



Chapter 6. Appendices

C A L I F O R N I A
Assessment of Student Performance and Progress

2019–2020 Interim Assessment User Guide

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

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

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



Resources Linked in This Section:

- *CAASPP and English Language Proficiency Assessments for California (ELPAC) Test Operations Management System User Guide* web document—
<http://www.caaspp.org/rsc/pdfs/CAASPP-ELPAC.toms-guide.2019-20.pdf>

User roles and permissions for the suite of California assessment systems are created through TOMS. Following are the user roles available in TOMS for users who need to manage and administer the Smarter Balanced Interim Assessments ([Table A.1](#) and [Table A.2](#)). These user roles govern the access to features within TOMS and other systems, including CERS. All TOMS user roles include access to the Smarter Balanced Digital Library.

Before assigning any permissions to LEA or school staff, the LEA CAASPP and ELPAC coordinators should read and carefully consider the information provided in the [Data Security and Privacy](#) section of this user guide.

Table A.1. TOMS User Roles for CAASPP

TOMS User Roles	Definition
Superintendent	<ul style="list-style-type: none"> • Identifies and designates all LEA CAASPP coordinators for the LEA. • Automatically assigned to the LEA superintendents and charter school administrators as mentioned in the California School Directory. • Responsible for adding and designating LEA CAASPP coordinators for the current and upcoming administration years. • Responsible for adding special education coordinator and technology coordinator contacts.

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

Table A.1 (continuation one)

TOMS User Roles	Definition
LEA CAASPP Coordinator	<ul style="list-style-type: none"> • Assigned by a user with a Superintendent role. • Identifies and trains all site CAASPP coordinators. • Responsible for the assignments and management for all CAASPP user roles. • Responsible for the assignment and verification of test administrations, student test assignments, test settings, unlisted resources, and condition codes, as well as test security. • Manages the Interim Assessment Hand Scoring System (can view interim assessment responses for all students within the LEA, can score responses for which they have been assigned, and can reassign responses to any scorer or score manager within the LEA) and accesses the Interim Assessment Viewing System. • Accesses Completion Status reports in TOMS and accesses assessment results in the ORS and CERS for all students in that LEA. • Creates and assigns rosters in ORS and student groups in CERS. <p>Able to administer all summative, interim, practice, and training tests.</p>

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Table A.1 (continuation two)

TOMS User Roles	Definition
Site CAASPP Coordinator	<ul style="list-style-type: none"> • Assigned by users with the LEA CAASPP coordinator role. • Identifies and trains all relevant site staff, assigns and manages the site user roles of CAASPP Test Administrator, CAASPP Test Examiner, CAASPP Interim Assessment Administrator only, Educator–Test Site, Educator–Roster, and Digital Library Only. • Assigns and verifies student test assignments, test settings, unlisted resources, and condition codes, and coordinates test security. • Manages the Interim Assessment Hand Scoring System (can view interim assessment responses for all students in the site, can score responses for which they have been assigned, and can reassign responses to any scorer or score manager within the LEA) and accesses Interim Assessment Viewing System. • Accesses Completion Status Reports in TOMS, Summative Assessment results in ORS, and Interim Assessment results in CERS for all students at that site. • Creates and assigns rosters in ORS and student groups in CERS to site users. • Able to administer all summative, interim, practice, and training tests. • Users with this role can be added to a school only.

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

Table A.1 (continuation three)

TOMS User Roles	Definition
CAASPP Test Administrator	<ul style="list-style-type: none"> • Assigned by users with the LEA CAASPP coordinator and site CAASPP coordinator roles. • Administers standard summative, interim, practice, and training tests to students. • Confirms student test settings in the Test Administrator Interface and ensures test session security. • Accesses the Interim Assessment Hand Scoring System (can view interim assessment responses for all students in the site and can score responses for which they have been assigned) and accesses the Interim Assessment Viewing System. • Accesses Completion Status Reports in TOMS, Summative Assessment results in ORS for students in an associated student roster, and Interim Assessment results in CERS for students in an associated student group. Rosters (ORS) and student groups (CERS) of students are created and assigned to the test administrator user by the LEA CAASPP coordinator or site CAASPP coordinator. • Users with this role can be added to a school only.

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Table A.1 (continuation four)

TOMS User Roles	Description
CAASPP Test Examiner	<ul style="list-style-type: none"> Assigned by users with the LEA CAASPP coordinator and site CAASPP coordinator roles. Administers alternate summative assessments and interim, practice, and training tests to students. Confirms student test settings in the Test Administrator Interface, and ensures test session security. Accesses the Interim Assessment Hand Scoring System (can view Interim Assessment responses for all students in the site and can score responses for which they have been assigned) and accesses the Interim Assessment Viewing System. Accesses Completion Status Reports in TOMS, Summative Assessment results in ORS for students in an associated student roster, and Interim Assessment results in CERS for students in an associated student group. Rosters (ORS) and groups (CERS) of students are created and assigned to the test examiner user by the LEA CAASPP coordinator or site CAASPP coordinator. Must be a credentialed or licensed employee at the LEA. Users with this role can be added to a school only.
CAASPP IA Administrator Only	<ul style="list-style-type: none"> Assigned by users with the LEA CAASPP coordinator and site CAASPP coordinator roles. Administers only the Interim Assessments to students. Accesses the Interim Assessment Hand Scoring System (can view interim assessment responses for all students in the site and can score responses for which they have been assigned), the Interim Assessment Viewing System, and the Interim Assessment Completion Status Reports. Accesses Interim Assessment results available through the CERS for students in an associated student group. Groups of students are created and assigned to the IA administrator user by the LEA CAASPP coordinator or site CAASPP coordinator. Users with this role can be added to a school only.

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

Table A.1 (continuation five)

TOMS User Roles	Description
Educator—District	<ul style="list-style-type: none"> Assigned by users with the LEA CAASPP coordinator role. Allows access to assessment results in the ORS and CERS for the entire LEA. Users with this role can be added to an LEA only.
Educator—Test Site	<ul style="list-style-type: none"> Assigned by users with the LEA CAASPP coordinator and site CAASPP coordinator roles. Allows access to assessment results in the ORS and CERS for the entire school. Users with this role can be added to a school only.
Educator—Roster	<ul style="list-style-type: none"> Assigned by users with the LEA CAASPP coordinator and site CAASPP coordinator roles. Allows access to assessment results for students in an associated student roster in the ORS and CERS. Groups of students are created and assigned to the user by the LEA CAASPP coordinator or site CAASPP coordinator. Users with this role can be added to a school only.
Digital Library Only	<ul style="list-style-type: none"> Assigned by users with the LEA CAASPP coordinator and site CAASPP coordinator roles. Allows access to the Digital Library. Assigned to users who are not eligible for any other user roles but require access to the Digital Library.

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

Table A.2. TOMS User Roles for ELPAC with Access to Interim Assessments

TOMS User Roles	Definition
LEA ELPAC Coordinator	<ul style="list-style-type: none"> • Assigned by a user with a Superintendent role. • Users with this role can be added to an LEA only. • Administers the Interim Assessments and ELPAC assessments to students. • Accesses the Interim Assessment Hand Scoring System (can view interim assessment responses for all students in the site and can score responses for which they have been assigned) and the Interim Assessment Viewing System. • Accesses Completion Status reports in TOMS and assessment results in CERS for all students in that LEA. • Creates and assigns student groups in CERS.
Site ELPAC Coordinator	<ul style="list-style-type: none"> • Assigned by users with the LEA ELPAC coordinator role. • Users with this role can be added to a school only. • Administers the Interim Assessments and ELPAC assessments to students. • Accesses the Interim Assessment Hand Scoring System (can view interim assessment responses for all students in the site and can score responses for which they have been assigned) and the Interim Assessment Viewing System. • Accesses Completion Status reports in TOMS and assessment results in CERS for all students at that site. • Creates and assigns student groups in CERS.

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Table A2 (continuation)

TOMS User Roles	Definition
ELPAC Test Examiner	<ul style="list-style-type: none"> Assigned by users with the LEA ELPAC coordinator and site ELPAC coordinator roles. Users with this role can be added to a school only. Administers the Interim Assessments and ELPAC assessments to students. Accesses the Interim Assessment Hand Scoring System (can view interim assessment responses for all students in the site and can score responses for which they have been assigned) and the Interim Assessment Viewing System. Accesses Completion Status reports in TOMS and assessment results in CERS for students in an associated student group. Student groups are created and assigned to the test examiner user by the LEA ELPAC coordinator or site ELPAC coordinator.

For ELPAC users, if any changes are needed to student test settings in TOMS for interim assessments, reach out to the LEA CAASPP coordinator or the Site CAASPP coordinator.

Appendix B. Register Users in TOMS for Permissions to the California Educator Reporting System



Resources Linked in This Section:

- California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC) Test Operations Management System (TOMS) User Guide—
<http://www.caaspp.org/rsc/pdfs/CAASPP-ELPAC.toms-guide.2019-20.pdf>


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

Registration of users for the CERS is completed through the Test Operations Management (TOMS) interface. The instructions in this appendix should be used in coordination with the instructions in the [CAASPP and ELPAC TOMS User Guide](#) for creating user accounts to access the Smarter Balanced Digital Library and the CERS.

Manage User Roles

LEA CAASPP coordinators who have returned the *Superintendent Designation Form for LEA CAASPP Coordinators* and a *Test Security Agreement for LEA CAASPP Coordinators and CAASPP Test Site Coordinators* will be provided access to TOMS by Educational Testing Service. (These online forms were signed electronically in TOMS.) Once given access to TOMS, the LEA CAASPP coordinator will be able to provide access for other authorized LEA personnel.

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



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

User Roles in the Reporting System

Single Sign-On eliminates the need for the Administration and Registration Tools (ART) to manage roles in CERS and the Smarter Balanced Digital Library. Privileges in CERS and the Digital Library are now managed through user roles assigned in TOMS. Users are automatically provided access privileges to CERS and the Digital Library based on their role in TOMS. The following list provides definitions for terms and acronyms used in [Table B.1](#) and [Table B.2](#). [Table B.1](#) and [Table B.2](#) show the mapping of the TOMS user roles to the roles in ART to better illustrate the transition:

- **PII:** View individual student results by district, school, and grade
- **GROUP_ADMIN:** Create/edit/and delete assigned student groups (Assigns student groups to others, such as teachers)
- **Custom Aggregate Reporter:** Create/view/export custom aggregate reports
- **Instructional Resource Admin:** Create/edit/delete links to instructional resources
- **PII_GROUP:** Create/edit/delete custom groups (from assigned groups) – view students (individual or group) in assigned group(s)
- **DL_EndUser:** Digital Library user

Table B.1. LEA-Level Test Operations Management System Roles and Associated Permissions in CERS and Digital Library Access

TOMS Role Names	CERS Permissions and DL Access
<ul style="list-style-type: none"> • LEA CAASPP Coordinator • LEA ELPAC Coordinator • Educator—District 	PII, PII_GROUP, GROUP_ADMIN, Custom Aggregate Reporter, Instructional Resource Admin, DL_EndUser
<ul style="list-style-type: none"> • LST Correspondence Administrator 	PII_GROUP, DL_EndUser

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Table B.2. School-Level Test Operations Management System Roles and Associated Permissions in CERS and Digital Library Access

TOMS Role Names	CERS Permissions and DL Access
<ul style="list-style-type: none"> • Site CAASPP Coordinator • Site ELPAC Coordinator • Educator - Test Site 	PII, PII_GROUP, GROUP_ADMIN, Custom Aggregate Reporter, Instructional Resource Admin, DL_EndUser
<ul style="list-style-type: none"> • CAASPP Test Administrator • CAASPP Test Examiner • CAASPP IA Administrator Only • ELPAC Test Examiner • LST Data Entry • Educator - Roster 	PII_GROUP, DL_EndUser
<ul style="list-style-type: none"> • Digital Library Only 	DL_EndUser

Note: CAASPP Test Administrators (TAs) and CAASPP Test Examiners (TEs) can only view student test results in CERS if a group of students is assigned to them by a user with a GROUP_ADMIN function as part of his or her role.

LEAs should take care when assigning “site-based” roles (i.e., Site CAASPP Coordinator, Site ELPAC Coordinator, and Educator - Test Site), since these roles allow access to all interim and summative assessments results for an entire school (site).

Please ensure that student personally identifiable information (PII) is being made available only to appropriate users.

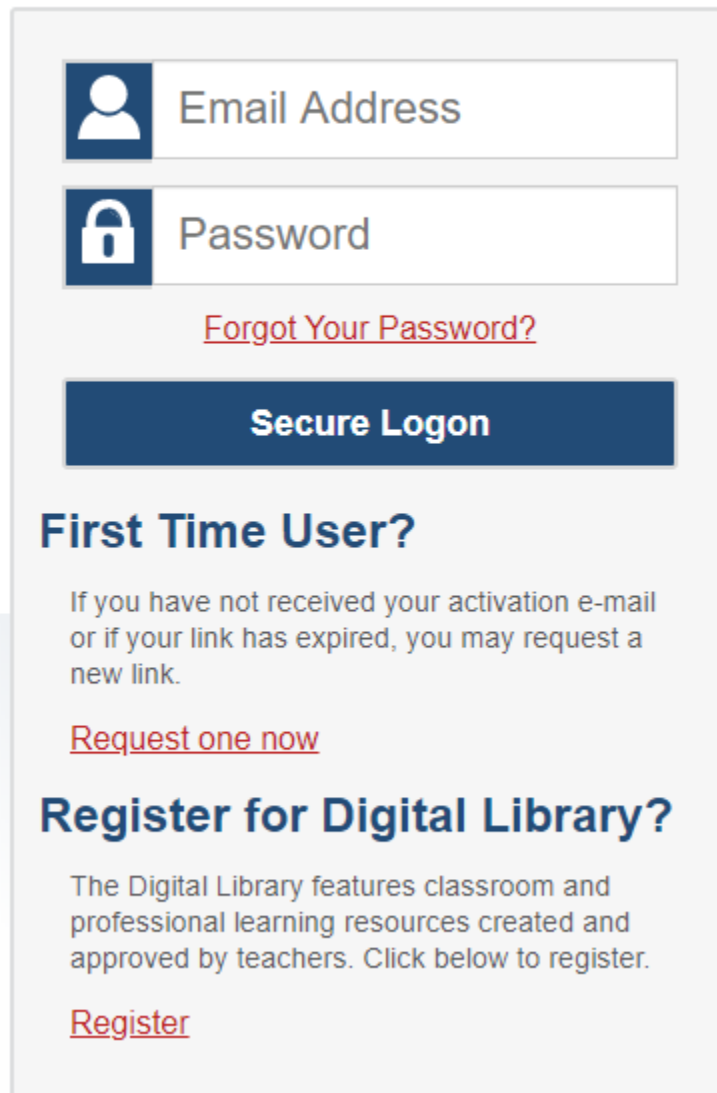
Add New Users

A user must be added to TOMS to gain access to the various systems. For more information on how to add new users into TOMS, refer to the “Adding and Managing Users” chapter in the *TOMS User Guide*.

1. Go to TOMS using a web browser.

2. Log on to TOMS using your logon credentials with the *Logon* screen ([Figure 94](#)).

Logon



The screenshot shows a logon interface with the following elements:

- Email Address**: A text input field with a person icon on the left.
- Password**: A text input field with a padlock icon on the left.
- [Forgot Your Password?](#): A red text link below the password field.
- Secure Logon**: A dark blue button with white text.
- First Time User?**: A section header followed by the text: "If you have not received your activation e-mail or if your link has expired, you may request a new link." Below this is a red text link: [Request one now](#).
- Register for Digital Library?**: A section header followed by the text: "The Digital Library features classroom and professional learning resources created and approved by teachers. Click below to register." Below this is a red text link: [Register](#).

Figure 94. Logon screen

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3. Select the **[Users]** button ([Figure 95](#)).

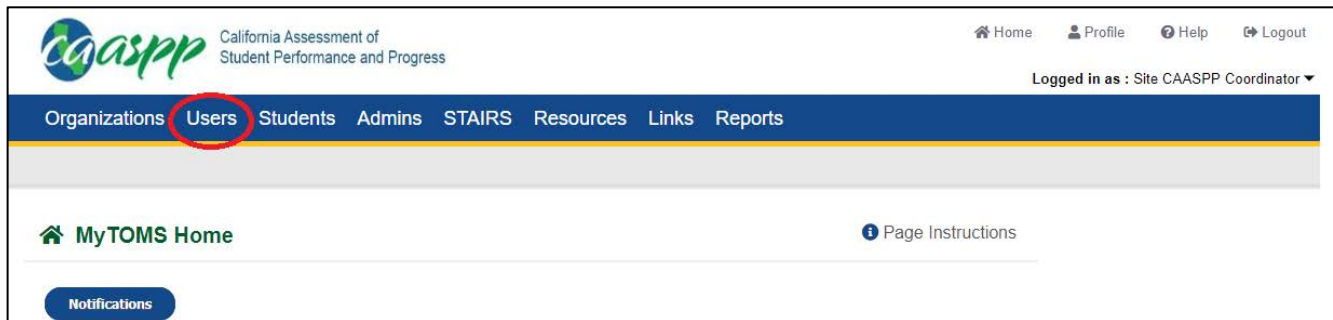


Figure 95. TOMS Users button

4. Select the **[Add]** button ([Figure 96](#)). In the User Name and Contact Information section, add the name and contact information for the new user, entering demographic information for the person being added.

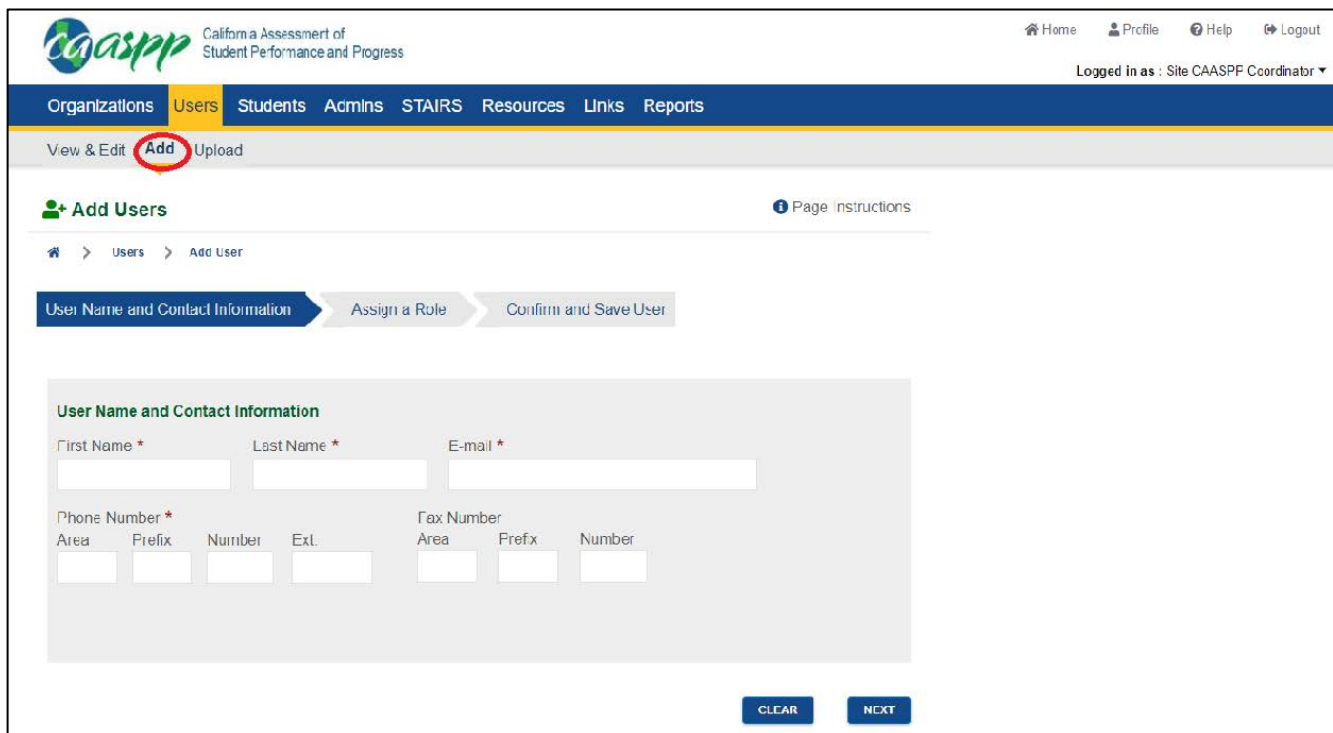


Figure 96. Add User Name and Contact Information

5. Grant a user the highest level of access among those roles at the site. For example, a user who is both a test site coordinator and a California Assessment of Student Performance and Progress (CAASPP) test administrator should be granted the role of test site coordinator. There may be few circumstances where an additional role (e.g., to access the Smarter Balanced Digital Library) will be needed.

6. After all the fields have been filled in, select the **[NEXT]** button, or to clear the information entered and start again, select the **[CLEAR]** button ([Figure 96](#)).

Fields

[Table 14](#) shows the fields for each role. The asterisk (*) indicates a required field.

Table 14. Add a User Fields

Name	Description
First Name*	Enter the new user's first name.
Last Name*	Enter the new user's last name.
Email*	Enter the new user's email address. The email domain extension of the email address (the portion after the dot, for example, ".edu" or ".org") is limited to 10 characters.
Phone Number*	Enter the 10-digit phone number. An extension is optional and cannot exceed six digits.
Fax Number	Enter a fax number, if available.

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7. In the Assigning a Role section, use the *Select Organization, Role, and Administration Year(s) for User* screen to select the organization, role, and test administration year for the user (Figure 97). After all the fields have been filled in, select the [NEXT] button, or to clear the information and start again, select the [CLEAR] button. To make changes to the user contact information, select the [PREVIOUS] button.

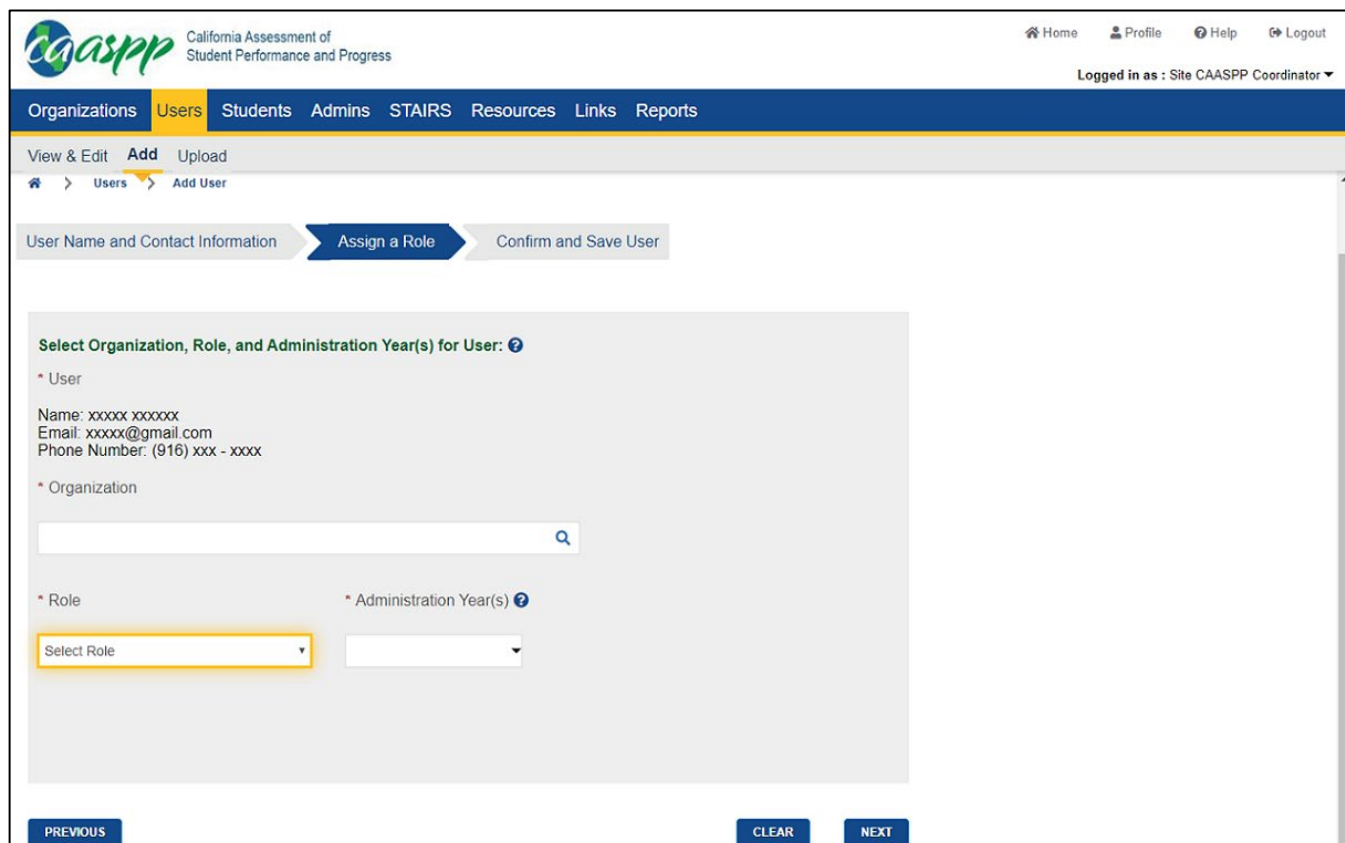


Figure 97. Assigning a Role

Fields

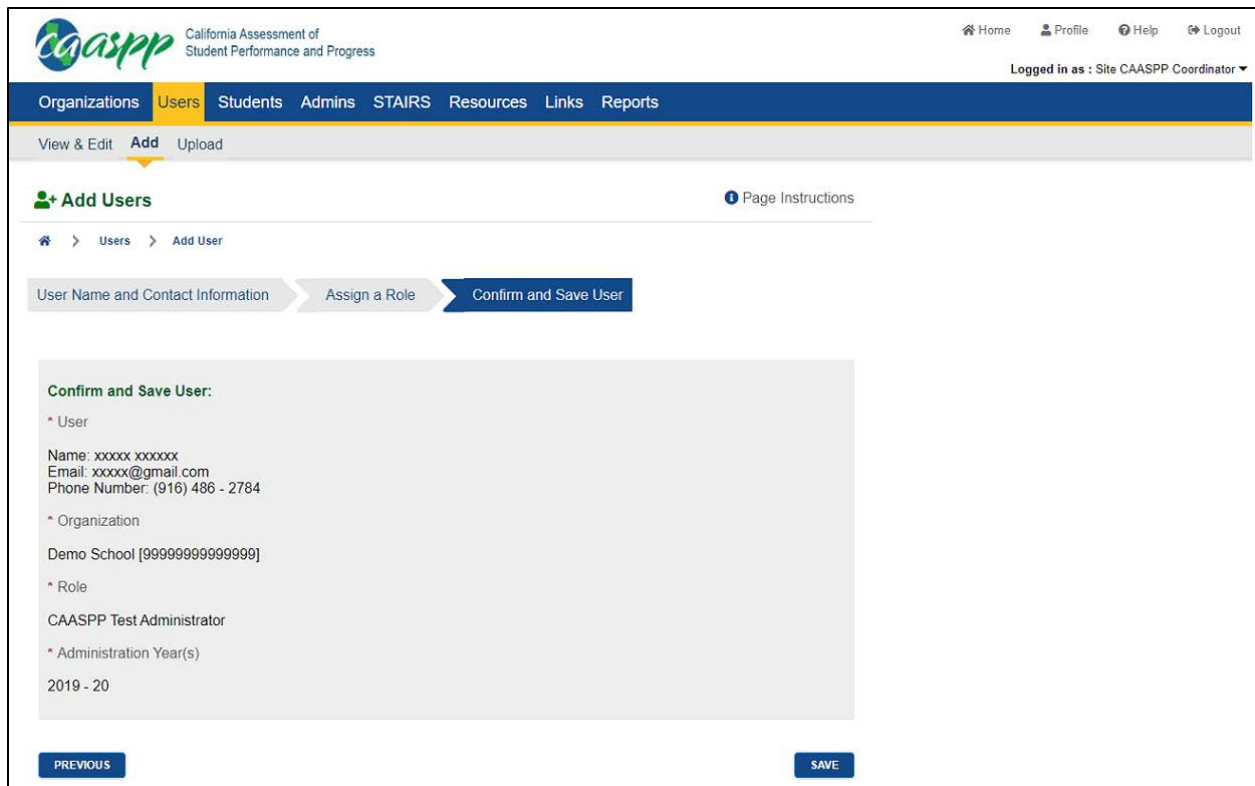
Table 15 shows the fields for each role. The asterisk (*) indicates a required field.

Table 15. Assign a Role Progress Step

Name	Description
Select Organization*	Select an LEA or a school. Select a school or district.
Select Role*	Select the new user's role within the organization.
Administration Year(s)	Select the administration year(s) to assign to the new user's role.

8. Use the Confirm and Save User screen ([Figure 98](#)) to confirm the information for the new user, including name, email address, phone number, organization, assigned role, and administration year(s).
 - If everything is correct, select the [**SAVE**] button.
 - To make changes, select the [**PREVIOUS**] button.

After selecting the [**SAVE**] button, a confirmation message appears. Select the [**CLOSE**] button to close this message. Note that each user can be assigned **only one** TOMS account across all sites and programs, no matter how many different LEAs or sites the user is associated with and regardless of the user access (role) level.



The screenshot shows the 'Confirm and Save User' screen in the CAASPP TOMS system. The page header includes the CAASPP logo and navigation links (Home, Profile, Help, Logout). The user is logged in as 'Site CAASPP Coordinator'. The main navigation bar includes 'Organizations', 'Users', 'Students', 'Admins', 'STAIRS', 'Resources', 'Links', and 'Reports'. The 'Users' section is active, and the 'Add Users' button is highlighted. The 'Confirm and Save User' step is selected in the process flow. The confirmation form displays the following information:

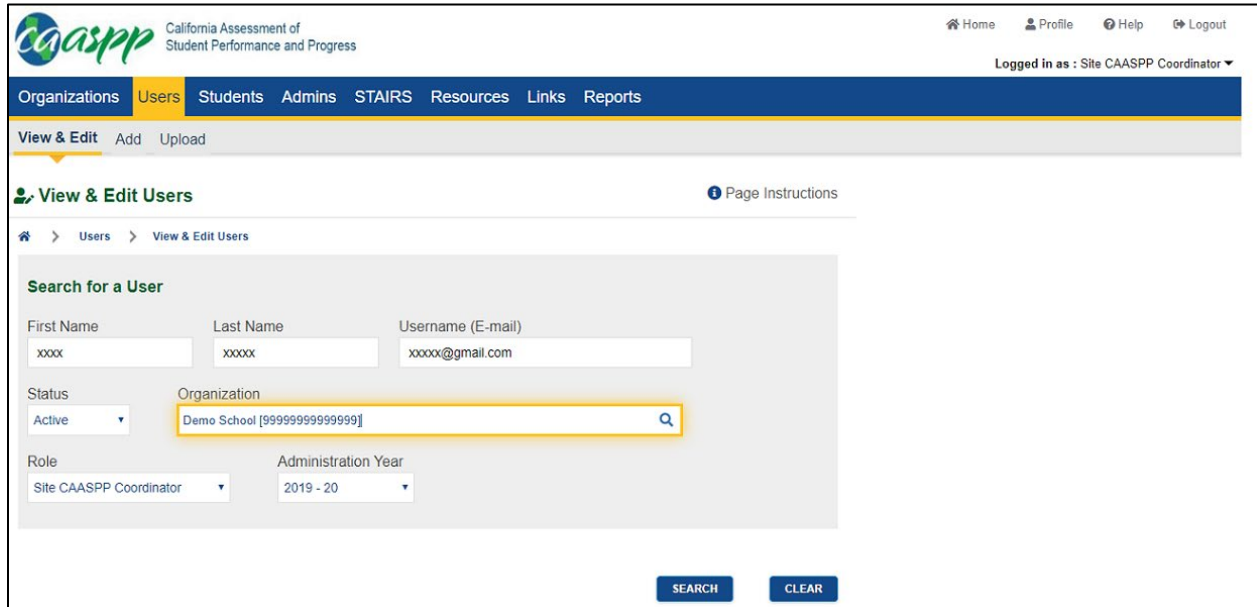
- Confirm and Save User:**
- * User
- Name: xxxxx xxxxxx
- Email: xxxxx@gmail.com
- Phone Number: (916) 486 - 2784
- * Organization
- Demo School [9999999999999999]
- * Role
- CAASPP Test Administrator
- * Administration Year(s)
- 2019 - 20

At the bottom of the form, there are two buttons: 'PREVIOUS' and 'SAVE'.

Figure 98. Confirm and Save User

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9. The *View & Edit Users* screen is then displayed (Figure 99). The “User Name and Contact Information” section of the *View & Edit Users* screen now contains the new user information. Verify that the information is correct and then select the **[NEXT]** button to assign another role to the new user. The “Existing Role(s)” section of the *View & Edit Users* screen appears.



The screenshot shows the CAASPP web interface. At the top, there is a navigation bar with 'Organizations', 'Users', 'Students', 'Admins', 'STAIRS', 'Resources', 'Links', and 'Reports'. The 'Users' tab is selected. Below the navigation bar, there is a 'View & Edit' section with 'Add' and 'Upload' options. The main content area is titled 'View & Edit Users' and includes a search form. The search form has the following fields and values:

- First Name: xxxx
- Last Name: xxxx
- Username (E-mail): xxxxx@gmail.com
- Status: Active (dropdown menu)
- Organization: Demo School [99999999999999] (text input with search icon)
- Role: Site CAASPP Coordinator (dropdown menu)
- Administration Year: 2019 - 20 (dropdown menu)

At the bottom of the search form, there are two buttons: 'SEARCH' and 'CLEAR'.

Figure 99. View and Edit Users

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

Viewing and Revising Roles for an Existing User

Overview

Use the *View & Edit Users* screens to

- search for, view, or edit preexisting users;
- edit role assignments;
- activate or deactivate a user; and
- reset a user’s password.

Search for a User

Use the *Search for a User* section of the screen to enter the user name and contact information search term(s). Select the [**SEARCH**] button to search for a list of users matching the search terms entered. If no search terms are entered, **all** users associated with the role are returned.




To clear the information and start again, select the [**CLEAR**] button.

Search Results Table

Use this section to view a list of users matching the search term(s) and take actions (e.g., edit role assignments or deactivate a user). [Table 16](#) shows the fields.

Fields

Table 16. Search Results Table Fields


Name	Description
Results Count	Example: "There are 67 results."
#	User's row number
Name	User's last and first name
Username	User's identification (email address)
Role	Role(s) assigned to the user
Status	User's status: Activate—displayed for inactive users. Inactive users are users who cannot access the TOMS system. Select the hyperlink to make the user active. Deactivate—displayed for active users. Active users are users who can access the TOMS system. Select the hyperlink to make the user inactive. Note that an inactive user cannot access TOMS.
Reset Password	Select the [Reset] red circular arrow [] icon to reset the user's password.
Action	Select the [View/Edit User] pencil [] icon to view the <i>User Name and Contact Information</i> screen, where the user's information can be reviewed and edited. Select the [View User] magnifying glass [] icon to view the user name and contact information for the user.

User Name and Contact Information

Use the *User Name and Contact Information* screen to view user contact information. To edit existing information, enter new information on this screen, and then select the **[NEXT]** button to move to the next screen. Be sure to enter all required fields and verify the information on each screen before selecting **[NEXT]**. Select **[Back to Results]** to return to the list of users found in the search.

Existing Role(s)

Use the *Existing Role(s)* screen to

- verify existing role(s) for the user;
- delete a single existing role using the trash can  icon; or
- delete multiple roles by checking the boxes next to these roles and then selecting the **[DELETE SELECTED]** button.

Verify that the existing role information is correct and then select the **[NEXT]** button, or select **[PREVIOUS]** to return to the contact information for this user.

Add Role

Use the *Add Role* screen to add an additional role to the user by choosing the organization, role, and test administration year, and then selecting **[NEXT]** to move to the next screen. To return to the list of roles assigned to this user, select **[PREVIOUS]**.

Confirm and Save

Use the *Confirm and Save* screen to confirm the information entered for the user, including name, email address, phone number, organization, assigned role, and administration year(s). If everything is correct, save the information by selecting the **[SAVE]** button.

Note: To change information or assign an additional role for this user, select the **[PREVIOUS]** button.

Appendix C. Definition of Reporting Terms

Resources Linked in This Section:

- *Smarter Balanced Interim Assessments Interpretive Guide* web document—
<https://portal.smarterbalanced.org/library/en/reporting-system-interpretive-guide.pdf>

Achievement Levels and Proficiency

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

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

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

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

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

Claims Reporting

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

Table C.2. Claims List

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

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

Claim Calculation Details and Levels Determination

The *Smarter Balanced Interim Assessments Interpretive Guide* provides detailed claim calculation and level information on pages 8 through 12.

Context Security, Access Patterns, and Single Sign-On

- All users must have Single Sign-On (SSO) logon credentials and must log on to view reports. There is no anonymous public user support (i.e., unregistered users, logged-off users).
- Access to reports and PII are managed by the state to provide access to local educational agency (LEA) California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC) coordinators. Access to CERS is managed by LEA CAASPP and ELPAC coordinators via TOMS (SSO) roles.
- Educators may have access to student PII for their associated entities (schools and LEAs), which can be controlled within the Smarter Balanced SSO Shared Service at the school level. The educator’s LEA CAASPP or ELPAC coordinator is to provide this access.

Note: A registered user can access any personally identifiable information (PII)-protected data that the user is authorized to view, as managed in permissions at the school level (e.g., an educator in school X with PII access can access student information in school X).

Noneducators have no access to student information; Smarter Balanced does not support parent/guardian or student logon in the reporting systems.




Error Bands and Standard Error of Measurement (SEM)

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

Interim Assessment Block (IAB) Reporting

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

Table C.3. Block Level Descriptors

Icon	Descriptor
 <div data-bbox="298 1331 496 1428" style="border: 1px solid black; padding: 5px; display: inline-block;">Above Standard</div>	The assessment results indicate that the student understands and can apply subject-area knowledge to the standards measured in this test.
 <div data-bbox="298 1478 496 1575" style="border: 1px solid black; padding: 5px; display: inline-block;">Near Standard</div>	The assessment results may be just above or just below the standard, but due to the error band, it is impossible to determine with a sufficient degree of confidence.
 <div data-bbox="298 1625 496 1722" style="border: 1px solid black; padding: 5px; display: inline-block;">Below Standard</div>	The assessment results indicate that the student has not yet displayed sufficient evidence of understanding the standards measured by this test.

Interim Comprehensive Assessment (ICA) Reporting

From a reporting perspective, ICA results are reported through CERS.

From a policy perspective, an ICA is intended for use as a benchmarking tool in which administration requirements are less stringent than for the summative assessment.

Consequently, summative results support higher-level aggregation (between grades, schools, or LEAs) because the test conditions and administration requirements are comparable. ICAs, which may be administered with greater variations in test conditions, would introduce validity issues if aggregated and are therefore only reported on a per-student basis.

Refer to the descriptors of an ICA score in [Table C.4](#) (ELA) and [Table C.5](#) (mathematics) that follow.

Table C.4. ELA Reporting Achievement Level Descriptors

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

Table C.4 (continuation)

Level	High School	Grade Span 6–8	Grade Span 3–5
Level 2	The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in ELA needed for likely success in entry-level credit-bearing college coursework after high school.	The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in ELA needed for likely success in entry-level credit-bearing college coursework after high school.	The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in ELA needed for likely success in future coursework.
Level 1	The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in ELA needed for likely success in entry-level credit-bearing college coursework after high school.	The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in ELA needed for likely success in entry-level credit-bearing college coursework after high school.	The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in ELA needed for likely success in future coursework.

Table C.5. Mathematics Reporting Achievement Level Descriptors

Level	High School	Grade Span 6–8	Grade Span 3–5
Level 4	The student has exceeded the achievement standard and demonstrates the knowledge and skills in mathematics needed for likely success in entry-level credit-bearing college coursework after high school.	The student has exceeded the achievement standard and demonstrates the knowledge and skills in mathematics needed for likely success in entry-level credit-bearing college coursework after high school.	The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework.
Level 3	The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in mathematics needed for likely success in entry-level credit-bearing college coursework after completing high school coursework.	The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in mathematics needed for likely success in entry-level credit-bearing college coursework after high school.	The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework.
Level 2	The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level credit-bearing college coursework after high school.	The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level credit-bearing college coursework after high school.	The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework.

Table C.5 (continuation)

Level	High School	Grade Span 6–8	Grade Span 3–5
Level 1	The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level credit-bearing college coursework after high school.	The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level credit-bearing college coursework after high school.	The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework.

Assumptions

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

Selecting an assessment in the lower panel adds it to the list of selected assessments above and adds its results to the Student Results panel following. Selecting an already selected assessment de-selects it and removes its results.
- Assessments are listed as “Grade XX Subject Type” (e.g., Grade 04 Math ICA).
- The second time a student takes the same interim assessment, the results are recorded but do not replace the original assessment report. Previous results will persist to provide a comparison between the first test opportunity and the second and any subsequent opportunity.
- The *Assessment Selection* panel is not filtered and displays all assessments that have been loaded into the Data Warehouse.
- Any assessment given to at least one of the students appears on the *Assessment Selection* panel. Students with no results for that assessment do not appear when that assessment is selected.

Important Information about Interim Assessments

- Interim assessments may be scored by local teachers. This scoring is not subject to the rigorous controls used in summative assessment, and local results may show some variations.
- Interim assessment questions are not public. Exposure to and familiarity with test questions may affect student performance and the validity of interim results.

Security

CERS automatically logs users out after 30 minutes with no activity.

Scale Score

All reporting is based on scale scores. Overall scale scores and ICA claim scale scores are displayed on the Student Score Report and the List of Students in a Grade Report. The Scoring Integrator component also calculates any achievement levels, categories, claim levels, and error bands.

Section 508 Compliance

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

- 1194.21—[Software Applications and Operating Systems](#)
- 1194.22—[Web-based Intranet and Internet Information and Applications](#)
- 1194.31—[Performance Criteria](#)
- 1194.41—[Information, Documentation, and Support](#)

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

Technical Support

CaITAC for LEA CAASPP Coordinators

California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC) test site coordinators and test administrators should contact their local educational agency (LEA) CAASPP or ELPAC coordinators for assistance.

California Technical Assistance Center (CaITAC) Help Desk for LEA CAASPP and ELPAC Coordinators

Monday through Friday, 7 a.m.–5 p.m.

Toll-free telephone support: 800-955-2954

Email support: caltac@ets.org

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