Chapter 5. California Educator Reporting System
The California Educator Reporting System (CERS)

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

This section of the Interim Assessment User Guide provides general information about the reporting system. For detailed information on using the CERS, refer to the California Educator Reporting System User Guide.

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

What’s New
- The Interim Assessment Reporting System name has changed to CERS. CERS displays interim assessment results for educators; and over the next two years, student results from all summative CAASPP and ELPAC assessments will be added.

Note: New user roles must be used to create and manage groups. Refer to the CAASPP and ELPAC TOMS User Guide for additional information.

Access to CERS
LEA CAASPP coordinators are designated as authorized personnel by their superintendent at the beginning of the school year. Beginning in January 2020, certain ELPAC roles will also have access to the interim assessments and to CERS. The California Department of Education (CDE) will provide access to LEA coordinators (CAASPP and ELPAC) via CalTAC. Each LEA coordinator, in turn, will be authorized to grant access to LEA and school staff through Test Operations Management (TOMS) interface.
This is the same logon used for TOMS. LEA CAASPP and ELPAC coordinators should contact the California Technical Assistance Center by telephone at 800-955-2954 or by email at caltac@ets.org for assistance with logon credentials.

Note: Prior to granting access to users, the LEA CAASPP or ELPAC coordinator should follow state and federal privacy laws as well as local LEA policies.

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

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

Data Security and Privacy

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

CERS collects and maintains educational records that contain PII about students. User roles in CERS are implemented to protect the information processed and stored within the system. Specifically, these user roles are designed to do the following:

- Protect the privacy and confidentiality of the system information
- Ensure that only authorized users (educators) access the system
- Ensure that educators are uniquely identified when using the system
- Associate and connect certain actions performed—within the system—to specific educators
- Ensure that educators have access to perform only the actions they have been authorized to carry out
Alert: Access to student PII is strictly regulated by state and federal laws and LEA policies. The CDE does not provide legal interpretation of state or federal privacy laws. LEAs should consult with their local legal offices to ensure that local processes follow applicable state and federal laws and regulations.

Logging On to the CERS

Users are only permitted to view data for students that they have been explicitly authorized to view by their LEA CAASPP or ELPAC coordinator. There are two primary options for logging on to CERS.

Option one:

1. Go to the CAASPP website and select the [Smarter Balanced Interim Assessments] button (Figure 86).

![Figure 86. Button on CAASPP website](image-url)
2. This will open the *Interim Assessment Administration Resources* web page. Select the [California Educator Reporting System] button (Figure 87)
3. This will open the Logon screen (Figure 88).

![Logon screen](image)

**Figure 88. Logon screen**

4. On the Logon screen, enter the requested username and password—this will be the same information used to access TOMS.
Option two:

1. Go to the CAASPP website and select the [Test Operations Management System (TOMS)] button (Figure 89).

![TOMS Button on CAASPP website]
2. This will open the *Logon* screen (*Figure 90*).

![Logon Screen](image)

*Figure 90. Logon screen*

3. Enter email address and password (*Figure 90*).

4. Select the [Secure Logon] button (*Figure 90*):
   
   a. If the logon credentials are correct, users are redirected to the CERS home page.
   
   b. If logon credentials are incorrect, a notification appears. Users should contact the administrator if experiencing logon credential difficulties.

5. This will open up the TOMS landing page where users will be prompted to select a role for the session (*Figure 90*).
6. Once a role is selected for the current session, select the [OK] button (Figure 91).

![Figure 91. TOMS landing page](image)

7. This will open up the MyTOMS Home page (Figure 92).

8. Select the [Links] tab at the top (Figure 92).

![Figure 92. MyTOMS Home page](image)
9. Select the [California Educator Reporting System (CERS)] link (Figure 93) which will take the user to CERS.

For instructions on how to use the California Educator Reporting System, please read the California Educator Reporting System User Guide.

In addition, the Smarter Balanced Interpretive Guide is available to help educators, parents/guardians, and other stakeholders interpret interim assessment reports. The guide addresses questions of how to evaluate group, student, and item-level data from these assessments to improve teaching and learning.