).
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 45) allows students to select the desired position of the video.

![Figure 45. 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 Glossary (Translation and Illustration) Designated Supports

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 and Illustration Glossary tool are designated supports but are available for interim assessments without setting the support(s) in TOMS. Translations and illustrations are available only for mathematics tests. All glossary 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 46). 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.

![Figure 46. Sample Glossary window displaying two glossaries](image)

**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 47 shows answer options that have been selected for masking. Figure 48 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 \[\text{Masking}\]. The button will be shaded orange after it has been selected.
2. Using the mouse, select and drag the cursor until the area intended to be covered 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 shaded orange), other areas can be masked.
   b. To close a masked area, select the [X] icon \[\text{X}\] 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 be shaded orange after it has been selected.
2. With a finger, tap and drag until the area intended to be covered is fully selected. The preview will have a dashed border.
3. Remove the finger from the screen. The masked area will become dark gray.
   a. As long as the Masking tool is active (i.e., the button is shaded orange), other masked areas can be added.
b. To close the masked area, tap the [X] icon 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 or 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 can access the [Print Passage] button or [Printer] button for each item. Students who do not have an approved print-on-demand accommodation cannot access 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 49) or context menu (Figure 50).

2. The following options may be available:
   a. **Print Page:** Print all test content on the page (e.g., passage and items).
   b. **Print Passage:** Print only the passage on the page.
   c. **Print Item:** Print only the selected item.
3. Once the print request has been sent, the student is presented with a message (Figure 51) indicating that the request has been sent to the test administrator. After selecting the [OK] button, the pop-up window closes.

![Figure 51. Print Request submitted message](image)

4. On the Test Administrator Interface, the [Print] icon will appear in the Requests column in the Students in your Operational Test Session table (Figure 52). Select the icon to view the student’s request.

![Figure 52. Test Administrator Interface [Print] icon](image)

5. Review the print request (Figure 53). If the print request is approved, 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 the screen at any time.
6. 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 the printer (e.g., fit to page).

7. 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.

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

![Print Request preview](image)

**Figure 53. Print Request preview (Test Administrator Interface)**

**Text-to-Speech Speak Tool**

Students using TTS can use the Speak tool to listen to passages, test questions, or test questions and options (Figure 54).

![Speak tool options](image)

**Figure 54. Speak tool options for items**

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

**Access the Speak Tool:**
Open the context menu for an area that contains text. The context menu will appear with the available [Speak] drop-down options (Figure 54). Refer to the Context Menus Overview subsection for descriptions on opening context menus on different testing devices.

1. 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 9 lists the student accessibility resources available for CAASPP assessments. 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>
</table>
| Abacus       | • Abacus is not selected.  
• Abacus is selected. | mathematics | This tool may be used in place of scratch paper for students who typically use an abacus. | Non-embedded accommodation |
| Alternate Response Options (including any external devices/assistive technologies) | • **Alternate Response is not selected.**  
• Alternate Response is selected. | ELA  
• mathematics  
• performance task | Alternate response options include but are not limited to adapted keyboards, large keyboards, Sticky Keys, Mouse Keys, Filter Keys, adapted mouse, touch screen, head wand, and switches. | Non-embedded accommodation |
| American Sign Language (for ELA Listening and Math Items) | • **Do not show ASL videos.**  
• Show ASL videos. | ELA (listening)  
• mathematics  
• performance task | • Test content is translated into ASL video. An ASL human signer and the signed test content are viewed on the same screen.  
• This is not available for the California Alternate Assessments (CAAs). | Embedded accommodation |
Table 9 (continuation 1)

<table>
<thead>
<tr>
<th>Display Name</th>
<th>Value Definition</th>
<th>Test</th>
<th>Setting Definition</th>
<th>Type</th>
</tr>
</thead>
</table>
| Amplification| • Amplification is not selected.  
• Amplification is selected. | • ELA  
• mathematics | Students may adjust the volume control beyond the testing device’s built-in settings using headphones or another non-embedded device. | Non-embedded designated support |
| Audio Transcript | • Audio Transcript is not selected.  
• Audio Transcript is selected. | • ELA | Content that is accessed through listening during the course of the assessment with the option of closed captioning is made available in braille or on-screen as a single text presentation (rather than one line at a time as provided by closed captioning). | Embedded accommodation |
| Bilingual Dictionary (for ELA Full Writes) | • Bilingual Dictionary is not selected.  
• Bilingual Dictionary is selected. | • ELA  
• performance task | • A bilingual or dual-language word-to-word dictionary is a language support.  
This is not available for the CAAs. | Non-embedded designated support |
| Braille      | • Braille is not selected.  
• Braille is selected. | • ELA  
• mathematics  
• performance task | • Braille is a presentation support.  
This is not available for the CAAs. | Embedded accommodation |
Table 9 (continued 2)

<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>Calculator (Grades 6–11 for ICAs)</td>
<td>• Calculator is not selected.</td>
<td>• mathematics</td>
<td>• A calculator can be accessed for calculator-allowed items.</td>
<td>Non-embedded accommodation</td>
</tr>
<tr>
<td></td>
<td>• Calculator is selected.</td>
<td></td>
<td>• The student may use the calculator offered with assistive technology devices (such as a talking calculator or a braille calculator).</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• This is allowed in grades 6–11.</td>
<td></td>
</tr>
<tr>
<td>Closed-Captioning (for ELA Listening Items)</td>
<td>• Closed Captioning is not selected.</td>
<td>• ELA (listening)</td>
<td>• Printed text that appears on the computer screen as audio materials are presented.</td>
<td>Embedded accommodation</td>
</tr>
<tr>
<td></td>
<td>• Closed Captioning is selected.</td>
<td></td>
<td>• This is for ELA Listening items only.</td>
<td></td>
</tr>
<tr>
<td>Color Contrast (EMBEDDED)</td>
<td>• Color Contrast is not selected; the default is Black on White.</td>
<td>• ELA</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></td>
<td>• Reverse Contrast</td>
<td>• mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Black on Rose</td>
<td>• performance task</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Medium Gray on Light Gray</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Yellow on Blue</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table 9 (continuation 3)

<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>Color Contrast (NON-EMBEDDED)</td>
<td>• Color Contrast is not selected.</td>
<td>• ELA</td>
<td>Test content of online items may be printed with different colors.</td>
<td>Non-embedded designated support</td>
</tr>
<tr>
<td></td>
<td>• Color Contrast 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>Color Overlays</td>
<td>• Color Overlays is not selected.</td>
<td>• ELA</td>
<td>Color transparencies are placed over a paper-based assessment.</td>
<td>Non-embedded designated support</td>
</tr>
<tr>
<td></td>
<td>• Color Overlays 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>Magnification</td>
<td>• Magnification is not selected.</td>
<td>• ELA</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></td>
<td>• Magnification 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>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 attention on a specific part of a test item by masking.</td>
<td>Embedded designated support</td>
</tr>
<tr>
<td></td>
<td>• Masking 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>
</tbody>
</table>
Table 9 (*continuation 4*)

<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>Mouse Pointer</td>
<td>• <em>Mouse Pointer is not selected.</em></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 the 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>
</tbody>
</table>

*CAASPP Interim Assessment User Guide January 2020*
Table 9 (continuation 5)

<table>
<thead>
<tr>
<th>Display Name</th>
<th>Value Definition</th>
<th>Test</th>
<th>Setting Definition</th>
<th>Type</th>
</tr>
</thead>
</table>
| Multiplication Table (NON-EMBEDDED) (Grades 4–8 and Grade 11) | • Multiplication Table is not selected.  
• Multiplication Table is selected. | • mathematics | • A paper-based single-digit (1–9) multiplication table is provided.  
• This is allowed in grades four through eight and grade eleven. | Non-embedded accommodation |
| Noise Buffers | • Noise Buffers is not selected.  
• Noise Buffers is selected. | • ELA  
• mathematics  
• performance task | Noise buffers are, for example, ear mufflers, white noise, or other equipment used to block external sounds. | Non-embedded designated support |
| Print on Demand | • Print on Demand is not selected. | • ELA  
• mathematics  
• performance task | 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. | Non-embedded accommodation |
Table 9 (continuation 6)

<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</td>
<td>Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the Smarter Balanced Scribing Protocol. 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>performance task</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</td>
<td>• Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the Smarter Balanced Read Aloud Guidelines. 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>mathematics</td>
<td>• This does not apply to ELA passages.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>performance task</td>
<td>Read Aloud in Spanish (M) is set in field AG in the Online Student Test Settings template; the qualified human reader uses the Smarter Balanced Read Aloud Guidelines in Spanish.</td>
<td></td>
</tr>
</tbody>
</table>
Table 9 (continuation 7)

<table>
<thead>
<tr>
<th>Display Name</th>
<th>Value Definition</th>
<th>Test</th>
<th>Setting Definition</th>
<th>Type</th>
</tr>
</thead>
</table>
| Scribe                                | • Scribe is not selected.  
  • Scribe is selected.                                                                                                                                                                                               | • ELA  
  • performance task                     | Students dictate 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 Smarter Balanced Scribing Protocol.                                                                                   | Non-embedded accommodation            |
| Scribe (for ELA non-writing items and Math items) | • Scribe for items is not selected.  
  • Scribe for items is selected.                                                                                                                                               | • ELA  
  • mathematics  
  • performance task                     | Students dictate 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 Smarter Balanced Scribing Protocol.                                                                                   | Non-embedded designated support       |
| Separate Setting                      | • Separate Setting is not selected.  
  • Separate Setting is selected.                                                                                                                                                                           | • ELA  
  • mathematics  
  • performance task                     | The test location is altered so that the student is tested in a setting different from that made available for most students.  
  The test is administered at the most beneficial time of day for the student.  
  Special lighting, acoustics, or adaptive furniture are to be used.                                                                                           | Non-embedded designated support       |
Table 9 (continuation 8)

<table>
<thead>
<tr>
<th>Display Name</th>
<th>Value Definition</th>
<th>Test</th>
<th>Setting Definition</th>
<th>Type</th>
</tr>
</thead>
</table>
| Speech-to-text                         | • **Speech-to-text is not selected.**<br>• Speech-to-text is selected.                                      | • ELA                     | • Voice recognition allows students to use their voices as input devices to the computer, to dictate responses, or to 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 personal assistive technology devices.  
• This is not available for the CAAs. | Non-embedded accommodation                                                                       |
| Text-to-speech Passages (for ELA Reading) (EMBEDDED) | • **Text-to-speech Passages for ELA reading is not selected.**<br>• Text-to-speech Passages is selected. | • ELA                     | • 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.  
• This accommodation is available for all grades. | Embedded accommodation                                                                         |
Table 9 (continuation 9)

<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>Text-to-speech (for Math and ELA items) (EMBEDDED)</td>
<td>• <strong>Text-to-speech is not selected.</strong></td>
<td>• ELA</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>
</tr>
<tr>
<td></td>
<td>• Text-to-speech Items (ELA)</td>
<td>• mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Text-to-speech Stimuli and Items (Math)</td>
<td>• performance task</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Text-to-speech Items (ELA) and Stimuli and Items (Math)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Translated Test Directions (PDF by Smarter Balanced) (NON-EMBEDDED)</td>
<td>• <strong>Translated Test Directions is not selected.</strong></td>
<td>• ELA</td>
<td>• There are PDFs of directions translated in each of the languages currently supported.</td>
<td>Non-embedded designated support</td>
</tr>
<tr>
<td></td>
<td>• Translated Test Directions is selected.</td>
<td>• mathematics</td>
<td>• Languages are linked on the CAASPP <a href="#">Smarter Balanced Translated Test Directions</a> web page.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• performance task</td>
<td>• A bilingual adult can read to the student.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• This is not available for the CAAs.</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>Translation Glossaries for Math Items (EMBEDDED)</td>
<td>• Translation Glossaries for Math is not selected. • English • Arabic • Cantonese • Spanish • Korean • Mandarin • Punjabi • Russian • Filipino • Ukrainian • Vietnamese • Arabic and English • Cantonese and English • Spanish and English • Korean and English • Mandarin and English • Punjabi and English • Russian and English</td>
<td>• mathematics • performance task</td>
<td>• This sets the student’s glossary accommodation. Students can open a glossary to view terms presented on the test that may be unfamiliar to them. • By design, all students can access the English glossary word list as a universal tool, unless this is disabled (“None”) or overridden by another language. • If a combination glossary is selected (e.g., English and Arabic or English and Russian), then the student will have access to both. • 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>Embedded designated support</td>
</tr>
</tbody>
</table>
Table 9 (continuation 11)

<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>(Continued from previous row.)</td>
<td>(Continued from previous row.)</td>
<td>(Continued from previous row.)</td>
<td>(Continued from previous row.)</td>
<td>(Continued from previous row.)</td>
</tr>
<tr>
<td>• Filipino and English</td>
<td>• Ukrainian and English</td>
<td>• Vietnamese and English</td>
<td>• Somali</td>
<td>• Hmong</td>
</tr>
<tr>
<td>• Select “Filipino” 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 Tagalog family of languages.</td>
<td></td>
<td></td>
<td>This is not available for the CAAs.</td>
<td></td>
</tr>
<tr>
<td>• Note: The English glossary is available for both ELA and mathematics tests. Translated glossaries are available for mathematics tests only.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Table 9 (continuation 12)

<table>
<thead>
<tr>
<th>Display Name</th>
<th>Value Definition</th>
<th>Test</th>
<th>Setting Definition</th>
<th>Type</th>
</tr>
</thead>
</table>
| Permissive Mode     | • **Permissive Mode disabled.**  
• Permissive Mode is enabled.                                                   | • ELA            | Permissive mode should be enabled for students who require access to approved accessibility software 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. | Embedded designated support |
| Print Size          | • **No default zoom applied.**  
• 1.5X  
• 1.75X  
• 2.5X  
• 3X                                                  | • ELA            | • Sets student’s print size accommodation.  
• This is the print size the student should have when starting a test.  
• The selected print size becomes the default for all items in that student’s test.  
• The default print size for all tests is 14 point.  
• The default font for ELA tests is Times New Roman.  
• The default font for mathematics tests is Verdana. | Embedded designated support |
Table 9 (continuation 13)

<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>Streamline</td>
<td>• Standard</td>
<td>• ELA</td>
<td>• By default, all tests use the standard interface. This interface is compatible with all supported desktops and tablets. The streamlined interface presents the test in an alternate, simplified format in which the items are displayed in a single column below the stimuli. All tool and navigation buttons are on the bottom of the screen.</td>
<td>Embedded accommodation</td>
</tr>
<tr>
<td></td>
<td>• Streamlined</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>

Important: The streamlined interface is not intended to be tablet compatible.
### Table 9 (continuation 14)

<table>
<thead>
<tr>
<th>Display Name</th>
<th>Value Definition</th>
<th>Test</th>
<th>Setting Definition</th>
<th>Type</th>
</tr>
</thead>
</table>
| Stacked Translations and Translated Test Directions (for Math) (EMBEDDED) | • Stacked Translations and Translated Test Directions for Math are not selected.  
• Stacked Translations and Translated Test Directions for Math are selected. | • mathematics  
• performance task | • Embedded translation of mathematics test items and directions, translated in Spanish.  
• This is not available for the CAAs. | Embedded designated support |
| Turn Off Any Universal Tool(s) | • Reminder is not selected.  
• Reminder is selected. | • ELA  
• mathematics  
• performance task | Test administrator or test examiner receives a reminder to disable any universal tools that might be distracting or that students do not need to use, or are unable to use. | Embedded designated support |
### Table 9 (continuation 15)

<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 in Spanish (for Math) (Not available for CAA)</td>
<td>• Read-Aloud in Spanish is not 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 <a href="https://www.cde.ca.gov/ta/tg/sa/documents/sbraguidelines_spanish.pdf">Smarter Balanced Read Aloud Guidelines in Spanish</a>.</td>
<td>Non-embedded designated support</td>
</tr>
<tr>
<td></td>
<td>• Read Aloud in Spanish for items is selected.</td>
<td></td>
<td>• All or portions of the content may be read aloud.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Read Aloud in Spanish for stimuli is selected.</td>
<td></td>
<td>• Not available for the CAAs.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Read Aloud in Spanish for items and stimuli is selected.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional Instructional Supports for Alternate Assessments (NON-EMBEDDED)</td>
<td>• Additional Instructional Supports is not selected.</td>
<td>ELA</td>
<td>This accommodation provides additional CAA instructional supports.</td>
<td>Non-embedded accommodation</td>
</tr>
<tr>
<td></td>
<td>• Additional Instructional Supports is selected.</td>
<td>mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>100s Number Table (Grade 4 and up)</td>
<td>• 100s Number Table is not selected.</td>
<td>mathematics</td>
<td>A paper-based table listing numbers from 1 through 100 is provided.</td>
<td>Non-embedded accommodation</td>
</tr>
<tr>
<td></td>
<td>• 100s Number Table is selected.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 9 (continuation 16)

<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>Simplified Test Directions</td>
<td>• Simplified Test Directions is not selected.</td>
<td>• ELA</td>
<td>The test administrator simplifies or paraphrases test directions according to the Smarter Balanced Simplified Test Directions Guidelines.</td>
<td>Non-embedded designated support</td>
</tr>
<tr>
<td></td>
<td>• Simplified Test Directions is selected.</td>
<td>• mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word Prediction</td>
<td>• Word Prediction is not 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>
<tr>
<td></td>
<td>• Word Prediction is selected.</td>
<td>• mathematics</td>
<td></td>
<td></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 can access 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
- About Test Elements
- Global and Context Menus Overview
- Student Pause of Test
- Student Completion and Submission of Test

**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 55 shows the primary features and tools available to all students.

![Sample Item page](image)

**Figure 55. 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
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 56) 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], and [Zoom In]) appear on the right side of the global menu.

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. This can be done 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. This can be done 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 57) 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 58 shows an overview of the elements for multiple-choice and selected-response items, Figure 59 shows a sample context menu for items, and Figure 60 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 a 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).
2. Caution: This will result in the answer option being selected until the student selects a different option.
3. Select the [Context Menu] icon. The context menu will open.

4. 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 61). A confirmation message will appear like that shown in Figure 62. Select the [Yes] button to acknowledge the message and pause the test. The student will be logged off and returned to the Sign In screen.

If the student wishes to reenter the session, the student will need to sign on and proceed through the approval process again. If the session has been stopped, the student will need to obtain a new Session ID to resume testing.
Note: Test administrators may want to remind students taking interim assessments that if the tests have been paused for more than 20 minutes, they cannot return to previous items in the test; the students may only resume from the last item on which the students were working prior to the pause. Resuming within a 20-minute period will allow students to move freely through the test. Test administrators should remind students to retain their SSIDs until finished testing, as the SSID is needed again to log on after pausing a test.

Student Completion and Submission of Test

After students answer the last item on the test, the [End Test] button will appear in the upper-left corner of the screen (Figure 63). 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 63). An attention message will appear (Figure 64). 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 a student wants to continue working, the student should select the [No] button. A student may also 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 64. 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 65).

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

While students are reviewing the answers, the [End Test] button (Figure 63) will remain on the screen. To return to the screen where students can review answers, the [End Test] button should be selected.
To complete the testing process, students must select the [Submit Test] button (Figure 65). Many students believe the test is finished once they select the [Submit Test] button. Teachers should remind students to follow the prompts until the “Your Results” confirmation screen (Figure 67) is displayed. Students will receive a final warning message, when the test’s submission can be confirmed (Figure 66).
Alert: After the student selects the [Yes] button, the test is officially completed. The student cannot sign back on and review answers.

After the student submits the test, the *Your Results* confirmation screen will appear (Figure 67). This screen will show the student's name and Statewide Student Identifier, the test name, and the date the test was completed and submitted.

![Your Results confirmation screen](image)

**Figure 67.** *Your Results* confirmation screen

Note: Interim assessment results are available within the California Educator Reporting System (CERS) for all students at a specific school. CERS allows users to access results for transfer students. Some assessments require hand scoring to be completed before results become available.