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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Prepared by Educational Testing Service ®
# Interim Assessment User Guide 2019–2020

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<th>Term</th>
<th>Meaning</th>
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<tbody>
<tr>
<td>ALD</td>
<td>achievement level descriptor</td>
</tr>
<tr>
<td>ART</td>
<td>Administration and Registration Tools (no longer used)</td>
</tr>
<tr>
<td>ASL</td>
<td>American Sign Language</td>
</tr>
<tr>
<td>CAAs</td>
<td>California Alternate Assessments</td>
</tr>
<tr>
<td>CAASPP</td>
<td>California Assessment of Student Performance and Progress</td>
</tr>
<tr>
<td>CALPADS</td>
<td>California Longitudinal Pupil Achievement Data System</td>
</tr>
<tr>
<td>CalTAC</td>
<td>California Technical Assistance Center</td>
</tr>
<tr>
<td>CDE</td>
<td>California Department of Education</td>
</tr>
<tr>
<td>CERS</td>
<td>California Educator Reporting System</td>
</tr>
<tr>
<td>ELA</td>
<td>English language arts/literacy</td>
</tr>
<tr>
<td>ELPAC</td>
<td>English Language Proficiency Assessments for California</td>
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<tr>
<td>IA Reporting System</td>
<td>Interim Assessment Reporting System</td>
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<td>IABs</td>
<td>Interim Assessment Blocks</td>
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<tr>
<td>IAHSS</td>
<td>Interim Assessment Hand Scoring System</td>
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<tr>
<td>ICAs</td>
<td>Interim Comprehensive Assessments</td>
</tr>
<tr>
<td>IEP</td>
<td>individualized education program</td>
</tr>
<tr>
<td>LEA</td>
<td>local educational agency</td>
</tr>
<tr>
<td>PII</td>
<td>personally identifiable information</td>
</tr>
<tr>
<td>SEM</td>
<td>standard error of measurement</td>
</tr>
<tr>
<td>SSID</td>
<td>Statewide Student Identifier</td>
</tr>
<tr>
<td>SSO</td>
<td>Single Sign-On</td>
</tr>
<tr>
<td>TDS</td>
<td>Test Delivery System</td>
</tr>
<tr>
<td>TOMS</td>
<td>Test Operations Management System</td>
</tr>
<tr>
<td>TTS</td>
<td>text-to-speech</td>
</tr>
<tr>
<td>XML</td>
<td>Extensible Markup Language</td>
</tr>
</tbody>
</table>
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Chapter 1. Introduction
Introduction to the User Guide

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

Organization of the User Guide

The following bulleted list contains brief descriptions of key concepts discussed in each section of this manual.

- **Chapter 1: Introduction**
  - New features
  - Interim assessment types
  - Resources and training

- **Chapter 2: Interim Assessment Viewing System**
  - View all Interim Comprehensive Assessments (ICAs)
  - View all Interim Assessment Blocks (IABs)

- **Chapter 3: Interim Assessment Administration**
  - Interim assessment administration and monitoring
  - Student assessment accessibility resources
  - Understanding the student testing site

- **Chapter 4: Interim Assessment Hand Scoring System (IAHSS)**
  - Overview of the IAHSS
  - Using the IAHSS to hand score interim assessments
  - Scoring status types

- **Chapter 5: California Educator Reporting System (CERS)**
  - Features of the system
  - Accessing CERS
  - Understanding data security and privacy

- **Appendices**
  - Register users to administer interim assessments and view student reports and downloads (Test Operations Management System [TOMS])
  - Definitions of reporting terms
  - Reporting System Sandbox
Table 1 includes key symbols and elements used throughout the document.

Table 1. Key Symbols and Elements

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

What’s New

Table 2 describes the new features for 2019–2020.

Table 2. What’s New

<table>
<thead>
<tr>
<th>Feature</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>The California Educator Reporting System (CERS)</td>
<td>The Interim Assessment Reporting System (IARS) name was changed to CERS.</td>
</tr>
<tr>
<td>All user roles are set through the Test Operations Management System (TOMS).</td>
<td>The Administration and Registration Tools (ART) interface has been phased out. Interim assessment user registration to view student reports and downloads, as well as access to the Digital Library, is no longer conducted in ART.</td>
</tr>
<tr>
<td>Updated ICA Blueprints</td>
<td>Updated ICA blueprints more closely align with those of the summative assessments.</td>
</tr>
<tr>
<td>Grade nine and ten ICAs</td>
<td>New grade nine and ten ICAs for English language arts/literacy (ELA) and mathematics include grade-appropriate cut scores.</td>
</tr>
<tr>
<td>Focused IABs</td>
<td>There are 21 focused IABs (three per grade) for ELA and 21 focused IABs (three per grade) for mathematics</td>
</tr>
<tr>
<td>Translation glossaries for additional languages</td>
<td>Hmong and Somali translation glossaries were added to all items in IABs and ICAs.</td>
</tr>
</tbody>
</table>
Table 2 (continuation)

<table>
<thead>
<tr>
<th>Feature</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<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>
<tr>
<td>Enhancements to the IA Viewing System</td>
<td>Universal tools are enabled along with American Sign Language (ASL). The calculator is available on appropriate items.</td>
</tr>
</tbody>
</table>
Single Sign-On—Systems

Single Sign-On (SSO) allows a user to have a single set of credentials to access all the California assessment-related systems, including the California Educator Reporting System (CERS) and Smarter Balanced Digital Library. Users can log on to the individual systems through caaspp.org and elpac.org sites and can also transition between most systems once they are logged onto a system. In the Test Operations Management System (TOMS), hyperlinks to these systems can be found under the [Links] tab in the top navigation bar.

LEA staff who do not need access to CA assessment-related systems but instead require only access to the Smarter Balanced Digital Library can select the [Smarter Balanced Digital Library] button available on caaspp.org to register.

Following are the California assessment systems available through the SSO.

- TOMS
- Test Administrator (TA) Interface
- Completion Status and Roster Management
- Online Reporting System (ORS)
- Data Entry Interface (DEI) (ELPAC only)
- Interim Assessment Viewing System
- Interim Assessment Hand Scoring System
- California Educator Reporting System (CERS)
- Digital Library
- Practice and Training Tests
Figure 1 shows this system in a graphical form.

**Figure 1. Single Sign-On—Systems**

**User Roles and Permissions are Provided through TOMS**

All users must enter their SSO username and password to log on to the California assessment systems via the Test Operations Management System (TOMS). User registration to view student results and downloads is now conducted in TOMS, as the Administration and Registration Tools (ART) has been phased out. 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.

This is shown in Table 3.
Table 3. TOMS System Access for CAASPP and ELPAC Users

<table>
<thead>
<tr>
<th>User Role</th>
<th>TA Interface</th>
<th>Completion Status</th>
<th>IAVS</th>
<th>IAHSS</th>
<th>CERS</th>
<th>Practice and Training Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA CAASPP Coordinator</td>
<td>All CAASPP</td>
<td>Entire LEA</td>
<td>Yes</td>
<td>Yes</td>
<td>Entire LEA</td>
<td>CAASPP Only</td>
</tr>
<tr>
<td>Site CAASPP Coordinator</td>
<td>All CAASPP</td>
<td>Site Level</td>
<td>Yes</td>
<td>Yes</td>
<td>Site Level</td>
<td>CAASPP Only</td>
</tr>
<tr>
<td>CAASPP Test Administrator</td>
<td>All CAASPP excluding CAAs</td>
<td>Site Level</td>
<td>Yes</td>
<td>Yes</td>
<td>Roster—Site Level</td>
<td>CAASPP Only</td>
</tr>
<tr>
<td>CAASPP Test Examiner</td>
<td>All CAASPP</td>
<td>Site Level</td>
<td>Yes</td>
<td>Yes</td>
<td>Roster—Site Level</td>
<td>CAASPP Only</td>
</tr>
<tr>
<td>CAASPP IA Administrator Only</td>
<td>CAASPP Interim Assessments</td>
<td>Site Level</td>
<td>Yes</td>
<td>Yes</td>
<td>Roster—Site Level</td>
<td>CAASPP Only</td>
</tr>
<tr>
<td>Educator—District</td>
<td>No</td>
<td>Entire LEA</td>
<td>No</td>
<td>No</td>
<td>Entire LEA</td>
<td>No</td>
</tr>
<tr>
<td>Educator—Test Site</td>
<td>No</td>
<td>Site Level</td>
<td>No</td>
<td>No</td>
<td>Site Level</td>
<td>No</td>
</tr>
<tr>
<td>Educator—Roster</td>
<td>No</td>
<td>Site Level</td>
<td>No</td>
<td>No</td>
<td>Roster—Site Level</td>
<td>No</td>
</tr>
<tr>
<td>Digital Library Only</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>LEA ELPAC Coordinator</td>
<td>Summative ELPAC and Smarter Balanced Interim Assessments</td>
<td>Entire LEA</td>
<td>Yes*</td>
<td>Yes*</td>
<td>Entire LEA</td>
<td>ELPAC and CAASPP English language arts/literacy and Mathematics*</td>
</tr>
</tbody>
</table>
Interim Assessment Types and Results

The Smarter Balanced Interim Assessments are online tests that provide educators with information necessary to guide instruction and support student learning. Two types of interim assessments are available: ICAs and IABs.

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

- **IABs** focus on smaller sets of targets (1–8) and therefore provide more detailed information for instructional purposes. The IABs yield overall information for each block. Focused IABs fall under the umbrella of IABs and assess 1–3 targets. They will only be called out specifically in this user guide when there are differences.

The interim assessments are aligned with grade-level content in ELA and mathematics for grades three through eleven. LEAs have the flexibility to administer any interim assessment to any student irrespective of the student’s enrolled grade.

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

- A minimal delay may occur when there are high testing volumes during the summative testing window and when responses are flagged during quality assurance checks.

- If an interim assessment (ICA or IAB) requires hand scoring, then the hand scoring must be completed before student results will be generated.

- Hand scoring of interim assessments is a local responsibility.

*Available January 2020*
**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.

**Interim Assessment Security Requirement**

In California, the Smarter Balanced Interim Assessments are available only to educators in California LEAs. (Nonpublic school educators who provide direct instruction to California public school students may also have access.)

The interim assessments are not for public use, display, or distribution. Interim assessment items must not be copied into third-party systems without the permission of Smarter Balanced. Any use, display, or distribution of the interim assessments that results in access to individuals beyond LEA staff and students is considered a security compromise. In the event of a security compromise, LEA staff should notify their LEA CAASPP coordinator immediately. Immediate action should be taken to contain and limit the scope of the compromise by collecting and destroying any hard copy or electronic materials containing test content.

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**Note:** The process for reporting a security compromise for interim assessments does not use the Security and Test Administration Incident Reporting System. In the event of a suspected interim assessment security compromise, please notify the LEA CAASPP coordinator.

**Resources and Training**

**Resources Linked in This Subsection:**

- CAASPP Student Accessibility Resources and Test Settings web page—[http://www.caaspp.org/administration/accessibility/](http://www.caaspp.org/administration/accessibility/)
- CAASPP Interim Assessment Administration Resources web page—[http://www.caaspp.org/ta-resources/interim.html](http://www.caaspp.org/ta-resources/interim.html)
- CAASPP Manuals and Instructions web page—[http://www.caaspp.org/administration/instructions/](http://www.caaspp.org/administration/instructions/)
All LEA and school staff involved in the administration of the interim assessments may visit the CAASPP website for links to all CAASPP manuals and guides—as well as other resources such as the Practice and Training Test website, the Test Administrator Interface, secure browsers, and the Digital Library. The California Department of Education Smarter Balanced Interim Assessments web page also has many valuable resources.

Resources include the following:

- **Interim Assessment Viewing System**—The Interim Assessment Viewing System contains all of the Smarter Balanced Interim Assessments. It is designed to allow teachers to see the interim assessments and understand the types of questions on the Interim Assessment Blocks (IABs) and the Interim Comprehensive Assessments (ICAs) and the scope of the content on an interim assessment. It allows teachers to better gauge when to administer a specific interim assessment.

- **Interim Assessment Administration Resources**—This web page contains many resources to assist test administrators in the administration of the interim assessments, including links to access the following:
  - *Interim Assessment User Guide*
  - *Interim Assessment Reporting System Sandbox User Guide*
  - *Interim Assessment Reporting System Sandbox*
  - *Guide to CAASPP Completion Status and Roster Management*
  - *Quick Reference Guide: How to Access the Interim Assessment Viewing System*
  - *2019–2020 Smarter Balanced Interim Assessments At-a-Glance*

- **Hand Scoring Training Guides and Exemplars**—These materials consist of rubrics and example responses to assist educators in hand scoring the constructed-response items as well as the performance tasks. They can be found in TOMS; log on and choose the [Resources] tab in the navigation bar. Then choose [Interim Assessment Secure Materials - Hand Scoring Training Guides] under Available Materials. These same materials are also available via the CAASPP Interim Assessment Administration Resources web page. Select the [Hand Scoring Training Guides and Exemplars] button at the center of the page and follow the previous directions for accessing these resources within TOMS.

- **CDE Smarter Balanced Interim Assessments web page**—This web page provides LEAs with interim assessment information and resources for planning and implementation of ICAs and IABs. Resources on this page include the IA Blueprints, IA Fact Sheet, At-a-Glance documents, IA Overview, IA Video Series, and IA FAQs.
• **2019–2020 Interim Assessments by Grade**—
  [https://www.cde.ca.gov/ta/tg/sa/documents/sbiasbygrade.pdf](https://www.cde.ca.gov/ta/tg/sa/documents/sbiasbygrade.pdf). This document provides a list of all interim assessments available by grade, including the claims and targets, total number of items, and the number of items that are hand scored. This information is intended to assist LEAs in planning for the administration and local hand scoring of the interim assessments.

• **Administration Guides for LEA CAASPP Coordinators and CAASPP Test Site Coordinators**—Manuals can also be found on the CAASPP [Manuals and Instructions](#) web page and include the following:
  – *CAASPP and English Language Proficiency Assessments for California (ELPAC) Technical Specifications and Configuration Guide for Online Testing*
  – *CAASPP and ELPAC TOMS User Guide*

• **Accessibility Resources for LEA CAASPP Coordinators and CAASPP Test Site Coordinators**—Additional resources can also be found on the CAASPP [Student Accessibility Resources and Test Settings](#) web page and include the following:
  – *CAASPP and ELPAC Accessibility Guide for Online Testing*
  – *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines*

*Figure 2* presents a flow diagram of the interim assessment administration, scoring, and reporting process. All users must have current administration-year TOMS credentials with roles that allow administration of an interim assessment. Student test settings and accessibility resources should be set in TOMS prior to administering an interim assessment.

The flow diagram begins with Identity Management in CAASPP.org. From there, Identity Management flows in two different directions (to the right and downward).

• The path to the Test Administrator Interface provides access to all CAASPP online assessments, including the summative, interim, and alternate assessments. The data moves to the test delivery system and the Interim Assessment Hand Scoring System, which users access to score student responses to hand scored items. Machine and hand scored data flows to the California Educator Reporting System, where users can access interim assessment results.

• The path from Identity Management in CAASPP.org feeds data directly into TOMS, which flows to the Test Administrator Interface.

Note that both CALPADS and Identity Management feed into TOMS.
Figure 2. Interim Assessments: Overall flow diagram
Technical Requirements

Resources Linked in This Section:

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

Approved Web Browsers—California Educator Reporting System

Reports from the California Educator Reporting System (CERS) are designed to be viewed using standard up-to-date web browsers running on most available hardware. Be sure to use the correct combination of operating system and web browser.

<table>
<thead>
<tr>
<th>Operating Systems</th>
<th>Approved Web Browsers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Windows 7 SP1 (Professional and Enterprise)</td>
<td>Chrome 75+ and Firefox 60+</td>
</tr>
<tr>
<td>Windows 8.0 (Professional and Enterprise)</td>
<td>Chrome 75+ and Firefox 60+</td>
</tr>
<tr>
<td>Windows 8.1 (Professional and Enterprise)</td>
<td>Chrome 75+ and Firefox 60+</td>
</tr>
<tr>
<td>Windows 10 and 10 in S mode (Professional, Educational, and Enterprise)</td>
<td>Chrome 75+, Firefox 60+, and Edge</td>
</tr>
<tr>
<td>• Versions 1507–1809</td>
<td></td>
</tr>
<tr>
<td>• Version 1903 (upon acceptance)</td>
<td></td>
</tr>
<tr>
<td>Windows Server</td>
<td></td>
</tr>
<tr>
<td>• 2012 R2</td>
<td>Chrome 75+ and Firefox 60+</td>
</tr>
<tr>
<td>• 2016 R2 (thin client)</td>
<td></td>
</tr>
<tr>
<td>macOS X</td>
<td></td>
</tr>
<tr>
<td>• Versions 10.9–10.14</td>
<td>Chrome 75+, Firefox 60+, and Safari 9+</td>
</tr>
<tr>
<td>• Versions 10.15 (upon acceptance)</td>
<td></td>
</tr>
<tr>
<td>Linux Fedora LTS (Gnome)</td>
<td></td>
</tr>
<tr>
<td>• Versions 28–29</td>
<td>Chrome 75+ and Firefox 60+</td>
</tr>
<tr>
<td>• Version 30 (upon acceptance)</td>
<td></td>
</tr>
</tbody>
</table>
Approved web browsers (continuation)

<table>
<thead>
<tr>
<th>Operating Systems</th>
<th>Approved Web Browsers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linux Ubuntu LTS (Gnome)</td>
<td>Chrome 75+ and Firefox 60+</td>
</tr>
<tr>
<td>• Version 16.04</td>
<td></td>
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<tr>
<td>• Version 18.04</td>
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<tr>
<td>• Version 20.04 (64-bit only)</td>
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<td>IOS 11.4</td>
<td>Safari 11</td>
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<tr>
<td>IOS 12.2</td>
<td>Safari 12</td>
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<td>Safari 13 (upon acceptance)</td>
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<td>• Version 8.1</td>
<td></td>
</tr>
<tr>
<td>Chrome OS 75+</td>
<td>Chrome 75+</td>
</tr>
</tbody>
</table>

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

All students taking an interim assessment will need access to a computer that has the Secure Browser version 12 installed. These requirements can be found on the CAASPP website after selecting the [Secure Browsers] button or by accessing the CAASPP and ELPAC Technical Specifications and Configuration Guide for Online Testing.

Pop-Up Blockers

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

**Edge**

1. Select the [Cogwheel] icon in the upper-right corner.
2. Select *Internet options*.
4. Uncheck the *Turn on Pop-up Blocker* box.
5. Select [OK].
Mozilla Firefox

1. Select the [More Options] button in the upper-right corner.
2. Access Options.
4. Scroll down to the “Permissions” section.
5. Uncheck the Block Pop-Up Windows box.
6. Close out of Options.

Google Chrome

1. Select the ellipses icon in the upper-right corner to access the Customize and Control Google Chrome menu.
3. Scroll to the bottom of the web page and select the [Advanced] link.
4. In the “Privacy and security” section, select the [Site Settings] button.
5. Scroll down to the “Pop-ups and Redirects” section.
6. Select the toggle button in the upper-right corner to allow all sites to show pop-ups.
7. Close out of Settings.

Safari

1. Select [Safari] in the top menu bar to access Preferences.
2. Select the [Websites] icon.
3. In the left pane, select the [Pop Up Windows] button.
4. In the bottom-right corner, for “When Visiting Other Websites,” select Allow in the drop-down list.
5. Exit the Preferences pane.
This page is left blank intentionally.
Interim Assessment Viewing System

Resources Linked in This Section:

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

What’s New?

<table>
<thead>
<tr>
<th>Feature</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universal Tools added to Interim Assessment</td>
<td>The following universal tools are available in the Interim Assessment Viewing System:</td>
</tr>
<tr>
<td>Viewing System</td>
<td>Break / Pause, Digital Notepad, English Dictionary, English Glossary, Expandable Items / Passages, Global Notes, Highlighter, Keyboard Navigation, Line Reader, Mark for Review, Strikethrough, Thesaurus, Writing Tools / Spell Check / Word Processing Functions, and the Calculator. Thecalculator can be displayed for all items that would make a calculator available to students during the actual interim assessments.</td>
</tr>
<tr>
<td>American Sign Language (ASL) added to the</td>
<td>ASL is available in the Interim Assessment Viewing System. The option to deploy ASL will be available for all users in the context menu, which allows students to access on-screen tools. These tools can be accessed using a mouse or keyboard shortcuts.</td>
</tr>
<tr>
<td>Interim Assessment Viewing System</td>
<td></td>
</tr>
<tr>
<td>Audio Transcript added to the Interim</td>
<td>Audio Transcript for ELA, an embedded accommodation, is available in the Interim Assessment Viewing System.</td>
</tr>
<tr>
<td>Assessment Viewing System</td>
<td></td>
</tr>
</tbody>
</table>

The Interim Assessment Viewing System contains all of the Smarter Balanced Interim Assessments. It is designed to allow teachers to review the interim assessments and understand the types of questions on the Interim Assessment Blocks (IABs) and the Interim Comprehensive Assessments (ICAs) as well as the scope of the content on an interim assessment. It allows teachers to better gauge when to administer a specific interim assessment. This tool is only available to users who have the Test Operations Management System (TOMS) credentials that allow administration of an interim assessment.
The Interim Assessment Viewing System provides read-only access to all interim assessments. Users must select answers and input text to items to progress through the assessment. Take the following steps to access the system:

1. Go to the [CAASPP website](#).
2. Select the [Smarter Balanced Interim Assessments](#) button (Figure 3).

![Figure 3. CAASPP website](#)
3. From the Interim Assessment Administration Resources web page, select the [Interim Assessment Viewing System] button (Figure 4).

Figure 4. [Interim Assessment Viewing System] button
4. A prompt to log on using TOMS credentials will appear. Once logged on to the viewing system, select a grade level from the drop-down menu on the *Choose a Test Grade* screen (Figure 5).

![Figure 5. Choose a Test Grade screen](image)

5. A page that lists all the available tests for the grade level selected will appear. Select the test of interest (Figure 6).

![Figure 6. Available Tests screen](image)
6. After selecting the test of interest, the Choose a Test Form screen will appear. From the Test Forms drop-down list, select the test form. Currently, there is only one form per interim assessment. Then select [Next] (Figure 7).

![Choose a Test Form screen](image)

Figure 7. Choose a Test Form screen
7. The **Audio/Video Checks** screen allows users to verify the functioning of any audio and video feature that any of the test items may include. Unmute device speakers to hear the sound, if necessary. Select the [Play] icon (Figure 8).

![Audio/Video Checks screen]

**Figure 8. Audio/Video Checks screen**

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

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

For more information on how to use the newly added functionalities for the IA Viewing System, refer to the following subsections in Chapter 3: Interim Assessment Administration:

- [Universal Tools for all CAASPP Assessments](#)
- [ASL Video Tool](#)
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Chapter 3. Interim Assessment Administration
Administer Interim Assessments

Resources Linked in This Section:

- California Assessment of Student Performance and Progress (CAASPP) website—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.

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.

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

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

**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.

---

**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](image)

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).

Figure 20. Session ID

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](Please Sign In)

First Name:
EX. JORDAN

SSID:
EX. 123456789

Session ID:

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

![Figure 23. Is This You? screen](image)

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](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

![Approvals and Student Test Settings screen](image)

**Figure 26. 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 [ ] 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)
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).

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 [×], 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.

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).
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 and test rules 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

![Operational Test Session](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. Each student has three opportunities for ICAs and an unlimited number of opportunities for IABs.</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 [ ] 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 [ ] 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.

**Table 5. Chronological Test Status Types During Testing**

<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.</td>
</tr>
<tr>
<td></td>
<td>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.</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></td>
<td>*The “Scored” status only appears in the Online Reporting System.</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

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/](http://www.caaspp.org/administration/accessibility/)
- CAASPP *Manuals and Instructions* web page—[http://www.caaspp.org/administration/instructions/](http://www.caaspp.org/administration/instructions/)
- CAASPP *Smarter Balanced Translated Test Directions* web page—[http://www.caaspp.org/ta-resources/directions.html](http://www.caaspp.org/ta-resources/directions.html)
- Smarter Balanced 100s Number Table—[http://www.caaspp.org/rsc/pdfs/CAASPP.hundreds-number-table.pdf](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](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](https://www.cde.ca.gov/be/ta/ac/accessibility.asp) and [California Student Assessment Accessibility for Mathematics](https://www.cde.ca.gov/be/ta/ac/accessibility.asp) web documents, which are linked as PDFs on the CDE [Student Accessibility Resources](https://www.cde.ca.gov/be/ta/ac/) web page. Additional details can be found in the Smarter Balanced Assessment Consortium: [Usability, Accessibility, and Accommodations Guidelines](https://www.smarterbalanced.org/about-us/who-we-are/technical-committees/technical-committees-usability-accessibility-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>
<thead>
<tr>
<th>Test Tool</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>[?] Icon</td>
<td>To access the Test Instructions and Help screen at any time, select the [?] icon.</td>
</tr>
<tr>
<td>[Zoom In] and [Zoom Out] Buttons</td>
<td>To 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>

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January 2020

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Table 7 (continuation)

<table>
<thead>
<tr>
<th>Test Tool</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expandable Passages</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>Highlighter</td>
<td>To highlight a section of text in a passage or test item, select text on the screen, select with the right mouse button, and select the <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>Keyboard Navigation</td>
<td>Navigation throughout text can be accomplished by using a keyboard.</td>
</tr>
<tr>
<td>Line Reader</td>
<td>The student uses an onscreen universal tool to assist in reading by raising and lowering the tool for each line of text on the screen.</td>
</tr>
<tr>
<td>Mark (Flag) for Review</td>
<td>Open the context menu for an item and select the <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>Notepad</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>Strikethrough</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>Thesaurus (for ELA performance task full writes)</td>
<td>A thesaurus is available for the full write portion of an ELA performance task. A thesaurus contains synonyms of terms while a student interacts with text included in the assessment. A full write is the second part of a performance task. The use of this universal tool may require more time to complete the assessment.</td>
</tr>
<tr>
<td>Tutorial</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.

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>
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.</td>
</tr>
<tr>
<td></td>
<td>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.

**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.

**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. 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 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.

\[ \text{Note: Exiting the Masking tool will not automatically delete any masked areas on the screen.} \]

\section*{Print-on-Demand Accommodation}

Students who are granted the print-on-demand accommodation may request printing of reading passages or test items or both. \textbf{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.}

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

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. \textbf{Print Page}: Print all test content on the page (e.g., passage and items).
   b. \textbf{Print Passage}: Print only the passage on the page.
   c. \textbf{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 (Test Administrator Interface)](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 for items](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         | 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) | 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>
<tbody>
<tr>
<td>Amplification</td>
<td>• Amplification is not selected.</td>
<td>• ELA</td>
<td>Students may adjust the volume control beyond the testing device’s built-in settings using headphones or another non-embedded device.</td>
<td>Non-embedded designated support</td>
</tr>
<tr>
<td></td>
<td>• Amplification is selected.</td>
<td>• mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Audio Transcript</td>
<td>• Audio Transcript is not selected.</td>
<td>• ELA</td>
<td>Content that is accessed through listening during the course of the assessment with the option of closed captioning is made available in braille or on-screen as a single text presentation (rather than one line at a time as provided by closed captioning).</td>
<td>Embedded accommodation</td>
</tr>
<tr>
<td></td>
<td>• Audio Transcript is selected.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bilingual Dictionary (for ELA Full Writes)</td>
<td>• Bilingual Dictionary is not selected.</td>
<td>• ELA</td>
<td>• A bilingual or dual-language word-to-word dictionary is a language support. This is not available for the CAAs.</td>
<td>Non-embedded designated support</td>
</tr>
<tr>
<td></td>
<td>• Bilingual Dictionary is selected.</td>
<td>• performance task</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Braille</td>
<td>• Braille is not selected.</td>
<td>• ELA</td>
<td>• Braille is a presentation support. This is not available for the CAAs.</td>
<td>Embedded accommodation</td>
</tr>
<tr>
<td></td>
<td>• Braille is selected.</td>
<td>• mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Braille is selected.</td>
<td>• performance task</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 9 (continuation 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. • Calculator is selected.</td>
<td>mathematics</td>
<td>• A calculator can be accessed for calculator-allowed items. • The student may use the calculator offered with assistive technology devices (such as a talking calculator or a braille calculator). • This is allowed in grades 6–11.</td>
<td>Non-embedded accommodation</td>
</tr>
<tr>
<td>Closed-Captioning (for ELA Listening Items)</td>
<td>• Closed Captioning is not selected. • Closed Captioning is selected.</td>
<td>ELA (listening)</td>
<td>• Printed text that appears on the computer screen as audio materials are presented. • This is for ELA Listening items only.</td>
<td>Embedded accommodation</td>
</tr>
<tr>
<td>Color Contrast (EMBEDDED)</td>
<td>• Color Contrast is not selected; the default is Black on White. • Reverse Contrast • Black on Rose • Medium Gray on Light Gray • Yellow on Blue</td>
<td>ELA</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>
</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>• <strong>Color Contrast is not selected.</strong></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>• <strong>Color Overlays is not selected.</strong></td>
<td>• performance task</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Color Overlays is selected.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Color Overlays</td>
<td>• <strong>Color Overlays is not selected.</strong></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>• <strong>Magnification is not selected.</strong></td>
<td>• performance task</td>
<td>The size of specific areas of the screen (e.g., text, formulas, tables, graphics, and navigation buttons) may be adjusted by the student with an assistive technology device.</td>
<td>Non-embedded designated support</td>
</tr>
<tr>
<td></td>
<td>• Magnification is selected.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Magnification</td>
<td>• <strong>Magnification is not selected.</strong></td>
<td>• ELA</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Magnification is selected.</td>
<td>• mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• <strong>Masking is not selected.</strong></td>
<td>• performance task</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></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Masking</td>
<td>• <strong>Masking is not selected.</strong></td>
<td>• ELA</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Masking is selected.</td>
<td>• mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• <strong>Masking is not selected.</strong></td>
<td>• performance task</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Masking is selected.</td>
<td></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>• <strong>Mouse Pointer is not selected.</strong>&lt;br&gt;• Large, Black Mouse Pointer&lt;br&gt;• Extra Large, Black Mouse Pointer&lt;br&gt;• Large, Green Mouse Pointer&lt;br&gt;• Extra Large, Green Mouse Pointer&lt;br&gt;• Large, Red Mouse Pointer&lt;br&gt;• Extra Large, Red Mouse Pointer&lt;br&gt;• Large, White Mouse Pointer&lt;br&gt;• Extra Large, White Mouse Pointer&lt;br&gt;• Large, Yellow Mouse Pointer&lt;br&gt;• Extra Large, Yellow Mouse Pointer</td>
<td>• ELA&lt;br&gt;• mathematics</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>
</tbody>
</table>
### 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>
<tbody>
<tr>
<td>Multiplication Table (NON-EMBEDDED)</td>
<td>• Multiplication Table is not selected.</td>
<td>mathematics</td>
<td>• A paper-based single-digit (1–9) multiplication table is provided. This is allowed in grades four through eight and grade eleven.</td>
<td>Non-embedded accommodation</td>
</tr>
<tr>
<td>(Grades 4–8 and Grade 11)</td>
<td>• Multiplication Table is selected.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• This is allowed in grades four through eight and grade eleven.</td>
<td></td>
</tr>
<tr>
<td>Noise Buffers</td>
<td>• Noise Buffers is not selected.</td>
<td>ELA</td>
<td>Noise buffers are, for example, ear mufflers, white noise, or other equipment used to block external sounds.</td>
<td>Non-embedded designated support</td>
</tr>
<tr>
<td></td>
<td>• Noise Buffers is selected.</td>
<td>mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• performance task</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Print on Demand</td>
<td>• Print on Demand is not selected.</td>
<td>ELA</td>
<td>Print on Demand for test stimuli and items, stimuli only, or items only is set by having the LEA CAASPP coordinator contact CalTAC only. Configuring this accommodation in the upload file will not automatically activate it for the assigned student. All requests must be approved by CalTAC and the California Department of Education.</td>
<td>Non-embedded accommodation</td>
</tr>
</tbody>
</table>
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>
</table>
| Read Aloud Passages (for ELA) (NON-EMBEDDED) | • Read Aloud Passages for ELA is not selected.  
• Read Aloud Passages for ELA is selected. | • ELA  
• performance task | 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. | Non-embedded accommodation |
| Read Aloud (for Math and ELA Items) (NON-EMBEDDED) | • Read Aloud for Math and ELA Items is not selected.  
• Read Aloud for Math and ELA Items is selected. | • ELA  
• mathematics  
• performance task | • 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.  
• This does not apply to ELA passages.  
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. | Non-embedded designated support |
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>
<tbody>
<tr>
<td>Scribe</td>
<td>• <strong>Scribe is not selected.</strong>&lt;br&gt;• Scribe is selected.</td>
<td>• ELA&lt;br&gt;• performance task</td>
<td>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](<a href="https://www.smarter">https://www.smarter</a> Balanced.org).</td>
<td>Non-embedded accommodation</td>
</tr>
<tr>
<td>Scribe (for ELA non-writing items and Math items)</td>
<td>• <strong>Scribe for items is not selected.</strong>&lt;br&gt;• Scribe for items is selected.</td>
<td>• ELA&lt;br&gt;• mathematics&lt;br&gt;• performance task</td>
<td>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](<a href="https://www.smarter">https://www.smarter</a> Balanced.org).</td>
<td>Non-embedded designated support</td>
</tr>
<tr>
<td>Separate Setting</td>
<td>• <strong>Separate Setting is not selected.</strong>&lt;br&gt;• Separate Setting is selected.</td>
<td>• ELA&lt;br&gt;• mathematics&lt;br&gt;• performance task</td>
<td>• The test location is altered so that the student is tested in a setting different from that made available for most students.&lt;br&gt;• The test is administered at the most beneficial time of day for the student.&lt;br&gt;Special lighting, acoustics, or adaptive furniture are to be used.</td>
<td>Non-embedded designated support</td>
</tr>
</tbody>
</table>
### 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>
<tbody>
<tr>
<td>Speech-to-text</td>
<td>• Speech-to-text is not selected.</td>
<td>• ELA</td>
<td>• 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.</td>
<td>Non-embedded accommodation</td>
</tr>
<tr>
<td></td>
<td>• Speech-to-text is selected.</td>
<td>• mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• performance task</td>
<td>• performance task</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Text-to-speech Passages (for ELA Reading) (EMBEDDED)</td>
<td>• Text-to-speech Passages for ELA reading is not selected.</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. • This accommodation is available for all grades.</td>
<td>Embedded accommodation</td>
</tr>
<tr>
<td></td>
<td>• Text-to-speech Passages is selected.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:**
- **Speech-to-text**: Helps students dictate responses or give commands using their voices.
- **Text-to-speech**: Provides text reading aloud, allowing students to control the speed and volume.
- **Embedded accommodation** is available for all grades.
- **Non-embedded accommodation** is not available for the CAAs.
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> • Text-to-speech Items (ELA) • Text-to-speech Stimuli and Items (Math) • Text-to-speech Items (ELA) and Stimuli and Items (Math)</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>Translated Test Directions (PDF by Smarter Balanced) (NON-EMBEDDED)</td>
<td>• <strong>Translated Test Directions is not selected.</strong> • Translated Test Directions is selected.</td>
<td>• ELA</td>
<td>• There are PDFs of directions translated in each of the languages currently supported. • Languages are linked on the CAASPP <a href="https://caaspp.org">Smarter Balanced Translated Test Directions</a> web page. • A bilingual adult can read to the student. • This is not available for the CAAs.</td>
<td>Non-embedded designated support</td>
</tr>
</tbody>
</table>
### Table 9 (continuation 10)

<table>
<thead>
<tr>
<th>Display Name</th>
<th>Value Definition</th>
<th>Test</th>
<th>Setting Definition</th>
<th>Type</th>
</tr>
</thead>
</table>
| Translation Glossaries (for Math Items) (EMBEDDED) | • 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 | • mathematics  
• performance task | • 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. | Embedded designated support |
Table 9 (continuation 11)

<table>
<thead>
<tr>
<th>Display Name</th>
<th>Value Definition</th>
<th>Test</th>
<th>Setting Definition</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>
</tr>
<tr>
<td></td>
<td>Filipino and English</td>
<td>(Continued from previous row.)</td>
<td>Select “Filipino” for students requiring Ilokano and Tagalog glossaries. These</td>
</tr>
<tr>
<td></td>
<td>Ukrainian and English</td>
<td>(Continued from previous row.)</td>
<td>students can subsequently select the Filipino glossary in the test delivery system</td>
</tr>
<tr>
<td></td>
<td>Vietnamese and English</td>
<td>(Continued from previous row.)</td>
<td>and receive each of the available translations in the Tagalog family of languages.</td>
</tr>
<tr>
<td></td>
<td>Somali</td>
<td>(Continued from previous row.)</td>
<td>This is not available for the CAAs.</td>
</tr>
<tr>
<td></td>
<td>Hmong</td>
<td>(Continued from previous row.)</td>
<td><strong>Note:</strong> The English glossary is available for both ELA and mathematics tests.</td>
</tr>
</tbody>
</table>

Translated glossaries are available for mathematics tests only.

Note: The English glossary is available for both ELA and mathematics tests. Translated glossaries are available for mathematics tests only.
<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.  
                       |                    | • 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 |
|                      | • Permissive Mode is enabled.                                                   |                    |                                    |                                   |
| Print Size           | • No default zoom applied.  
                       |                    | • ELA  
                       | Sets student’s print size accommodation.  
                       | Embedded designated support |
|                      | • 1.5X  
                       |                    | • mathematics  
                       | This is the print size the student should have when starting a test.  
                       |                                   |
|                      | • 1.75X  
                       |                    | • performance task  
                       | The selected print size becomes the default for all items in that student’s test.  
                       |                                   |
|                      | • 2.5X  
                       |                    |                                    | The default print size for all tests is 14 point.  
                       |                                   |
|                      | • 3X  
                       |                    |                                    | The default font for ELA tests is Times New Roman.  
                       |                                   |
|                      |                                    |                    |                                    | The default font for mathematics tests is Verdana.  
                       |                                   |
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>• Students who are using the streamlined interface will also receive four enhanced zoom levels of 5X, 10X, 15X, and 20X when using the [Zoom In] and [Zoom Out] buttons. Important: The streamlined interface is not intended to be tablet compatible.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• performance task</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 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>
<tbody>
<tr>
<td>Stacked Translations and Translated Test Directions (for Math) (EMBEDDED)</td>
<td>• Stacked Translations and Translated Test Directions for Math are not selected.</td>
<td>• mathematics</td>
<td>• Embedded translation of mathematics test items and directions, translated in Spanish.</td>
<td>Embedded designated support</td>
</tr>
<tr>
<td></td>
<td>• Stacked Translations and Translated Test Directions for Math are selected.</td>
<td>• performance task</td>
<td>• This is not available for the CAAs.</td>
<td></td>
</tr>
<tr>
<td>Turn Off Any Universal Tool(s)</td>
<td>• Reminder is not selected.</td>
<td>• ELA</td>
<td>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.</td>
<td>Embedded designated support</td>
</tr>
<tr>
<td></td>
<td>• Reminder 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 15)

<table>
<thead>
<tr>
<th>Display Name</th>
<th>Value Definition</th>
<th>Test</th>
<th>Setting Definition</th>
<th>Type</th>
</tr>
</thead>
</table>
| Read-Aloud in Spanish (for Math) (Not available for CAA)                      | • Read-Aloud in Spanish is not selected.                                         | mathematics   | • Spanish 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 in Spanish](https://www.smarter balanced.com).  
  - All or portions of the content may be read aloud.  
  - Not available for the CAAs. | Non-embedded designated support                                                  |
| Additional Instructional Supports for Alternate Assessments (NON-EMBEDDED)   | • Additional Instructional Supports is not selected.                             | ELA           | This accommodation provides additional CAA instructional supports.                                       | Non-embedded accommodation |
| 100s Number Table (Grade 4 and up)                                            | • 100s Number Table is not selected.                                            | mathematics   | A paper-based table listing numbers from 1 through 100 is provided.                                      | Non-embedded accommodation  |
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>• <strong>Simplified Test Directions is not selected.</strong></td>
<td>• ELA</td>
<td>The test administrator simplifies or paraphrases test directions according to the <strong>Smarter Balanced Simplified Test Directions Guidelines.</strong></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.
**Figure 59. Sample context menu for items**

**Figure 60. Sample context menu for answer options**

**Note:** Students can access context menus for passages, items, and answer options.

**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.
Figure 61. [Pause] button in global menu of Student Testing Site

**Attention**
Are you sure you want to pause the test? If you pause your test for more than 20 minutes, you may be unable to make changes to questions that you have already answered. Ask your Test Administrator before pausing your test. [Message Code: 10899]

![Attention Message]

**Figure 62. Student Pause test message**

**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.”

![End Test Button]

**Figure 63. [End Test] button in global menu of Student Testing Interface**

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.

![Attention](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.

![Figure 67. Your Results confirmation screen](image)

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.
Chapter 4. Interim Assessment Hand Scoring System
Overview of the Interim Assessment Hand Scoring System

Resources Linked in This Section:

- California Assessment of Student Performance and Progress (CAASPP) Interim Assessment Administration Resources web page—http://www.caaspp.org/ta-resources/interim.html
- CAASPP website—http://www.caaspp.org/

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

Hand scoring interim assessments is a local responsibility. To plan adequate time for hand scoring of interim assessments, it is a good idea to preview the Interim Assessment Block (IAB) or Interim Comprehensive Assessment (ICA) of interest using the Interim Assessment Viewing System on the CAASPP Interim Assessment Administration Resources web page. The Interim Assessment Viewing System allows educators with the appropriate Test Operations Management System (TOMS) credentials to view all of the interim assessments, both ICAs and IABs, and develop an estimate of the time required for hand scoring.

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

Note: In most cases, results will populate within 20 minutes. In some cases, results may take longer to populate due to normal quality assurance of student scores and high volumes of student testing during peak summative testing windows.
Interim Assessment Hand Scoring System |
Overview of the Interim Assessment Hand Scoring System

Warnings:

- All student responses and associated hand scoring materials will be cleared from the IAHSS during the system downtime that occurs just prior to the rollover to the new interim assessments for the new school year. Once they are cleared, student responses will no longer be available for hand scoring.
- For ICAs, scoring (including hand scoring) for both the performance task and the computer-based test must be completed and submitted to produce results in the CERS.

This section contains information on how to do the following:

- Understand IAHSS user roles
- Access the IAHSS
- Select item responses to score
- Score item responses
- Mark item responses as complete
- Apply condition codes

Quick Start Instructions

1. Navigate to the [CAASPP website](http://caaspp.org), select the [Smarter Balanced Interim Assessments](http://caaspp.org) button, and then select the [Interim Assessment Hand Scoring System](http://caaspp.org) button.
2. Log on by entering the Test Operations Management System (TOMS) username and password on the Logon screen and selecting the [Secure Logon](http://caaspp.org) button.
3. Select item responses to score.
4. Score item responses.
5. Reassign items (optional).
6. Mark as complete.

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

IAHSS User Roles

Scorers

Scorers use the IAHSS to score the item responses that require hand scoring. Student responses are assigned to the scorer based on the Test Session ID in which the test was completed. Scorers can reassign items to other scorers in the same school or score managers from within the school.
**Note:** When a scorer reassigns a student’s response to an item, the scorer will no longer have access to the student’s response and will not be able to regain access to the response without it being reassigned to him or her by the controlling scorer or score manager.

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

**Score Managers**

There are two types of score managers: local educational agency (LEA) CAASPP and ELPAC coordinator score managers, who can view items completed by any student associated with their LEA, and CAASPP and ELPAC site coordinator score managers, who can view items completed by any student associated with their school. Both types of score managers can reassign students to any scorer within their user level. Score managers inherit scorer properties as part of their role, so they can also score item responses that have been reassigned to them. *Table 10* describes the hand scoring roles and their abilities.

<table>
<thead>
<tr>
<th>Hand Scoring Role</th>
<th>TOMS User Roles</th>
<th>Viewing, Scoring, and Reassigning Abilities</th>
</tr>
</thead>
</table>
| **Scorer**        | • Test Administrator  
|                   | • Test Examiner (CAASPP and ELPAC)  
|                   | • IA Administrator Only  | • Can view and score all student responses for assessments the scorer administers  
|                   |                           | • Can view and score all student responses assigned to him or her by another scorer or score manager  
|                   |                           | • Can reassign student responses to another scorer or score manager within the same school  |
| **Score Manager** | • LEA CAASPP Coordinator  
|                   | • LEA ELPAC Coordinator  | • Can view responses for all students within the LEA  
|                   |                           | • Can score student responses for which the score manager has been assigned  
|                   |                           | • Can reassign responses to any other scorer or score manager within the LEA  |
| **Score Manager** | • CAASPP Site Coordinator  
|                   | • ELPAC Site Coordinator  | • Can view responses for all students within the school  
|                   |                           | • Can score student responses assigned to him or her  
|                   |                           | • Can reassign responses to any user eligible to score responses within the same school  |
Using the IAHSS

Step 1. Access the IAHSS

To access the IAHSS, TOMS logon credentials (i.e., username and password) are required.

1. Open a web browser and navigate to the CAASPP website.
2. Select the [Smarter Balanced Interim Assessments] button (Figure 68) to navigate to the CAASPP Interim Assessment Administration Resources page.

Figure 68. Buttons on the CAASPP website
3. Select the [Interim Assessment Hand Scoring System] button (Figure 69).

![Image of the Interim Assessment Hand Scoring System](image-url)
4. Enter the required email address and password in the *E-mail Address* and *Password* fields in the *Logon* screen (Figure 70), and then select the [Secure Logon] button.

- If the password has been forgotten or otherwise needs to be reset, refer to chapter 2 Passwords, Access, and Logon of the [CAASPP and ELPAC TOMS User Guide](#) for instructions on resetting.

![Logon Screen](image)
Step 2. Select Item Responses to Score

Overview of the Response List Page

After logging on, the Response List page will appear (Figure 71). For scorers, this table populates with the responses assigned to a scorer for scoring.

![Response List page—Scorer](image)

1. **[Help] button**: This button opens the Teacher Hand Scoring System User Guide.
2. **[Test] drop-down list**: This list is used to filter the response list by test.
3. **[Session] drop-down list**: This list is used to filter the response list by Session ID.
4. **Student Name**: This column indicates the student’s name.
5. **Item**: This column indicates the name of the hand scored item. It includes item ID and name.
6. **Session**: This column provides the Session ID in which the assessment was completed.
7. **Status**: This column provides the scoring status of the item. Refer to Table 11 for information on status types.
8. **[Score] button**: This button is selected to score a student response.
9. **Navigation links**: These links are used to view student responses on other pages, if the response list shows more than 25 students.
10. **[Mark Selected As Complete] button**: This button completes the hand scoring for selected responses; responses will no longer be accessible.
### Table 11. Status Types

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

For score managers, the Response List table will include additional information (Figure 72).

**Note:** There are two versions of the Response List table. For score managers, this table displays the hand scored responses for all the students in the manager’s associated school (for site coordinators) or LEA (for LEA coordinators).

**Figure 72. Filters for the Response List table—Score Manager**

1. **[Grades]** drop-down list: This list is used to filter the response list by grade.
2. **[Subjects]** drop-down list: This list is used to filter the response list by subject.
3. **[Scorers]** drop-down list: This list is used to filter the response list by assigned scorer.
4. **Assigned To**: This column shows the name of the scorer to which the response is assigned.
**Filter the Response List Table**

Use the drop-down lists on the *Response List* page to filter the responses that appear in the table. Scorer can filter the table by test or session. Score managers can filter the table by test, session, grade, subject, or assigned scorer.

1. Open a drop-down list above the Response List table (*Figure 73*); for a scorer, the options are *Test* and *Session*.

![Figure 73. Test Filter for the Response List table—Scorer](image)

2. Select an option; otherwise, enter the desired option in the search field. The table updates to show only responses associated with the selected option.

3. To apply additional filters, repeat Steps 1 and 2 with a different drop-down list.

**Sort the Response List Table**

The Response List table can be sorted by student name, item, Session ID, or response status.

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

1. Select a column header. The table lists the responses by that column in ascending order.

2. To sort the responses in descending order, select the column header again.
Step 3. Score Item Responses

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

Score Responses

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

1. In the Score column of the Response List table (Figure 73), select [Score] for a response. The Score Response page appears, displaying the item rubric and student response (Figure 74).

Figure 74. IAHSS Score Response page
2. In the “Response” section of the Score Response page (Figure 75), review the item stem and the student’s response. Table 12 defines the terms used in Figure 75. To view the item’s passage and an example of responses at all score points, select the [Exemplar] link (Figure 76).

![Figure 75. IAHSS Response section](image)

The three parts of the response section (Figure 75) are described in Table 12, following.

**Table 12. Response Section Terms**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item Prompt</td>
<td>A test question or stimulus presented to a student to elicit a response.</td>
</tr>
<tr>
<td>Stimulus</td>
<td>Material or materials used in the test context that form the basis for assessing the knowledge and skills of students. Many items and tasks for the assessments include a stimulus along with a set of questions to which the student responds. Stimulus materials are used in ELA and mathematics assessments to provide context for assessing the knowledge and skills of students and are diverse. These stimulus materials can be traditional reading passages and texts but viewed on a computer screen; images with audio presentations for students listening, simulated web pages for students to use for research; or scenarios for student response.</td>
</tr>
<tr>
<td>Student Response Area</td>
<td>The designated area for the student’s response to the item prompt.</td>
</tr>
</tbody>
</table>
3. In the “Rubric” section (Figure 76), review the rubric description and do one of the following:
   a. View a guide for scoring the student response. Select the [Training Guides] link (Figure 76).
   b. Enter a score for the response. Manually enter a numerical score in the Score field or use the arrow button in this field to increase or decrease the score in increments of one (Figure 77). The score cannot exceed the value in the Points column.
   c. Assign a condition code to the response. Select the appropriate option from the Condition Code drop-down list (Figure 77).

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

5. After finishing entering scores for the response, select [Submit Score] at the bottom of the page (Figure 75).
Interim Assessment Hand Scoring System | Overview of the Interim Assessment Hand Scoring System

a. To navigate to the Score Item page for a different item, select [Previous Response] or [Next Response] at the top of the page (Figure 78); the order of responses is determined by the sorting options chosen on the Response List table.

b. To return to the Response List page, select [Back to Response List]. The item’s status in the Status column now displays Tentatively Scored.

![Figure 78. Navigation for the Hand Scoring System](image)

Reassign Responses

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

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

What follows is the process for score managers to reassign responses.

1. On the Response List table (Figure 79), mark the check box in the column on the far left for any items intended to be reassigned.

![Figure 79. Response List table](image)

2. Select the [Reassign All Selected] button at the bottom of the Response List page. A dialog box pops up.
3. In the **Reassign Selected Responses** dialog box (Figure 80), select a scorer from the drop-down list. Only users associated with the user’s school or LEA will appear.

![Reassign Selected Responses dialog box](image)

**Figure 80. Reassign Selected Responses dialog box**

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

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

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

After scoring responses, the scorer must mark the responses as complete to finish the process. The completed response will advance in the process to ultimately generate a score in CERS.

5. On the Response List table, mark the check box for any responses that have final scores (Figure 81).

6. Select the [Mark Selected As Complete] button (Figure 81).

7. In the window that pops up, select the [Mark Selected As Complete] button. Once a response has been marked as complete, it is removed from the scorer’s queue.

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

The interim assessment score results are generally available after 20 minutes once all hand scoring has been completed. The results can be viewed in CERS. Due to regular quality assurance processes and the high volume of testing during peak summative testing times, some results might require more than 20 minutes to populate in CERS.
Hand Scoring Condition Codes

For more information about how to score responses and use condition codes, refer to the Smarter Balanced Hand-Scoring Rules web document. Table 13 provides descriptions of the condition codes available.

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

<table>
<thead>
<tr>
<th>Condition Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blank (B)</td>
<td>Student did not enter a response.</td>
</tr>
<tr>
<td>Insufficient (I)</td>
<td>1. Student has not provided a meaningful response; examples can include the following:</td>
</tr>
<tr>
<td></td>
<td>− random keystrokes</td>
</tr>
<tr>
<td></td>
<td>− undecipherable text</td>
</tr>
<tr>
<td></td>
<td>− “I hate this test”</td>
</tr>
<tr>
<td></td>
<td>− “I like pizza!” (in response to a reading passage about helicopters)</td>
</tr>
<tr>
<td></td>
<td>− response consists entirely of profanity</td>
</tr>
<tr>
<td></td>
<td>2. For ELA full writes, use the “Insufficient” code for responses previously described and also if</td>
</tr>
<tr>
<td></td>
<td>− the student’s original work is insufficient to make a determination whether he or she is able to organize, cite evidence and elaborate, and use conventions as defined in the rubrics, or</td>
</tr>
<tr>
<td></td>
<td>− the response is too brief to make a determination regarding whether it is on purpose or on topic</td>
</tr>
<tr>
<td>Nonscorable Language (L)</td>
<td>• ELA: language other than English</td>
</tr>
<tr>
<td></td>
<td>• Mathematics: language other than English or Spanish</td>
</tr>
</tbody>
</table>
### Table 13 (continuation)

<table>
<thead>
<tr>
<th>Condition Code</th>
<th>Description</th>
</tr>
</thead>
</table>
| **Off Topic (T)** | *For ELA Full Writes Only*  
- A writing sample will be judged as off topic when the response is unrelated to the task or the sources or shows no evidence that the student has read the task or the sources (especially for informational/explanatory and opinion/argumentative).  
- Off-topic responses are generally substantial responses. |
| **Off Purpose (M)** | *For ELA Full Writes Only*  
- A writing sample will be judged as off purpose when the student has clearly not written to the purpose designated in the task.  
- An off-purpose response addresses the topic of the task but not the purpose of the task.  
- Note that students may use narrative techniques in an explanatory essay or use argumentative and persuasive techniques to explain, for example, and still be on purpose.  
- Off-purpose responses are generally developed responses (essays, poems, etc.) clearly not written to the designated purpose. |
Hand Scoring Training

In order to score student responses, users will need access to the training guides, exemplars, and other training material from the Test Operations Management System (TOMS). These materials are available to anyone with TOMS credentials. After users log on to TOMS, users should select the [Resources] button (Figure 82).

![Figure 82. MyTOMS [Resources] button](image)

Users then land on the Secure Materials page for access to the Interim Assessment Secured Materials (Figure 83).

![Figure 83. Interim Assessment Secure Materials web page](image)
The resources under the first section, “Interim Assessment Secure Materials - Workshop,” include a variety of resources (Figure 84). The workshop presentations, materials, and facilitator’s guides offer in-depth training on hand scoring student responses in English language arts/literacy (ELA) and mathematics. These are intended to be used within a group setting with other educators.

Figure 84. Hand Scoring resources

The second section, “Interim Assessment Secure Materials - Hand Scoring Training Guides,” includes the training guides and exemplars for all interim assessment items that require hand scoring. The Training Guide file contains:

- Stimuli—passages, short scenarios, or source material
- Item Stem—questions to which students are responding, also called “prompts”
- Target Specific Scoring Rubric—standardized set of criteria used to score student responses
- Condition Codes Table—explains how to score unusual responses
- Metadata Table—claims and targets assessed by the item
- Grade-Level Conventions Chart—explains which conventions students are expected to know (ELA full write only)
The *Exemplars* file contains:

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

To find the desired training guides and exemplars, users select the content area and grade. The associated items that require hand scoring will then display underneath with links to the training guides and exemplars for each item. In *Figure 85, ELA and Grade 6* have been selected.
Once training on hand scoring has been completed, educators are ready to begin hand scoring interim assessment items.
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/](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
2. This will open the Interim Assessment Administration Resources web page. Select the [California Educator Reporting System] button (Figure 87).

![Interim Assessment Administration Resources](image)

**Figure 87. [California Educator Reporting System] button**
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).

![Figure 89. TOMS Button on CAASPP website](image)
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.
Chapter 6. Appendices
Appendix A. Register Users and Assign Permissions to Administer Interim Assessments

Resources Linked in This Section:


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>
<thead>
<tr>
<th>TOMS User Roles</th>
<th>Definition</th>
</tr>
</thead>
</table>
| Superintendent  | - 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. |
Table A.1 *(continuation one)*

<table>
<thead>
<tr>
<th>TOMS User Roles</th>
<th>Definition</th>
</tr>
</thead>
</table>
| LEA CAASPP Coordinator | • 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.  
  
  **Able to administer all** summative, interim, practice, and training tests.  

### Table A.1 (continuation two)

<table>
<thead>
<tr>
<th>TOMS User Roles</th>
<th>Definition</th>
</tr>
</thead>
</table>
| Site CAASPP Coordinator | • 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. |
### Table A.1 (continuation three)

<table>
<thead>
<tr>
<th>TOMS User Roles</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAASPP Test Administrator</td>
<td>- Assigned by users with the LEA CAASPP coordinator and site CAASPP coordinator roles.</td>
</tr>
<tr>
<td></td>
<td>- Administers standard summative, interim, practice, and training tests to students.</td>
</tr>
<tr>
<td></td>
<td>- Confirms student test settings in the Test Administrator Interface and ensures test session security.</td>
</tr>
<tr>
<td></td>
<td>- 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.</td>
</tr>
<tr>
<td></td>
<td>- 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.</td>
</tr>
<tr>
<td></td>
<td>- Users with this role can be added to a school only.</td>
</tr>
</tbody>
</table>
### Table A.1 (continuation four)

<table>
<thead>
<tr>
<th>TOMS User Roles</th>
<th>Description</th>
</tr>
</thead>
</table>
| CAASPP Test Examiner             | • 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     | • 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. |
Appendices |  
Appendix A. Register Users and Assign Permissions to Administer Interim Assessments

Table A.1 (continuation five)

<table>
<thead>
<tr>
<th>TOMS User Roles</th>
<th>Description</th>
</tr>
</thead>
</table>
| Educator—District        | • 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       | • 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          | • 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     | • 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. |
### Table A.2. TOMS User Roles for ELPAC with Access to Interim Assessments

<table>
<thead>
<tr>
<th>TOMS User Roles</th>
<th>Definition</th>
</tr>
</thead>
</table>
| LEA ELPAC Coordinator | • 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| • 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. |
Table A2 (continuation)

<table>
<thead>
<tr>
<th>TOMS User Roles</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELPAC Test Examiner</td>
<td>• Assigned by users with the LEA ELPAC coordinator and site ELPAC coordinator roles.</td>
</tr>
<tr>
<td></td>
<td>• Users with this role can be added to a school only.</td>
</tr>
<tr>
<td></td>
<td>• Administers the Interim Assessments and ELPAC assessments to students.</td>
</tr>
<tr>
<td></td>
<td>• 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.</td>
</tr>
<tr>
<td></td>
<td>• 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.</td>
</tr>
</tbody>
</table>

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:


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/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

<table>
<thead>
<tr>
<th>TOMS Role Names</th>
<th>CERS Permissions and DL Access</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEA CAASPP Coordinator</td>
<td>PII, PII_GROUP, GROUP_ADMIN, Custom Aggregate Reporter, Instructional Resource Admin, DL_EndUser</td>
</tr>
<tr>
<td>LEA ELPAC Coordinator</td>
<td></td>
</tr>
<tr>
<td>Educator—District</td>
<td></td>
</tr>
<tr>
<td>LST Correspondence Administrator</td>
<td>PII_GROUP, DL_EndUser</td>
</tr>
</tbody>
</table>
Appendices | Appendix B. Register Users in TOMS for Permissions to the California Educator Reporting System

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

<table>
<thead>
<tr>
<th>TOMS Role Names</th>
<th>CERS Permissions and DL Access</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Site CAASPP Coordinator</td>
<td>PII, PII_GROUP, GROUP_ADMIN, Custom Aggregate Reporter, Instructional Resource Admin, DL_EndUser</td>
</tr>
<tr>
<td>• Site ELPAC Coordinator</td>
<td>PII, PII_GROUP, GROUP_ADMIN, Custom Aggregate Reporter, Instructional Resource Admin, DL_EndUser</td>
</tr>
<tr>
<td>• Educator - Test Site</td>
<td>PII, PII_GROUP, GROUP_ADMIN, Custom Aggregate Reporter, Instructional Resource Admin, DL_EndUser</td>
</tr>
<tr>
<td>• CAASPP Test Administrator</td>
<td>PII_GROUP, DL_EndUser</td>
</tr>
<tr>
<td>• CAASPP Test Examiner</td>
<td>PII_GROUP, DL_EndUser</td>
</tr>
<tr>
<td>• CAASPP IA Administrator Only</td>
<td>PII_GROUP, DL_EndUser</td>
</tr>
<tr>
<td>• ELPAC Test Examiner</td>
<td>PII_GROUP, DL_EndUser</td>
</tr>
<tr>
<td>• LST Data Entry</td>
<td>PII_GROUP, DL_EndUser</td>
</tr>
<tr>
<td>• Educator - Roster</td>
<td>PII_GROUP, DL_EndUser</td>
</tr>
<tr>
<td>• Digital Library Only</td>
<td>DL_EndUser</td>
</tr>
</tbody>
</table>

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 Screen](image-url)

**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 94. Logon screen*
Appendices | Appendix B. Register Users in TOMS for Permissions to the California Educator Reporting System

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

![Figure 95. TOMS Users button](image)

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](image)

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>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Name*</td>
<td>Enter the new user’s first name.</td>
</tr>
<tr>
<td>Last Name*</td>
<td>Enter the new user’s last name.</td>
</tr>
<tr>
<td>Email*</td>
<td>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.</td>
</tr>
<tr>
<td>Phone Number*</td>
<td>Enter the 10-digit phone number. An extension is optional and cannot exceed six digits.</td>
</tr>
<tr>
<td>Fax Number</td>
<td>Enter a fax number, if available.</td>
</tr>
</tbody>
</table>
Appendices | Appendix B. Register Users in TOMS for Permissions to the California Educator Reporting System

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](image)

**Fields**

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select Organization*</td>
<td>Select an LEA or a school. Select a school or district.</td>
</tr>
<tr>
<td>Select Role*</td>
<td>Select the new user’s role within the organization.</td>
</tr>
<tr>
<td>Administration Year(s)</td>
<td>Select the administration year(s) to assign to the new user’s role.</td>
</tr>
</tbody>
</table>
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.

![Figure 98. Confirm and Save User](image-url)
Appendices | Appendix B. Register Users in TOMS for Permissions to the California Educator Reporting System

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.

![Figure 99. View and Edit Users](image)

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

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

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results Count</td>
<td>Example: “There are 67 results.”</td>
</tr>
<tr>
<td>#</td>
<td>User’s row number</td>
</tr>
<tr>
<td>Name</td>
<td>User’s last and first name</td>
</tr>
<tr>
<td>Username</td>
<td>User’s identification (email address)</td>
</tr>
<tr>
<td>Role</td>
<td>Role(s) assigned to the user</td>
</tr>
<tr>
<td>Status</td>
<td>User’s status:</td>
</tr>
<tr>
<td></td>
<td>Activate—displayed for inactive users. Inactive users are users who cannot access the TOMS system. Select the hyperlink to make the user active.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>Reset Password</td>
<td>Select the [Reset] red circular arrow [ ⊆ ] icon to reset the user’s password.</td>
</tr>
<tr>
<td>Action</td>
<td>Select the [View/Edit User] pencil [ ☑ ] icon to view the User Name and Contact Information screen, where the user’s information can be reviewed and edited.</td>
</tr>
<tr>
<td></td>
<td>Select the [View User] magnifying glass [ ✂ ] icon to view the user name and contact information for the user.</td>
</tr>
</tbody>
</table>
Appendices | Appendix B. Register Users in TOMS for Permissions to the California Educator Reporting System

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:

Achievement Levels and Proficiency

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

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

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

<table>
<thead>
<tr>
<th>Mathematics</th>
<th>ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Concepts and Procedures</td>
<td>• Reading</td>
</tr>
<tr>
<td>• Problem Solving, and Modeling and Data Analysis</td>
<td>• Writing</td>
</tr>
<tr>
<td>• Communicating Reasoning</td>
<td>• Listening</td>
</tr>
<tr>
<td></td>
<td>• Research and Inquiry</td>
</tr>
</tbody>
</table>

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

Claim Calculation Details and Levels Determination

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

<table>
<thead>
<tr>
<th>Icon</th>
<th>Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Green Icon]</td>
<td>The assessment results indicate that the student understands and can apply subject-area knowledge to the standards measured in this test.</td>
</tr>
<tr>
<td>![Yellow Icon]</td>
<td>The assessment results may be just above or just below the standard, but due to the error band, it is impossible to determine with a sufficient degree of confidence.</td>
</tr>
<tr>
<td>![Red Icon]</td>
<td>The assessment results indicate that the student has not yet displayed sufficient evidence of understanding the standards measured by this test.</td>
</tr>
</tbody>
</table>
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>
<thead>
<tr>
<th>Level</th>
<th>High School</th>
<th>Grade Span 6–8</th>
<th>Grade Span 3–5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 4</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Level 3</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Level</td>
<td>High School</td>
<td>Grade Span 6–8</td>
<td>Grade Span 3–5</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td>----------------</td>
<td>----------------</td>
</tr>
<tr>
<td><strong>Level 2</strong></td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Level 1</strong></td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>
Table C.5. Mathematics Reporting Achievement Level Descriptors

<table>
<thead>
<tr>
<th>Level</th>
<th>High School</th>
<th>Grade Span 6–8</th>
<th>Grade Span 3–5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 4</strong></td>
<td>The student has exceeded the achievement standard and demonstrates the knowledge and skills in mathematics needed for likely success in entry-level credit-bearing college coursework after high school.</td>
<td>The student has exceeded the achievement standard and demonstrates the knowledge and skills in mathematics needed for likely success in entry-level credit-bearing college coursework after high school.</td>
<td>The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework.</td>
</tr>
<tr>
<td><strong>Level 3</strong></td>
<td>The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in mathematics needed for likely success in entry-level credit-bearing college coursework after completing high school coursework.</td>
<td>The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in mathematics needed for likely success in entry-level credit-bearing college coursework after high school.</td>
<td>The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework.</td>
</tr>
<tr>
<td><strong>Level 2</strong></td>
<td>The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level credit-bearing college coursework after high school.</td>
<td>The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level credit-bearing college coursework after high school.</td>
<td>The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework.</td>
</tr>
</tbody>
</table>
Table C.5 (continuation)

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

Assumptions

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

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

2. Assessments are listed as “Grade XX Subject Type” (e.g., Grade 04 Math ICA).

3. The second time a student takes the same interim assessment, the results are recorded but do not replace the original assessment report. Previous results will persist to provide a comparison between the first test opportunity and the second and any subsequent opportunity.

4. The Assessment Selection panel is not filtered and displays all assessments that have been loaded into the Data Warehouse.

5. Any assessment given to at least one of the students appears on the Assessment Selection panel. Students with no results for that assessment do not appear when that assessment is selected.

Important Information about Interim Assessments

- 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.
Appendices |
Appendix C. Definition of Reporting Terms

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

CalTAC 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 (CalTAC) 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/