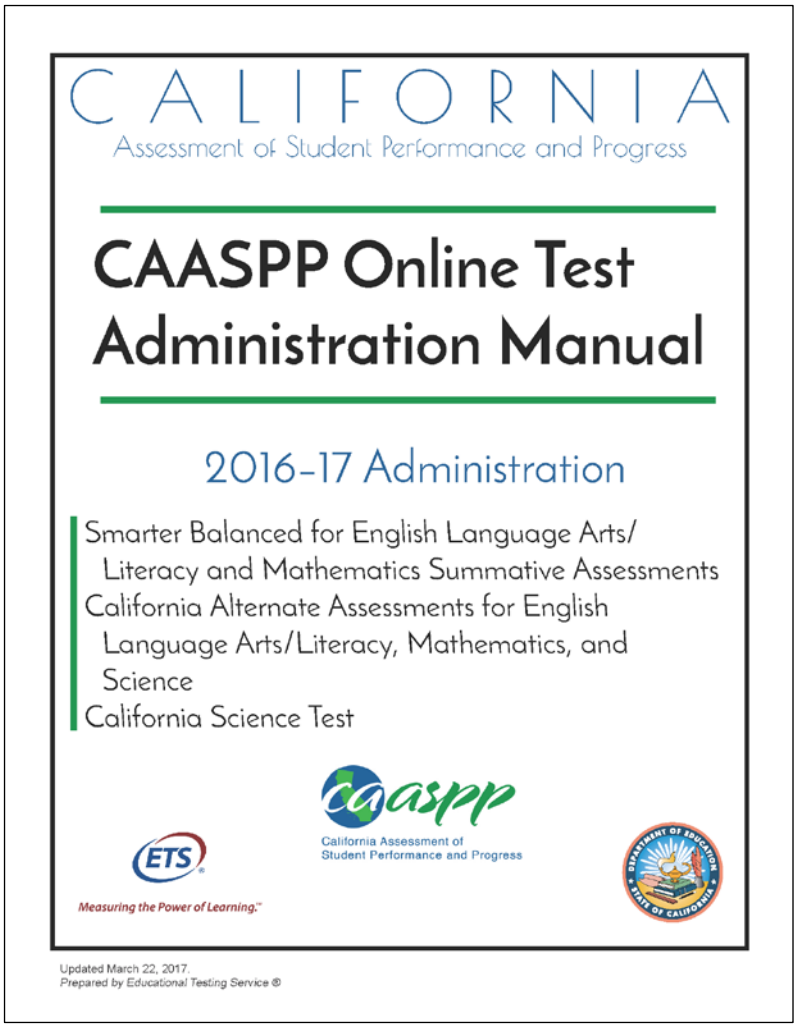
Chapter 4. Administration Preparation and Planning



Technology Infrastructure

Additional Resources:

- *Technical Specifications and Configuration Guide for California Assessment of Student Performance and Progress (CAASPP) Online Testing* Web document—http://www.caaspp.org/rsc/pdfs/CAASPP.tech-specs-and-config-guide.2016-17.pdf
- Secure Browsers Web site—http://ca.browsers.airast.org/
- *Appendix D: Secure Browser for Testing*

Prior to assessment administration, local educational agency (LEA) California Assessment of Student Performance and Progress (CAASPP) coordinators, CAASPP test site coordinators, technology coordinators, test administrators, and test examiners should review the technology infrastructure at their schools to ensure it meets the minimum requirements for administering the Smarter Balanced assessments.

The Secure Browser

All students must use a secure browser to access operational assessments. Devices that will be used for testing must be equipped with version 9.x of the secure browser prior to the assessment. Many devices can use the CAASPP secure browser to secure the device. ***All devices that will be used for testing must have the correct secure browser installed prior to assessment.***

The secure browser is designed to support test security by prohibiting access to external applications or navigation away from the assessment.

Notes:

- For the 2016–17 CAASPP administration, the updated version of the secure browser, version 9.x, *must* be downloaded and installed in order for students to test in 2016–17.
- Auto update is not available for the current version of the secure browser (version 9.x). Secure browser updates will be announced on caaspp.org and via e-mail.

School technology coordinators are responsible for ensuring that each device to be used for testing at the school is properly secured by installing the most current secure browser. Secure browsers are available for download on the Secure Browsers Web site.

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Student Data

Additional Resources:

- California Department of Education (CDE) California Longitudinal Pupil Achievement Data System (CALPADS) Web page—http://www.cde.ca.gov/ds/sp/cl/
- *Test Operations Management System (TOMS) Pre-Administration Guide for CAASPP Testing* Web document—http://www.caaspp.org/rsc/pdfs/CAASPP.TOMS-pre-admin-guide.2016-17.pdf

CALPADS is the authoritative source for student enrollment, demographic, and program information for TOMS. The student-level data from CALPADS will be used for the Smarter Balanced assessments (summative and interim), California Alternate Assessments (CAAs), California Science Test, as well as the paper-pencil primary language assessment. The use of CALPADS data for these assessments underscores the importance of keeping CALPADS up to date and accurate.

The minimum data that need to be correct in CALPADS for a student to start testing are as follows:

- Name
- Grade
- School and local educational agency information
- CALPADS enrollment status of 10 (primary) or 30 (short-term)
- U.S. school entry data (if the student is an English learner)
- Parent/Guardian address (if the LEA wants the address printed on the Student Score Reports)
- Fields 3.13 (education program) and 3.21 (primary disability) (if the student is to take the California Alternate Assessments or receive designated supports, accommodations, and/or unlisted resources)
- All other demographic fields (if the LEA wants to view these fields in the final student data file that is downloadable from TOMS)

CALPADS documentation, including field names and field codes, and information about CALPADS support are available on the CDE CALPADS Web page.

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All Roles

General Test Administration Information

Additional Resources:

School personnel should follow the California policies and regulations regarding student participation. More information can be found at the following locations:

- California Department of Education (CDE) California Assessment of Student Performance and Progress (CAASPP) Description – *CalEdFacts* Web page—http://www.cde.ca.gov/ta/tg/ai/cefcaaspp.asp
- *California Code of Regulations* CAASPP Regulations Web document—http://www.cde.ca.gov/ta/tg/ca/documents/caasppfinalregs.doc
- California *Education* Code, California Assessment of Academic Achievement Web pages:
  - Article 1 General Provisions—http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=60600.&article=1.
  - Article 2 Program Provisions—http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=60604.&lawCode=EDC
  - Article 4 California Assessment of Student Performance and Progress—http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=60640.&lawCode=EDC

This section provides an overview of the online testing environment and guidelines for test administration. Use this section to become familiar with what students will experience in accessing the assessments, how to prepare for the assessments, and to review general rules for online testing. Information about the practice and training tests, test pauses, and test resumptions is also included in this section. Test administrators and test examiners should become familiar with this section well in advance of the start of testing so materials for logon, accommodations, and exemptions described below can be assembled.

Assessment Participation

All students are required to participate in the CAASPP assessments for which they are eligible with the exception of those for whom a parent/guardian exemption has been submitted to the test site. All students who are logged on and presented with the first test question of the Smarter Balanced, California Alternate Assessments (CAAs) for English language arts/literacy and mathematics, and California Science Test (CAST) are counted for participation. Students who are assigned to be assessed the CAA for Science are counted by their participation in the post-testing survey in the online test delivery system; this survey includes an answer of “no response” for each question, which may be entered by a test examiner.

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Participation of Students with Disabilities and/or English Learners

Additional Resources:

- CDE Matrix One: CAASPP Web page— http://www.cde.ca.gov/ta/tg/ai/caasppmatrix1.asp
- CDE 2016–17 CA Student Assessment Accessibility Web page— http://www.cde.ca.gov/ta/tg/ca/accesssupportitems.asp
- CDE CAA Guidance for IEP Teams Web page—http://www.cde.ca.gov/ta/tg/ca/caaiepteamrev.asp
- *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines* Web document—linked on the CAASPP Accessibility Resources and Test Settings Web page at http://www.caaspp.org/administration/accessibility/
- *Accessibility Guide for CAASPP Online Testing* Web document— http://www.caaspp.org/rsc/pdfs/CAASPP.accessibility-guide.2016-17.pdf
- CAASPP Student Accessibility Resources and Test Settings Web page— http://www.caaspp.org/administration/accessibility/

Smarter Balanced Summative Assessments

Description:

Consistent with the Smarter Balanced testing plan and California's educational mission, all students, including students with disabilities, English learners (ELs), and ELs with disabilities, should have equal opportunity to participate in assessments administered in California.

Accessibility Supports:

Smarter Balanced has crafted a comprehensive accessibility and accommodations framework, the *Usability, Accessibility, and Accommodations Guidelines,* for all students, including those with special assessment needs. The Consortium has also developed a variety of innovative digital accessibility tools that are embedded in the test delivery engine as well as a variety of designated supports and accommodations. To assist CAASPP users in implementing these accessibility supports, the *Accessibility Guide for CAASPP Online Testing* is available as well.

In addition, the CDE Matrix One: CAASPP Web page displays the universal tools, designated supports, and accommodations that are allowed as part of all CAASPP general and alternate assessments.

Finally, the CDE 2016–17 CA Student Assessment Accessibility Web page lists all the universal tools, designated supports, and accommodations for the Smarter Balanced assessments.

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Participation Requirements:

All students enrolled in grades three through eight and grade eleven are required to participate in the Smarter Balanced mathematics assessment except for the following:

- Students with the most significant cognitive disabilities who meet the criteria for the CAA for Mathematics based on alternate achievement standards (approximately one percent or fewer of the student population). These students must also take the CAA for ELA.

All students enrolled in grades three through eight and eleven are required to participate in the Smarter Balanced ELA assessment except:

- Students with the most significant cognitive disabilities who meet the criteria for the CAA for ELA alternate assessment based on alternate achievement standards (approximately one percent or fewer of the student population). These students must also take the CAA for Mathematics.
- ELs who are within their first 12 months of enrollment in a U.S. school after April 15 of the previous school year have a one-time exemption from the **Smarter Balanced for ELA** assessment. These students may instead participate in the California English Language Development Test.

California Alternate Assessments

Description:

The CAAs for ELA and mathematics are online, summative, grade-level assessments for students with the most significant cognitive disabilities whose individualized education program (IEP) designates the use of an alternate assessment. These students are receiving grade-level instruction in grades three through eight and eleven in ELA and mathematics. In addition, students in grades five, eight, and either ten, eleven, or twelve—depending on the grade selected for their high school—will participate in the CAA for Science pilot. The CDE 2016–17 CA Student Assessment Accessibility Web page describes the accessibility resources available for the CAAs.

For the CAA for Science, teachers may provide any supports required by a student's individualized education program (IEP) or Section 504 plan or that are needed and/or used by the student during regular classroom instruction.

The CAAs replace the California Alternate Performance Assessment (CAPA) for ELA, mathematics, and science that were administered in previous years.

Eligibility Requirements:

The following are the eligibility guidelines on the CDE CAA Guidance for IEP Teams Web page that IEP teams should follow in determining whether a student should take the CAAs:

- **The student has a significant cognitive disability.** A review of the student's record (e.g., IEP or cumulative record) indicates a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior as defined by essential actions needed for someone to live independently and to function safely in daily life. Having a significant cognitive disability is not determined by an IQ test score; rather, a holistic understanding of a student is required.

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- **The student is learning content derived from the Common Core State Standards (CCSS).** Goals and instruction listed in the IEP for the student are linked to the enrolled grade-level CCSS through Core Content Connectors (Connectors) and address knowledge and skills that are appropriate and challenging for this student. The student is learning content, linked with (derived from) the CCSS, that appropriately breaks the standards into smaller steps. A Connector is a representation of the essential "core" content of a standard in the CCSS.
- **The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade and age-appropriate curriculum.** The student requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature. This approach uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings.

Accessibility Supports:

The CAAs for ELA and mathematics, which are delivered one on one by a test examiner, use the same test delivery system as the other CAASPP online assessments. The CAA for Science does not use the test delivery system and is, instead, delivered one on one as an embedded performance task provided in a PDF document downloaded from the Test Operations Management System.

Students provide responses to the ELA and mathematics assessments by using the mouse or keyboard if they are able. Students are encouraged to complete items as independently as possible. However, in some cases, the test examiner selects the responses indicated by the student. Modes of communication may include gesture, eye gaze, assistive communication device, or other means.

The test examiner should use the training tests to determine the student's mode of communication.

California Science Test

Note: Because the CAST pilot is a test of item functionality, only a limited number of embedded accessibility supports are available (text-to-speech and turn off universal tools [designated supports]; and American Sign Language and braille [accommodations]). A fuller range of accessibility supports will be available for the field test and the operational assessment.

The CAST is an online test based on the California Next Generation Science Standards. All LEAs with eligible students in grades five and eight will administer a pilot CAST. LEAs with eligible students in high school (i.e., students in grades ten, eleven, or twelve) have been pre-assigned and only one grade will participate in the pilot.

The CAST pilot uses the current CAASPP test delivery system and will be administered online only. The main purpose of the pilot is to test the functionality of various item types. In addition, some accessibility supports will be offered for the CAST 2017 pilot. The CDE 2016–17 CA Student Assessment Accessibility Web page lists all the universal tools, designated supports, and accommodations for the CAST. As the development of the CAST progresses towards the field test and eventually the operational administration, accessibility of the test

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will be reviewed so that more accessibility supports that are needed by students, such as embedded translation glossaries, can be offered.

General Rules of Online Testing for Test Administrators and Test Examiners

This section provides a brief overview of the general test administration rules for different portions of the assessment as well as information about test tools and accommodations.

Basic Online Testing Parameters

Additional Resources:

- *Appendix B: Online Item Types*

Online Tests:

- Students may not return to a test once it has been completed and submitted unless an appeal to re-open the test has been approved. (Note that an appeal cannot be requested unless the LEA CAASPP coordinator or CAASPP test site coordinator has submitted the *CAASPP Security and Test Administration Incident Reporting System* form and been assigned a case number to use when filing an appeal.)
- Within certain tests, there may be segments. A student may not return to a segment once it has been completed and submitted; during a grace period extension, the student may only return to prior pages (i.e., screens) within the existing segment. A grace period extension will only be granted in cases where there was a disruption to a test session, such as a technical difficulty, fire drill, schoolwide power outage, earthquake, or other act beyond the control of the test administrator.
- For Smarter Balanced and CAST assessments, students must enter an answer for all item(s) on a page before going to the next page. Students may need to use the vertical scroll bar to view all items on a page. The system will permit students taking a CAA for ELA or mathematics to navigate through unanswered items.
- Students may mark items for review and use the **Past/Marked Questions** drop-down list to return to those items that have already been answered within a segment. **If this option is selected, students need to make sure they review their past/marked questions before they sign out of the test session, because once a test session is closed, questions from the session, including computer adaptive test (CAT) writing items with partial responses, can no longer be accessed in subsequent sessions.** *(This functionality does not apply to the CAAs for ELA and mathematics.)*

Smarter Balanced, CAA for Science, and CAST:

In the **Smarter Balanced** assessments, CAT items and performance tasks (PTs) are presented as separate tests.

The **CAST** pilot is a single test that includes items ranging from traditional multiple-choice and constructed response to new technology-enhanced items. The student survey directly follows this within the same testing session.

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The **CAA for Science** student survey is presented through the test delivery system using the secure browser. Submissions of the student survey in the test delivery system will be used for accountability purposes in reporting participation.

CAAs for ELA and Mathematics:

CAAs for ELA and mathematics use a multistaged test design that assigns item sets of varying complexity, based on how well students perform on the initial set of items. Some students may see fewer items than others, depending on how students perform on the items they receive. The goal of the CAA design is to provide students the best opportunity to demonstrate what they know and can do while minimizing exposure to items with an inappropriate level of complexity.

Figure 1 show how CAA items are routed. Note that some students will automatically end testing after Stage 1. However, most students will complete Stage 1 and proceed to one of three Stage 2 sections.

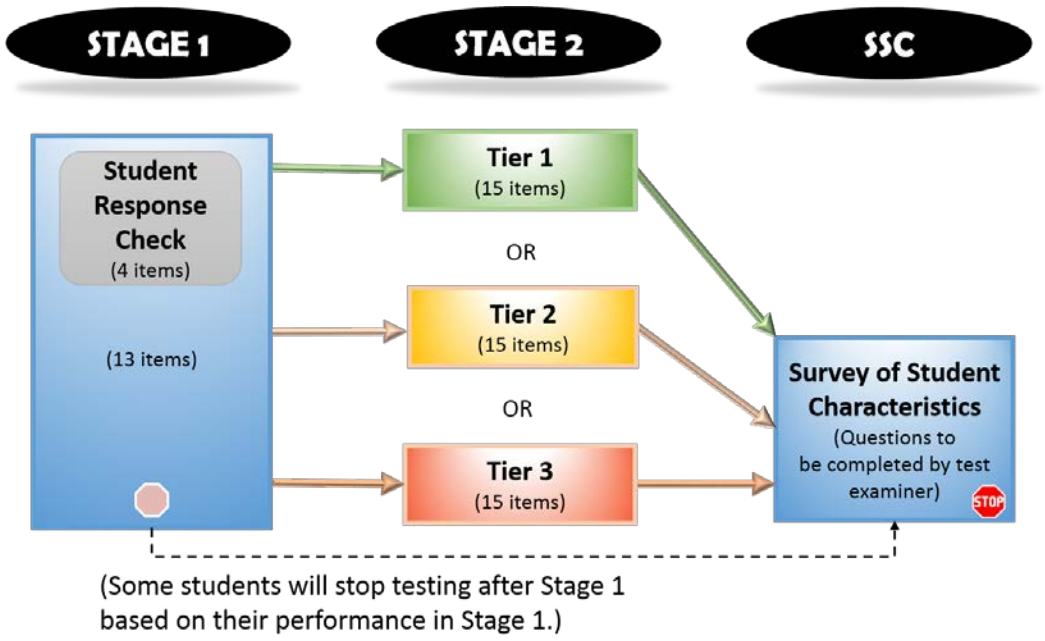

Figure 1. CAAs for ELA and mathematics routing

Pause Rules

During the **CAT** portion of the Smarter Balanced and during the CAST assessment:

- If a test is paused for more than 20 minutes, the student:
  - Is required to log back on to the student interface;
  - Is presented with the page containing the item(s) he or she was working on when the assessment was paused (if the page contains at least one item to which there is not a complete response) *OR* with the next page (if all items on the previous page were answered); and

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  - May NOT be permitted to review or change any previously answered items, even if they are marked for review (with the exception of items on a page that contains at least one item to which there is not a complete response).
- Any highlighted text will be saved when a test is paused regardless of how long the test is paused. Notes entered on the digital notepad will not be saved.
- In the event of a technical issue (e.g., power outage or network failure), students will be logged off and the test will automatically be paused. The students will need to log on again upon resuming the test. Highlighted text will be available when the student has logged back on and resumed testing; notes entered on the digital notepad—the tool used to make notes about an item—will no longer be available.

See *Appendix E: CAT Pause Rules Scenarios* to review the rules that govern pausing during the test.

During the **PT** portion of the Smarter Balanced assessments:

- **There are no pause restrictions.** If a PT is paused for 20 minutes or more, the student can return to the section and continue entering his or her responses.
- For the mathematics PT, any highlighted text and notes on the digital notepad will not be saved when a test is paused regardless of how long the assessment is paused.
- For the ELA PT, the Global notes are retained for both parts 1 and 2.
- Any highlighted text and notes within the Global notes will be saved when a test is paused regardless of how long the assessment is paused.
- In the event of a technical issue (e.g., power outage or network failure), students will be logged off and the test will automatically be paused. The students will need to log on again upon resuming the test. Both highlighted text and comments entered on the global notes—the tool used during ELA PTs in which students complete a full write, as well as for any other test items within the PT—will be available when the student has logged back on and resumed testing; notes entered on the digital notepad will no longer be available. If necessary, an appeal to re-open the test segment the students were working on may be submitted.

Please note that there are recommendations for breaks in Table 8. Assessment Sequence—ELA and Table 9. Assessment Sequence—Mathematics. Because the CAST is a single test that is estimated to take one hour, there are no break recommendations.

For the **CAAs for ELA and mathematics**, the pause rules that follow apply regardless of whether the student or the test examiner pauses the test or there was a technical issue (e.g., power outage or network failure) that resulted in the student being logged off. Note that because the CAA for Science is administered as an embedded performance task and not online, a pause is initiated by the test examiner, who halts administration.

- The CAAs for ELA and mathematics can be paused and resumed as many times as necessary to allow the student to show what he or she knows. The student also may choose to pause and resume over the course of a day or days throughout the testing window.

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- The test examiner can make the decision to pause and resume the test administration if the student is no longer engaged, is not actively participating, or is showing signs of behavioral or functional concerns related to the test.
- When a test is paused, the student must log back on to resume testing. Upon resumption, the student is automatically directed to the first page that has an unanswered item. Previously answered items can be revisited within the current test segment, but not in prior segments.

Stopping a Test

Only the CAAs for ELA and/or mathematics may be stopped before the test is complete.

Students typically take approximately 95 cumulative minutes or less to successfully complete a single content area of a CAA. Test examiners may end a test if the student's productivity and engagement have significantly declined, even after allowing the student breaks over multiple days.

In all cases, students should be given as many breaks as needed to perform well, including testing over multiple days.

If the test examiner determines it is in the best interest of the student to end the test early, the test examiner will need to advance through the remaining test items until he or she reaches the end and then submits the test.

Test Timeout (Due to Inactivity)

As a security measure, students, test administrators, and test examiners are automatically logged off the test after 30 minutes of inactivity. For students, *activity* is defined as selecting an answer or navigation option in the assessment (e.g., selecting [**Next**] or [**Back**] or using the **Past/Marked Questions** drop-down list to navigate to another item). Moving the mouse or selecting an empty space on the screen is not considered activity. This timeout also results in the test being paused automatically.

For test administrators and test examiners, *activity* means that a student or students are registering test activity. As long as students are testing, the test administrator or test examiner will not be logged off.

Before the system logs the student off the assessment, a warning message will be displayed on the screen (Figure 2). If the student does not select [Ok] within 30 seconds after this message appears, he or she will be logged off. Selecting [Ok] will restart the 30 minute inactivity timer.

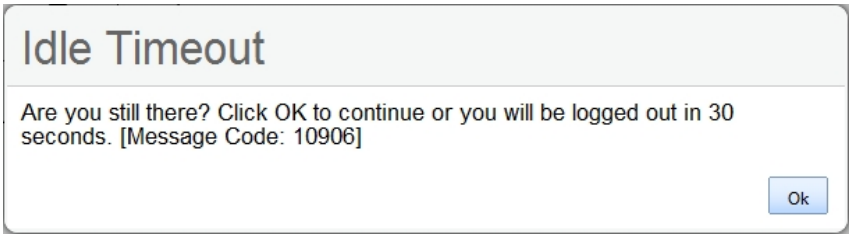

Figure 2. Test timeout warning message

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Caution: As a security measure, test administrators and test examiners are automatically logged off the Test Administrator Interface after 30 minutes of user inactivity in the session, regardless of whether or not the test administrator is actively monitoring the test session away from his or her device. The inactivity will result in the closing of the test session.

Test Expiration Rules

Opportunities refer to the number of times a student can take a test within a range of dates. A student's test opportunity remains active until the student submits the test or until the opportunity expires. Once a test opportunity expires, the student cannot complete or review the test. **Students have one opportunity per CAASPP online assessment.** Only interim assessments offer students multiple opportunities.

Smarter Balanced Computer Adaptive Test (CAT)

A student's CAT remains active until the student completes and submits the test or **45 calendar days** after the student has begun the test (but before the end of the selected testing window), whichever occurs sooner. However, it is recommended that that students complete the CAT items portion of the test within **five days** of starting the designated content area.

CAST and CAAs for ELA and Mathematics

The CAST assessment and the CAAs for ELA and mathematics remain active until the student completes and submits the test or **45 calendar days** after the student has begun the test (but before the end of the selected testing window), whichever occurs sooner. However, it is recommended that that students complete these assessments within **five days** of starting the designated content area.

Smarter Balanced Performance Task (PT)

The PT is a separate test that remains active for no more than **10 calendar days** after the student has begun the PT (with the approval of the CDE). However, Smarter Balanced recommends that students complete the PT within **three days** of starting in each content area. A summary of recommendations for the number of sessions and session durations is provided in the subsection *Testing Time and Recommended Order of Administration*.

If a student starts the test near the end of the selected testing window, the student must finish before the test administration window officially closes. The assessment will automatically end on the last day of the selected testing window or on the last day of instruction, even if the student has not finished.

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Segmented Test Rules

Some Smarter Balanced summative tests have multiple segments. Segmented tests may require test administrators to approve students' entry into subsequent segments. Students may or may not be able to review their answers in previous segments after starting the next segment, depending on the test. A student may not return to a segment once it has been completed and submitted; during a grace period extension, the student may only return to prior pages (i.e., screens) within the existing segment.

Testing Time and Recommended Order of Administration

All students participating in the Smarter Balanced assessments will receive a CAT and a PT in both ELA and mathematics. Students in grades five, eight, and eleven (if the high school has been assigned) will also receive the CAST. Otherwise, students in grade ten or twelve whose high school has been assigned to receive the CAST will take only the CAST.

Eligible students taking the online CAAs will receive both ELA and mathematics assessments. Students in grades five, eight, and eleven (if the high school has been assigned that grade or that is the grade calculated for students in ungraded programs) will also receive the CAA for Science. Otherwise, eligible students in grade ten or twelve (or those in ungraded programs whose grades are calculated for ten or twelve) whose high school has been assigned to receive the CAA for Science will take only the CAA for Science.

Testing Time And Scheduling

Additional Resources:

- *California Code of Regulations* CAASPP Regulations Web document—http://www.cde.ca.gov/ta/tg/ca/documents/caasppfinalregs.doc
- *TOMS Pre-Administration Guide for CAASPP Testing* Web document—http://www.caaspp.org/rsc/pdfs/CAASPP.TOMS-pre-admin-guide.2016-17.pdf
- *Chapter 3: Test Administration Setup* Web document—http://www.caaspp.org/rsc/pdfs/CAASPP.TOMS-pre-admin-guide.2016-17.Chapter-3.pdf

Testing Windows:

LEA CAASPP Coordinators set up test dates in the Test Operations Management System (TOMS) Test Administration Setup module. Testing windows can be viewed in TOMS by LEA CAASPP coordinators by following the instructions to "View the Details of the Windows Summary" in Chapter 3: Test Administration Setup of the *TOMS Pre-Administration Guide for CAASPP Testing*. All CAASPP testing must take place within this window, including any make-up testing.

Pursuant to the *California Code of Regulations*, Title 5 (5 *CCR*), sections 855 (a) (1), 855 (a) (2), 855 (a) (3), 855 (b), and 855 (c), the rules for the establishment of the testing windows for CAASPP testing are as follows:

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Grades Three through Eight and Grade Eleven English Language Arts/Literacy (ELA) and Mathematics

- The available testing window shall begin on the day in which 66 percent of a school's or track's annual instructional days have been completed;
- Testing may continue up to and including the last day of instruction for the regular school's or track's annual calendar;
- An LEA may establish a selected testing window of no less than 25 instructional days within their available testing window, which must provide 25 instructional days for administering the CAAs for ELA, mathematics, and science; and the CAST, which will be available on March 20, 2017; and
- An LEA may extend a selected testing period up to an additional 10 consecutive instructional days if still within the available testing window.

Science in Grades Five, Eight, and Either Ten, Eleven, or Twelve

- The selected testing window also must provide 25 instructional days for administering the CAST and CAA for Science, which will be available on March 20, 2017. (Note that the CAA for Science may be administered between March 20 and the end of the LEA's selected testing window.)

Sixty-six percent of a school year occurs on the 118th instructional day in a 180-day school year, leaving a 12-week regulatory testing window for grades three through eight testing. LEAs have the option to select a shorter testing window.

Scheduling Time for Testing:

Estimated testing times do not account for any time needed to start devices, load secure browsers, and log students on; nor do they account for breaks. Test administrators and test examiners should work with CAASPP test site coordinators to determine precise testing schedules.

Smarter Balanced Summative Assessments for ELA and Mathematics

Table 7 contains rough estimates of the time it will take most students to complete the Smarter Balanced assessments based on the time it took students to complete the Smarter Balanced Summative Assessments in prior years. **This information is for scheduling purposes only, as the assessments are not timed.**

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Table 7. Estimated Testing Times for Smarter Balanced Online Assessments

Content Area	Grades	Computer Adaptive Test (CAT) items hrs:mins	Performance Task (PT) hrs:mins	Total hrs:mins
ELA	3–5	1:30	2:00	3:30
	6–8	1:30	2:00	3:30
	HS	2:00	2:00	4:00
Mathematics	3–5	1:30	1:00	2:30
	6–8	2:00	1:00	3:00
	11	2:00	1:30	3:30
Both	3–5	3:00	3:00	6:00
	6–8	3:30	3:00	6:30
	11	4:00	3:30	7:30

When developing a testing schedule, use the estimated testing times to calculate the number of days and the amount of time it will take to complete an assessment in each content area and grade level.

California Alternate Assessments for ELA, Mathematics, and Science

For the online CAAs for ELA and mathematics, testing should take approximately 60 to 100 minutes for each content area, although the assessments are untimed, and the amount of time each student needs can vary. Tests may be administered to a student over as many testing sessions and days as required to meet the needs of that student.

For the CAA for Science, which is administered one on one during regular classroom instruction, testing should take no longer than 60 minutes, although the assessments are untimed, and the amount of time each student needs can vary. Tests may be administered to a student over as many testing sessions and days as required to meet the needs of that student. In addition, immediately after the student has completed the CAA for Science, he or she will complete a brief, two-question survey about his or her experience. The survey questions are included at the end of the embedded PT instructions PDF that is downloaded from TOMS. The test examiner should administer the survey questions to the student immediately after the student has completed the embedded PT, either entering student survey responses directly into the test delivery system or transcribing responses externally, for later entry into the test delivery system.

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The survey, which is taken in the test delivery system, is estimated to take an additional five minutes or less. It must be completed prior to the close of the LEA's test administration window. The test examiner may respond to the survey on behalf of a student.

California Science Test

Administration of the pilot CAST assessment is estimated to take approximately one hour. Note that the CAST is an untimed test, but almost all students should complete it within one to two hours. In addition, students will take a brief survey at the end of the test before exiting the test delivery system. The survey is estimated to take an additional five to seven minutes.

Note: Because student embedded designated supports and accommodations are not applicable for the survey, students who used these features during the test may require test administrator assistance to complete the survey, which may result in a student needing approximately 10 to 15 minutes to complete the survey. (For example, a student who used the braille accommodation might need to have survey questions read aloud by the test administrator, who would then enter the student's responses.)

Recommended Order of Online Administration of the Smarter Balanced Content Area Assessments

The assessments are comprised of two components (tests) for ELA and mathematics: a CAT and a PT.

Smarter Balanced recommends that students take the CAT and PT items on separate days to minimize the effect of student fatigue. For each content area, Smarter Balanced also recommends that students begin with the CAT items followed by the PT. LEAs/Schools may opt to administer in a different order if needed.

Recommended Order of Test Administration

Duration and Timing Information

The scheduling recommendations for each of these components is included in Table 8 and Table 9 on the next page. Note that the duration, timing, break/pause rules, and session recommendations vary for each content area and component.

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English Language Arts/Literacy

Table 8. Assessment Sequence—ELA

ELA	CAT Items	Performance Task (PT)	CAA
Number and Duration of Sessions	Recommendations: • No fewer than two sessions (recommended) and no more than six sessions (rare/extreme). • Session durations range from 40–60 minutes.	The PT is presented in two parts. Recommendations: • Administer in two sessions corresponding to Parts 1 and 2 of the PT. • Session durations range from 60–120 minutes.	Recommendations: • As many testing sessions and days required to meet the needs of the student. • The test examiner can make the decision to pause and resume the test administration if the student is no longer engaged, is not actively participating, or is showing signs of behavioral or functional concerns related to the test.
Breaks within Sessions	Breaks can be provided during the test sessions using the software's pause feature. If the test is paused for more than 20 minutes, the student will not be able to go back to items on the previous pages (i.e., screens). • Recommendation: A single test session should not include a break longer than 20 minutes. Instead, separate test sessions should be scheduled around extended breaks (e.g., lunch).	The PT is presented in two parts. Students may take breaks within Parts 1 and 2; however, once a student moves to Part 2, he or she will not be able to review or revise items in Part 1. • Recommendation: Students complete Part 1 in one test session and Part 2 the next school day.	Breaks can be provided during the test sessions according to individual student needs.
Total Duration	Once a student has started the CAT items, this test will be available for **45 calendar days** or as many days remain within the LEA's selected testing window, whichever length of time is shorter (e.g., if there are 15 days left in the selected testing window and 20 days before the CAT expires, the test will become unavailable after 15 days). • Recommendation: Student completes this portion within five days of starting.	Once a student has started the PT, it will be available for **10 calendar days** or as many days remain within the LEA's selected testing window, whichever length of time is shorter (e.g., if there are four days left in the selected testing window and nine days before the PT expires, the test will become unavailable after four days). • Recommendation: Student completes each part of the PT within one day.	Once a student has started the CAAs, this test will be available for **45 calendar days** or as many days remain within the LEA's selected testing window, whichever length of time is shorter (e.g., if there are 15 days left in the selected testing window and 20 days before the CAA expires, the test will become unavailable after 15 days). • Recommendation: Student completes this portion within five days of starting.

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Important reminders for ELA:

1. **For the Smarter Balanced PTs, students may be best served by sequential, uninterrupted time that may exceed the time in a student's schedule.**
2. **Minimize the amount of time between beginning and completing each test within a content area.**
3. The number of items will vary on the CAT portion of each student's Smarter Balanced assessment.
4. The tests are not timed, so all time estimates are approximate.
5. Students should be allowed extra time if they need it, but test administrators and test examiners need to use their best professional judgment when allowing students extra time. Students should be actively engaged in responding productively to test questions.
6. ELA assessments can be spread out over multiple days as needed.

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Mathematics

Table 9. Assessment Sequence—Mathematics

Mathematics	CAT Items	Performance Task (PT)	CAA
Number and Duration of Sessions	Recommendations: • Administer in two sessions. • Session durations range from 40–60 minutes. Most students will complete the CAT items in two sessions of 60 minutes or less or one long session of more than 60 minutes.	Recommendations: • Administered in one session. • Session duration ranges from 40–120 minutes.	Recommendation: • As many testing sessions and days required to meet the needs of the student. • The test examiner can make the decision to pause and resume the test administration if the student is no longer engaged, is not actively participating, or is showing signs of behavioral or functional concerns related to the test.
Breaks within Sessions	Breaks can be provided during the test sessions using the software's pause feature. If the test is paused for more than 20 minutes, the student will not be able to go back to items on the previous pages (i.e., screens). • Recommendation: A single test session should not include a break longer than 20 minutes. Instead, separate test sessions should be scheduled around extended breaks (e.g. lunch).	Students may take breaks during PT test sessions. Mathematics PT items are presented on a single page (i.e., screen). Following a break, the student will have access to the same items.	Breaks can be provided during the test sessions according to individual student needs.
Total Duration	Once a student has started the CAT items, they will be available for **45 calendar days** or as many days remain within the LEA's selected testing window, whichever length of time is shorter (e.g., if there are 15 days left in the selected testing window and 20 days before the CAT expires, the test will become unavailable after 15 days). • Recommendation: Student completes this portion within five days of starting it.	Once a student has started the PT, it will be available for **10 calendar days** or as many days remain within the LEA's selected testing window, whichever length of time is shorter (e.g., if there are four days left in the selected testing window and nine days before the PT expires, the test will become unavailable after four days). • Recommendation: Student completes the PT in one day.	Once a student has started the CAAs, this test will be available for **45 calendar days** or as many days remain within the LEA's selected testing window, whichever length of time is shorter (e.g., if there are 15 days left in the selected testing window and 20 days before the CAA expires, the test will become unavailable after 15 days). • Recommendation: Student completes this portion within five days of starting.

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Additional administration recommendations for mathematics

1. **For the Smarter Balanced PTs, students may be best served by sequential, uninterrupted time that may exceed the time in a student's schedule.**
2. **Minimize the amount of time between beginning and completing each test within a content area.**
3. The number of items will vary on the CAT portion of each student's Smarter Balanced assessment.
4. The tests are not timed, so all time estimates are approximate.
5. Students should be allowed extra time if they need it, but test administrators and test examiners need to use their best professional judgment when allowing students extra time. Students should be actively engaged in responding productively to test questions.
6. Mathematics assessments can be spread out over multiple days as needed.

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California Science Test

Table 10. Assessment Sequence—Science

Science	CAST
Number and Duration of Sessions	Recommendations: • Administered in one session. • Session duration should take approximately 60 minutes. • Post-testing survey should take an additional five to seven minutes for students who did not use embedded designated supports and accommodations, and 10 to 15 minutes for students who used embedded designated supports and accommodations.
Breaks within Sessions	Breaks can be provided during the test sessions using the software's pause feature. If the test is paused for more than 20 minutes, the student will not be able to go back to items on the previous pages (i.e., screens).
Total Duration	Once a student has started the CAST, this test will be available for **45 calendar days** or as many days remain within the LEA's selected testing window, whichever length of time is shorter (e.g., if there are 15 days left in the selected testing window and 20 days before the CAST expires, the test will become unavailable after 15 days). • Recommendation: Student completes this portion within five days of starting.

Additional administration recommendations for science

1. For the CAST, students may be best served by sequential, uninterrupted time that may exceed the time in a student's schedule.
2. Minimize the amount of time between beginning and completing the test.
3. The tests are not timed, so all time estimates are approximate.
4. Students should be allowed extra time if they need it, but test administrators need to use their best professional judgment when allowing students extra time. Students should be actively engaged in responding productively to test questions.
5. The CAST can be spread out over multiple days as needed.

Sensitive Responses

Taking Appropriate Action with Student Responses or Student Actions That Cause Concern

Throughout the test administration process, student safety is always the primary consideration.

During testing, test administrators or test examiners may encounter student actions that disrupt the assessment administration and may endanger the student or others. In addition, it

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is possible that test administrators or test examiners will encounter student responses to questions or notes on scratch paper that necessitate some action to ensure student safety.

For test administrators, CAASPP security protocols make it clear that test administrators are not permitted to review student responses in the testing interface or students' notes on scratch paper. However, during or after CAASPP assessments, a test administrator might unexpectedly encounter a student response that raises sufficient concern to warrant adult action, including action as a mandated reporter. Topics that may require the test administrator to take action include, but are not limited to, student references to:

1. Suicide
2. Criminal activity
3. Alcohol or drug use
4. Extreme depression
5. Extreme violence
6. Sexual assault or physical abuse
7. Self-harm or intent to harm others
8. Neglect

Note that, for a CAA test examiner, such a discovery may come during the course of one on one administration.

Collecting information

Prior to administration, each test administrator and test examiner should have a thorough understanding of school, LEA, and/or California policies regarding documentation of student actions or concerning responses during a secure test event. The test administrator or test examiner should document as much information as possible in accordance with school, LEA, and/or CDE policies.

Escalating information

Should the test administrator or test examiner encounter a sensitive situation while supervising the test session, the test administrator or test examiner should immediately escalate this concern in accordance with school, district, and/or CDE policies and procedures.

Early Assessment Program (EAP)

The Early Assessment Program (EAP) is a joint program of the CDE, California State University (CSU), and the California Community Colleges (CCC). The EAP provides students with an early indicator of their college readiness in English and mathematics prior to starting the senior year. In addition, EAP may earn students an exemption from the CSU and participating CCC English and/or mathematics placement tests that are required for entering freshmen.

Students taking the grade eleven CAASPP ELA and mathematics assessments will automatically be participating in the EAP by responding to questions that are part of the Smarter Balanced summative assessments. Students may voluntarily release their grade eleven CAASPP ELA and/or mathematics results to the CSU and CCCs; these results will not be used for admissions.

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At the end of the Smarter Balanced grade eleven ELA and mathematics tests, students will be asked if he or she wishes to release his or her results to the CSU and CCCs.

To authorize the release of their results, students should select the circle that indicates their understanding that their CAASPP/EAP results will be shared directly with the CSU and/or the CCC. This question is asked at the end of each test; each content area result must be authorized individually (e.g., authorization for the ELA results does not automatically confer authorization for the mathematics results). If the student does not authorize that the results of a particular test be shared, then results will not be shared for that content-area assessment. Students may voluntarily share results of one or both assessments.

Students who choose not to release their results to the CSU and CCC will need to provide those results upon request at a later date.

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Universal Tools, Designated Supports, and Accommodations

Table 11. What's New for Universal Tools, Designated Supports, and Accommodations

Feature	Change
Accessibility Supports Please refer to the Chapter 5 Student Test Settings in the *Test Operations Management System (TOMS) Pre-Administration Guide for California Assessment of Student Performance and Progress (CAASPP) Testing* for more information: http://www.caaspp.org/rsc/pdfs/CAASPP.TOMS-pre-admin-guide.2016-17.pdf. Refer also to the *Accessibility Guide for CAASPP Online Testing* for more information: http://www.caaspp.org/rsc/pdfs/CAASPP.accessibility-guide.2016-17.pdf	
New universal tool	• Expandable Items, a universal tool that permits passages or items to span the width of the screen for students (and that was available as the default expansion tool during the previous CAASPP administration for the CAAs for ELA and mathematics), is available now for Smarter Balanced and CAST assessments. This universal tool must be set by a test administrator in the Test Administrator Interface for Smarter Balanced and CAST testing. It is currently the default expansion tool for the online CAAs.
New non-embedded accommodation, Smarter Balanced Summative Assessments	• 100s Numbers Table—A paper-based table listing numbers from 1–100 is available as a downloadable PDF available on the Student Accessibility Resources and Test Settings Web page on the CAASPP Portal at http://www.caaspp.org/administration/accessibility/.
New non-embedded designated support, Smarter Balanced Summative Assessments	• Simplified Test Directions—The test administrator simplifies or paraphrases test directions according to guidelines available as a downloadable PDF available on the Student Accessibility Resources and Test Settings Web page on the CAASPP Portal at http://www.caaspp.org/administration/accessibility/.
Updated functionality, embedded accommodation	• The Streamline accommodation now allows for zoom levels greater than 3X in the test delivery system.
CAST embedded designated supports	• Permissive Settings • Print Size (that increases the default zoom level of the font size of all items delivered) • Reminder to Turn Off Any Universal Tool(s) • Text-to-Speech (items and stimuli)

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Feature	Change
CAST non-embedded designated supports	• Color Overlay • Magnification • Noise Buffers (e.g., individual carrel or study enclosure or noise-cancelling headphones) • Read Aloud Items • Science Charts • Scribe Items • Separate Setting (i.e., Special lighting/acoustics, adaptive furniture, time of day) • Simplified Test Directions
CAST embedded accommodations	• American Sign Language (ASL) (videos) • Braille (i.e., refreshable and embosser)
CAST non-embedded accommodations	• 100s Number Table • Abacus • Calculator (four-function for grade five and scientific for grades eight, ten, eleven, and twelve) • Mathematics Tools • Multiplication Table • Print-on-Demand (must be requested through the California Technical Assistance Center) • Speech-to-Text

Accessibility Guidelines

Additional Resources:

- *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines* Web document—linked on the CAASPP Manuals and Instructions Web page at http://www.caaspp.org/administration/instructions/
- *Smarter Balanced Resources and Practices Comparison Crosswalk* Web document—linked on the CDE Student Accessibility Supports Web page at http://www.cde.ca.gov/ta/tg/ca/accesssupport.asp
- California Department of Education (CDE) Matrix One: CAASPP Web page—http://www.cde.ca.gov/ta/tg/ai/caasppmatrix1.asp
- CDE 2016–17 CA Student Assessment Accessibility Web page—http://www.cde.ca.gov/ta/tg/ca/accesssupportitems.asp
- CAASPP Student Accessibility Resources and Test Settings Web page—http://www.caaspp.org/administration/accessibility
- *Accessibility Guide for CAASPP Online Testing* Web document—http://www.caaspp.org/rsc/pdfs/CAASPP.accessibility-guide.2016-17.pdf
- *TOMS Pre-Administration Guide for CAASPP Testing* Web document—http://www.caaspp.org/rsc/pdfs/CAASPP.TOMS-pre-admin-guide.2016-17.pdf

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All Roles

General Assessments

Smarter Balanced Summative Assessments

To help states identify similarities between the test resources and classroom practices, Smarter Balanced developed a *Resources and Practices Comparison Crosswalk*.

The Smarter Balanced Assessment Consortium's *Usability, Accessibility, and Accommodations Guidelines (Guidelines)* are intended for school-level personnel and decision-making teams, including IEP and Section 504 teams, as they prepare for and implement the Smarter Balanced assessments. The Smarter Balanced *Guidelines* provide information for classroom teachers, English language development educators, special education teachers, and instructional assistants to use in selecting and administering universal tools, designated supports, and accommodations for those students who need them. The Smarter Balanced *Guidelines* are also intended for assessment staff and administrators who oversee the decisions that are made in instruction and assessment.

The Smarter Balanced *Guidelines* apply to **all** students. They emphasize an individualized approach to the implementation of assessment practices for those students who have diverse needs and participate in large-scale content assessments. The *Guidelines* focus on universal tools, designated supports, and accommodations for the Smarter Balanced assessments of ELA and mathematics. At the same time, the *Guidelines* support important instructional decisions about and connection between accessibility and accommodations for students who participate in the Smarter Balanced assessments.

If a student is using an instructional support that is not listed in Matrix One but is in a student's IEP or Section 504 plan, then the school or local educational agency (LEA) may request the use of that support using the Unlisted Resource Request form in TOMS.

California Science Test

Test questions for the California Science Test (CAST) pilot were developed based on the accessibility features required by students for the Smarter Balanced assessments. Taken into consideration was the critical nature of the accessibility support that would permit students to demonstrate what they know and can do. Note that the field test and the operational form will be more inclusive of supports that are not yet available in this pilot test.

Decisions on which universal tools, designated supports, and accommodations are made by a student's IEP or Section 504 plan team. If a student is using an instructional support that is not listed in Matrix One but is in a student's IEP or Section 504 plan, then the school or local educational agency (LEA) may request the use of that support using the Unlisted Resource Request form in TOMS.

California Alternate Assessments

The CAAs are designed for one-on-one administration between a student and a test examiner. A test examiner must be a certificated teacher and must be familiar with the needs and communication abilities of the student. For the online ELA and mathematics

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assessments, students have access to universal tools, designated supports, and accommodations available according to the needs of individual students.

For the administration of the CAA for Science embedded performance tasks, teachers will be guided to offer the same instructional supports and classroom accommodation(s) to each student that is customarily provided in accordance with the student's IEP or Section 504 plan. These instructional supports and accommodations also apply to the collection of student responses for the CAAs for Science.

Definitions

The summative assessments and practice and training tests contain universal tools, designated supports, and accommodations; these are defined in Table 12. Embedded resources are those that are part of the online administration system, whereas non-embedded resources are provided outside of that system.

Table 12. Definitions for Universal Tools, Designated Supports, and Accommodations

Type	Definition
Universal Tools	Access features of the assessments that are either provided as digitally delivered components of the test administration system (embedded) or separate from it (non-embedded). Universal tools are available to all students based on student preference and selection. For example, Global Notes is an embedded universal tool; scratch paper is a non-embedded universal tool.
Designated Supports	Access features of the assessments available for use by any student for whom the need has been indicated by an educator (or team of educators working with the parent/guardian and student). They are either provided as digitally delivered components of the test administration system (embedded) or separate from it (non-embedded). For example, stacked translations in Spanish for mathematics is an embedded designated support; a scribe for ELA non-writing items and mathematics items is a non-embedded designated support.
Accommodation	Accommodations are changes in procedures or materials that increase equitable access during the Smarter Balanced assessments. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Accommodations are available for students with documented IEPs or Section 504 plans. Consortium-approved accommodations do not compromise the learning expectations, construct, grade-level standard, or intended outcome of the assessments. They are either provided as embedded components of the test administration system or are non-embedded. For example, braille is an embedded accommodation; print on demand is a non-embedded accommodation.

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All Roles

Setting Embedded and Non-embedded Designated Supports and Accommodations

Additional Resources:

- *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines*—linked on the CAASPP Manuals and Instructions Web page at http://www.caaspp.org/administration/instructions/
- *Smarter Balanced Resources and Practices Comparison Crosswalk*—linked on the CDE Student Accessibility Supports Web page at http://www.cde.ca.gov/ta/tg/ca/accesssupport.asp
- CDE Matrix One: CAASPP Web page—http://www.cde.ca.gov/ta/tg/ai/caasppmatrix1.asp
- CDE 2016–17 CA Student Assessment Accessibility Web page—http://www.cde.ca.gov/ta/tg/ca/accesssupportitems.asp
- CDE CALPADS Web page—http://www.cde.ca.gov/ds/sp/cl/
- CAASPP Accessibility and Accommodations Webcast—linked at http://www.caaspp.org/training/caaspp/
- CAASPP Manuals and Instructions Web page—http://www.caaspp.org/administration/instructions/
- CAASPP Student Accessibility Resources and Test Settings Web page—http://www.caaspp.org/administration/accessibility
- Test Administrator Resources for the Smarter Balanced Online Summative Assessments Web page—http://www.caaspp.org/ta-resources/summative.html
- CAASPP TOMS Web page—http://www.caaspp.org/administration/toms/
- *TOMS Pre-Administration Guide for CAASPP Testing* Web document—http://www.caaspp.org/rsc/pdfs/CAASPP.TOMS-pre-admin-guide.2016-17.pdf
- Multiplication Table (non-embedded mathematics accommodation)—*Appendix F: Multiplication Table*
- 100s Number Table (non-embedded mathematics accommodation)—*Appendix G: 100s Number Table*

Student data in CALPADS should be kept current to ensure that students remain eligible to take the appropriate test with the appropriate settings.

The CALPADS settings must indicate the student's IEP or Section 504 plan status to enable selection of accommodations or unlisted resources in the student test settings interface in TOMS. The education program (field 3.13) must be set for "special education" (value 144) and provide a primary disability category (field 3.21) or "504 Plan" (value 101).

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Using TOMS to Assign the Settings

LEA CAASPP coordinators and CAASPP test site coordinators have the ability to set embedded and non-embedded designated supports and accommodations. Designated supports and accommodations must be either uploaded to or set in TOMS by LEA CAASPP coordinators or CAASPP test site coordinators prior to starting a test session. They must also be set in sufficient time to become available in the practice test, where the student can familiarize him- or herself with the support or accommodation prior to operational testing. Note the following about setting designated supports and accommodations in TOMS:

- It may take up to 24 hours for test settings to be available for students after being set in TOMS.
- Changes to test settings made by test administrators in the *Approvals and Student Test Settings* window in the Test Administrator Interface for administering the interim assessments apply to that test session only. To use the same settings in summative and interim assessments, they must be assigned in TOMS.
- Test settings for the 2016–17 administration must be assigned in the 2016–17 version of TOMS. Designated supports and accommodations set for the 2015–16 administration are not carried forward in the current administration.

Two non-embedded accommodations for grades four and above are included as appendixes here as well as standalone, downloadable documents on the Test Administrator Resources for the Smarter Balanced Online Summative Assessments Web page on the CAASPP Portal:

- a multiplication table for mathematics items, which can be found in *Appendix F: Multiplication Table*; and
- the 100s Number Table, which can be found in *Appendix G: 100s Number Table*.

Using the Individual Student Assessment Accessibility Profile (ISAAP) Tool to Assign the Settings

The CAASPP 2016–17 **ISAAP Tool** can be used to facilitate selection of the accessibility resources that match student access needs for the Smarter Balanced assessments, as supported by the *Guidelines*. The ISAAP Tool should be used in conjunction with the *Guidelines* as well as with state regulations and policies related to assessment accessibility as a part of the ISAAP process; see the CDE Matrix One Web page for more information.

LEA personnel, including IEP and Section 504 plan teams, can use the ISAAP Tool to determine the selection of designated supports and accommodations a student will need for the online Smarter Balanced assessments. LEA CAASPP coordinators also have the option to enter student settings manually one by one or into an Excel template to upload into TOMS. Both the ISAAP Tool and the template can be downloaded from the TOMS Web page on the CAASPP Portal; direct links are as follows:

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- ISAAP Tool—http://www.caaspp.org/rsc/pdfs/CAASPP_ISAAP_Tool_2016-2017.xlsm
- Online Student Test Settings Template—http://www.caaspp.org/rsc/pdfs/CA_Upload_Stu_Accom_Template_2016-2017_v11.xlsx

For additional information about the availability of designated supports and accommodations, refer to the Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines*, linked on the Manuals and Instructions Web page on the CAASPP Portal, for complete information.

Unlisted Resources

If an IEP team or a Section 504 plan identifies and designates a resource not identified in Matrix One, the LEA CAASPP coordinator or the CAASPP test site coordinator may submit an Unlisted Resource Request in TOMS. Approval will be granted by the CDE for use of the unlisted resource based on the IEP or Section 504 plan team's designation, and if the unlisted resource does not compromise the test's integrity or security. The CDE shall make a determination of whether the requested unlisted resource changes the construct being measured. This determination will be made after all testing has been completed.

Matrix One includes a list of unlisted resources that have already been identified. These and other unlisted resources can be requested in TOMS.

Note: If the CDE determines the unlisted resource changes the construct being measured, the unlisted resource will not be approved but may still be used by the pupil and the pupil will receive an individual Student Score Report. The pupil will not be counted as participating in statewide testing, which will impact the accountability participation rate indicator for the LEA.

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