Chapter 6. Administering the Summative Assessments to Students
General Steps to Take Prior to Summative Test Administration

Establishing Appropriate Testing Conditions

Test site coordinators, test administrators, and test examiners should work together to determine the most appropriate testing option(s) and testing environment based on the number of devices available, the number of students in each tested grade, and the estimated time needed to complete each test. For the Smarter Balanced assessments and California Science Test (CAST), testing students in classroom-sized groups is preferable; the California Alternate Assessment (CAA) is delivered one on one. Establishing classroom-sized groups reduces test fear and anxiety for the students and facilitates monitoring and control for the test administrator. However, this also includes setting up testing rooms for students whose individualized education programs (IEPs) or Section 504 plans specify universal tools, designated supports, and/or accommodations that necessitate testing the students in a separate setting (that is, reading test questions aloud, extended testing time, additional breaks, and so forth).

The test administration should be conducted in a secure environment (see the subsection Security of the Test Environment).

Establish procedures to maintain a quiet testing environment throughout the test session, recognizing that some students will finish more quickly than others. If students are allowed to leave the testing room when they finish, explain the procedures for leaving without disrupting others and where they are expected to report once they leave. If students are expected to remain in the testing room until the end of the session, instruct them on what activities they may engage in after they finish the test. Access to a student’s device should be monitored strictly for types of activities that may be done without violating the security of the tests if other students in the room are still testing.

During test administration, students may have access to and use of these additional required resources in Table 15 specific to each assessment and content area.
### Table 15. Additional Required Resources

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Computer Adaptive Test (CAT) Items</th>
<th>Performance Task (PT)</th>
</tr>
</thead>
</table>
| **Smarter Balanced for English language arts/literacy (ELA)** | • Headphones are required for the listening portion of the ELA assessment and for students requiring text-to-speech.  
  • Scratch paper should be provided for note taking if necessary. Only plain paper or lined paper is appropriate for ELA. | • Headphones are required for some performance tasks and for students requiring text-to-speech.  
  • Scratch paper should be provided for note taking if necessary. Only plain paper or lined paper is appropriate for ELA. |
| **Smarter Balanced for Mathematics**              | • Headphones are required for students requiring text-to-speech and for students requiring Audio Glossaries.  
  • An embedded calculator is available for some mathematics items in grades six and above. A non-embedded calculator may only be used by students with a documented accommodation in an IEP or Section 504 plan per guidance provided in the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines.  
  • Scratch paper is required for all grades.  
  • Graph paper is required for grades six and above and can be used on all mathematics assessments. | • Headphones are required for students requiring text-to-speech and for students requiring Audio Glossaries.  
  • An embedded calculator is available for all mathematics PT items in grades six and above. A non-embedded calculator may only be used by students with a documented accommodation in an IEP or Section 504 plan per guidance provided in the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines.  
  • Scratch paper is required for all grades.  
  • Graph paper is required in grades six and above and can be used on all mathematics assessments. |
| **CAA for ELA**                                    | • While headphones are permissible, the CAA for ELA is administered one on one; it is recommended that the audio component be played on the device’s or external speakers so that the test examiner may listen along with the student. |                                                                                       |
| **CAA for Mathematics**                           | • While headphones are permissible, the CAA for Mathematics is administered one on one; it is recommended that the audio component be played on the device’s or external speakers so that the test examiner may listen along with the student.  
  • Graph paper can be used on all mathematics assessments. |                                                                                       |
| **CAA for Science**                               | • Each embedded PT PDF includes graphics associated with the task, as well as a list of the required physical materials. Test examiners should review the list prior to test administration to ensure these materials are available at the time of testing. |                                                                                       |
Administering the Summative Assessments to Students

General Steps to Take Prior to Summative Test Administration

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Computer Adaptive Test (CAT) Items</th>
<th>Performance Task (PT)</th>
</tr>
</thead>
</table>
| CAST         | • Headphones are required for students requiring text-to-speech.  
               • An embedded calculator will be available for all items—students in grade five will use a four-function calculator; and students in grade eight, ten, eleven, or twelve will use a scientific calculator.  
               • Scratch paper (plain, lined, or graph) that is blank on both sides is required for all grades. | |

Tasks to Complete Prior to Summative Test Administration

Additional Resources:

✔ Local educational agency (LEA) CAASPP coordinators, CAASPP test site coordinators, test administrators, and test examiners should verify that students are provided the opportunity to practice on the training test and practice test prior to testing.

It is highly recommended that all students be provided the opportunity to practice on the training test and practice test prior to testing. This allows students the opportunity to become familiar with all of the item types, the universal tools, buttons, and any allowable designated supports and/or accommodations. Practice and training tests are found on the CAASPP Online Practice and Training Tests Portal Web page.

✔ LEA CAASPP coordinators and CAASPP test site coordinators should ensure all test administrators and test examiners have logon information that can be used for the Test Administrator Interface and—if administering the California Alternate Assessment (CAA) for Science—the Data Entry Interface (DEI).

✔ LEA CAASPP coordinators, CAASPP test site coordinators, test administrators, and test examiners should verify and/or update student demographic information and test settings.

Each student must be correctly assigned to his or her LEA, school, and grade in TOMS. CAASPP test site coordinators, test administrators, and test examiners will need to work with LEAs to have demographic student information added and updated in CALPADS, including Statewide Student Identifiers (SSIDs).
In addition to the correct demographic student information in CALPADS, CAASPP test
site coordinators, test administrators, and test examiners should verify that all students
have accurate test settings configured in TOMS, including designated supports and
accommodations (embedded and non-embedded) for each content area prior to testing.
Only CALPADS coordinators may add/modify/delete student demographic information in
CALPADS. Note that CALPADS updates may take between 24 and 48 business hours to
process in TOMS, and another 24 business hours to process between TOMS and the test
delivery system.
LEA CAASPP coordinators and CAASPP test site coordinators may also set embedded
and non-embedded designated supports in TOMS for any student for which the need has
been determined and accommodations for students who require them as part of an IEP or
Section 504 plan. Test administrators and test examiners may view student information;
however, test administrators and test examiners cannot add, upload, or modify student
information. Within the Test Administrator Interface, a test administrator or test examiner
may change the default font size and turn off universal tools prior to the start of the test.

**IMPORTANT:** Any additions/modifications/deletions of students and changes
to student test settings in TOMS must be completed **before the student can
test**. The update, once made, may take **up to 24 business hours to appear
in the Test Administrator Interface**. Failure to correct test settings before
testing could result in the student’s not being provided with the needed
accommodations and/or designated supports at the time of testing. This is
considered a testing irregularity.

It is important for anyone with access to student information to remember that
student personal information, including the student’s SSID, is confidential. If
materials containing student personal information and/or SSIDs are
distributed to students, these materials must be collected before the
students leave the testing room and either securely stored to be used in
a subsequent test session or securely destroyed. For additional
information about security protocols, refer to the **Test Security** section of this
manual.

**CAASPP test site coordinators should ensure that test administrators and test
examiners have necessary student logon information.**

Each student will log on to the test delivery system using his or her first name, SSID, and
a test session ID. Prior to starting a test session, test administrators and test examiners
must have a record of each student’s first name and SSID. This information must be
provided to each student to complete the logon process for the Smarter Balanced
assessments and CAST. The test examiner completes the logon process for a student
taking the California Alternate Assessment (CAA) for ELA and mathematics. Test
examiners who administer the CAA for Science also need this information to enter student
results, survey responses, and individualization information into the DEI.

It is suggested that the SSID and the student’s first name be printed on a card or piece of
paper and distributed to each student just prior to testing to help him or her type it in the
device accurately. It is also permissible to include a photo of the student or including the student’s last name with the logon information as additional safeguards to ensure that the students receive the correct logon information.

Student information is confidential; therefore, the cards/papers with this information must be kept secure until used during a test session.

When a test administrator or test examiner creates a test session on the Test Administrator Interface, a unique session ID is randomly generated. This session ID must be provided to students before they log on (or entered by the CAA test examiner on behalf of the student). Please refer to the Creating a Test Session subsection for more information about how to obtain session IDs.

- CAASPP test site coordinators should ensure that test administrators and test examiners have the additional required resources described in Table 15 available for student use during test administration.

- LEA CAASPP coordinators should ensure CAASPP test site coordinators, test administrators, and test examiners understand protocols in the event a student moves to a new LEA and/or school.

When students move within the state, their data record must be updated with the student’s new school and/or district codes in CALPADS at least 48 hours before the student begins or resumes testing in the new school or district. The CDE CALPADS Web page contains links to CALPADS system document, updates, and other useful information for maintaining student data.

- CAASPP test site coordinators or test examiners should download the CAA Directions for Administration (DFA) for ELA and Mathematics by first selecting the [Help] icon in TOMS.

The DFAs include the script and prompts for the test examiners to use throughout testing, providing administration guidance to test examiners for every possible test routing outcome, based on the staged design of the test. Each DFA contains both ELA and mathematics for a grade. DFAs can be printed out and used as hard copies or accessed as PDFs on the test examiner’s electronic device. All DFAs used for the CAA include secure content and must be stored or destroyed according to appropriate test security procedures.

- CAASPP test site coordinators or test examiners should download the CAA for Science embedded performance tasks (PTs) by first selecting the [Help] icon in TOMS and then selecting the [CAA Secure Materials] tab.

The CAA for Science second year pilot is administered via a performance task that is administered after related concepts have been taught. Grade-level PDFs can be downloaded and either accessed on the test examiner’s device or printed out and used as a hard copy. Because the embedded PTs contain the answer recording sheets, printing is preferred. Embedded PTs should be treated as secure materials and must be stored at the LEA after use or destroyed (if blank) according to appropriate test security procedures.
Use the Summative Test Administrator Sites

Additional Resources:

Overview of the Test Administration Sites

Sites for Test Administrators and Test Examiners

The sites for test administrators and test examiners, including the Test Administrator Interface and the Test Administrator Practice and Training Site, are accessed through the CAASPP Portal. To log on to either site, you must have an authorized username and password. If you have not yet received an e-mail with your account information, contact your local educational agency (LEA) CAASPP coordinator or CAASPP test site coordinator (as applicable).

This section describes the test administration sites for test administrators and test examiners. Throughout the rest of this user guide, “Test Administrator Site” refers to both the Test Administrator Interface and Test Administrator Training Site.

Warning: Do not use the Test Administrator Interface for practice. To practice administering tests, use the Test Administrator Training Site. Both Test Administrator Sites have the same functionality, but the available tests are different. Tests provided in the Test Administrator Interface are summative and students’ scores on the Smarter Balanced assessments and California Alternate Assessments (CAA) tests will be transmitted to the California Department of Education (CDE).

Test Delivery Application

The test delivery application delivers California’s online CAASPP tests. The following sections describe highlights of online testing in general and the test delivery application in particular.
The test delivery application consists of practice sites and summative testing sites. The features of the questions in the practice sites function identically to the summative testing sites, although the practice and training tests themselves are not adaptive, and students have the option of selecting their own designated supports and/or accommodations.

- **Practice Sites**
  - Test Administrator Training Site: Allows test administrators and test examiners to practice administering tests.
  - Student Training Site: Allows students to practice taking tests online and using test tools.

- **Operational Testing Sites**
  - Test Administrator Interface: Allows test administrators and test examiners to administer summative tests.
  - Student Testing Application: Allows students to take CAASPP online assessments.

### Understanding User Roles

**Additional Resources:**

### Definition of the Test Administrator User Role

**Note:** CAASPP assessments should be administered by individuals with an existing state certification in education (e.g., teachers, school psychologists, principals, etc.). Pursuant to the *California Code of Regulations*, Title 5 (5 CCR), Section 850(ad), a test administrator is an employee or contractor of an LEA or a nonpublic, nonsectarian school who has signed a *CAASPP Test Security Affidavit* and has received training to administer the CAASPP achievement tests.

Test administrators administer the Smarter Balanced and CAST assessments. CAASPP test site coordinators should identify school personnel to act as test administrators. Test administrators are responsible for:

- reading and signing the *CAASPP Test Security Affidavit*, which is returned to the CAASPP test site coordinator;
• completing CAASPP assessment administration training and reviewing all CAASPP policy and administration documents prior to administering any CAASPP assessments;

• viewing student information in the Test Administrator Interface prior to testing to ensure that the correct student receives the proper test with the appropriate resources. Test administrators should report any potential data errors to CAASPP test site coordinators and LEA CAASPP coordinators as appropriate;

• administering the CAASPP assessments;

• ensuring test security;

• reporting all potential test security incidents to their CAASPP test site coordinator and LEA CAASPP coordinator in a manner consistent with Smarter Balanced, state, and LEA policies;

• viewing Completion Status Reports in an associated student roster; and

• reviewing preliminary results for students in an associated student roster in the Online Reporting System (ORS).

A test administrator’s questions about passwords, TOMS, the ORS, technology issues, and test administration should be relayed to his or her CAASPP test site coordinator or LEA CAASPP coordinator.

**Definition of the Test Examiner User Role**

**Note:** Pursuant to 5 CCR, Section 850(af), a test examiner is an employee or contractor of an LEA or a nonpublic, nonsectarian school who has signed a CAASPP Test Security Affidavit, has received training to administer the CAASPP achievement tests, and is a certificated or licensed LEA staff member.

Test examiners administer the CAAs for ELA and mathematics. CAASPP test site coordinators should identify school personnel to act as test examiners. Test examiners are responsible for:

• reading and signing the CAASPP Test Security Affidavit, which is returned to the CAASPP test site coordinator;

• completing CAASPP assessment administration training and reviewing all CAASPP policy and administration documents prior to administering any CAASPP assessments;

• viewing student information in the Test Administrator Interface prior to testing to ensure that the correct student receives the proper test with the appropriate resources. Test examiners should report any potential data errors to CAASPP test site coordinators and LEA CAASPP coordinators as appropriate;

• administering the CAAs;

• ensuring test security;

• reporting all potential test security incidents to their CAASPP test site coordinator and LEA CAASPP coordinator in a manner consistent with Smarter Balanced, state, and LEA policies;
• viewing Completion Status Reports in an associated student roster; and
• reviewing preliminary results for students in an associated student roster in the ORS.

A test examiner’s questions about passwords, TOMS, the ORS, technology issues, and test administration should be relayed to his or her CAASPP test site coordinator or LEA CAASPP coordinator.

**Types of Access**

Access to the practice and summative testing sites depends on your user role and Web browser.

• Test administrators and test examiners can use any supported Web browser to access either the Test Administrator Training Site or the Test Administrator Interface.

• Students, test administrators, test examiners, and parents/guardians can use a supported Web browser or secure browser to access the Student Training Site as guests. Students can also sign in to a practice test session created by a test administrator or test examiner.

• Students use a secure browser to access the student testing application.

For information about supported operating systems and browsers, see the *Technical Specifications and Configuration Guide for CAASPP Online Testing*.

**Using the Single Sign-on System**

**Switching Between Systems**

The Single Sign-On (SSO) system allows you to log on to multiple systems provided by Educational Testing Service and the American Institutes for Research, including TOMS, the Test Administrator Interface, the Data Entry Interface, the Test Administrator Practice and Training Site, and the Completion Status reports. After logging on, you can switch between systems without having to log on to and off each system.

SSO is designed to ease the logon process and simplify navigation between systems. SSO integrates the following systems:

• TOMS
• Test Administrator Interface
• Test Administrator Practice and Training Site
• Interim Assessment Hand Scoring Site
• ORS
• Completion Status Reports

**Reminder:** Access to each system and its features is dependent on the access provided by your user role.
**Warning:** Although navigating to another system is easy, it is important to understand how the system operates in order to avoid unintended consequences of switching systems.

*If you are administering a test using the Test Administrator Interface or Test Administrator Training Site and you navigate away from it within the same browser tab, your session will stop, and all students in the session will be logged off. You cannot resume your session. You will have to create a new session, and your students will have to log on to the new session to resume testing.*

### Logging On to the Single Sign-On System

1. Use an Internet browser to go to the CAASPP Portal and select the button representing the system you wish to access.

![Figure 11. Buttons on CAASPP.org](image)

2. Select either the **Test Operations Management System (TOMS)** button (to manage administration details of the online Smarter Balanced Summative and Interim Assessments, like student test settings), the **Test Administrator Interface for All Online Tests** button (to administer and monitor online student assessments), or the **Practice & Training Tests** button (to practice administering online assessments to students), as shown in Figure 11.

3. Enter your username—which is your e-mail address—in the username field next to the **E-mail Address** icon and your password in the **Password** field next to the **Password** lock icon in the Logon Web form (shown in Figure 12), and then select the **Secure Logon** button.

   - The username and password are case sensitive.
   - If you have forgotten your password, select the [Forgot Your Password?] link. Refer to the **TOMS Pre-Administration Guide for CAASPP Testing** Chapter 2: **Passwords, Access, and Logon** for instructions on resetting it.

4. If you are associated with multiple institutions, an “Important!” message, such as the one in Figure 13, appears when you log on. You must select the appropriate institution from the drop-
down list in this message and select the [Go] button. You may select only one institution at a time.

- You will only be able to administer tests available for the selected institution.
- In order to select a different institution, you must log off and then log back on.

![Select Institution drop-down list](image)

**Figure 13. Select Institution drop-down list**

---

**Note:** For information about logging off of the Test Administrator Site, see the subsection **Logging Off**.

---

**About Usernames and Passwords**

Your username is the e-mail address associated with your account in TOMS. When you are added to TOMS, you receive an e-mail containing a temporary password and a logon link for the CAASPP single sign-on system. To activate your account, you must log on within 30 minutes of receiving the e-mail. You must update your password and set a security question.

Take the following actions if your temporary password has expired or if you have forgotten your password:

1. Use an Internet browser to go to the [CAASPP Portal](#).
2. Select the [Test Operations Management System (TOMS)](#) button. The Logon Web form, shown in Figure 14, appears.
3. Select the [Forgot Your Password?] link if you have forgotten your username or password or the [Request one now] link that answers the question “Do you need a new temporary password?” in the “First Time User?” section of the Logon Web form to reset your temporary password.
4. Enter your e-mail address on the Password Reset Web form shown in Figure 15; select [Submit], answer the security question in the Enter an answer field to verify your identity on the Reset Your Password Web form shown, and then select the [Submit] button.

![Logon Web form](image)

**Figure 14. Logon Web form**
5. When you have successfully answered the security question, you will see a confirmation box to advise you that a new password has been set.

If you did not receive an e-mail containing a temporary password, check your spam folder to make sure your e-mail system or program did not categorize it as junk mail. If you still do not receive an e-mail, contact your CAASPP test site coordinator to make sure you have been assigned a TOMS user role.

Test Administrator Site Layout

Figure 16 displays the layout of the Test Administrator site during an active test session.

Essential Features

The following are essential features in the Test Administrator Site:

1. Session ID
2. [Select Tests] button  
3. [Approvals] button  
4. Students in Your Operational Test Session table

Table 16 provides an overview of the major features available in the Test Administrator Site.

<table>
<thead>
<tr>
<th>Feature</th>
<th>Description/More Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Student Lookup] button</td>
<td>Searches for student information. See the subsection How to Look Up Students.</td>
</tr>
<tr>
<td>[Approved Requests] button</td>
<td>Displays a list of print requests you approved during the current session. See the subsection How to Approve Print Requests.</td>
</tr>
<tr>
<td>[Print Session] button</td>
<td>Prints your screen. See the subsection How to Print Session Information.</td>
</tr>
<tr>
<td>[Help Guide] button</td>
<td>Displays an online help guide.</td>
</tr>
<tr>
<td>[Log Out] button</td>
<td>Logs you off the Test Administrator Site. See the subsection How to Stop a Test Session and Log Off.</td>
</tr>
<tr>
<td>[Alerts] button</td>
<td>Displays alert messages from the CDE. See the subsection Alert Messages.</td>
</tr>
<tr>
<td>[Stop Session] button*</td>
<td>Ends the test session. See the subsection Stopping a Test Session and Logging Off.</td>
</tr>
<tr>
<td>Session ID*</td>
<td>Displays the unique ID generated for the test session.</td>
</tr>
<tr>
<td>[Select Tests] button</td>
<td>Opens the Test Selection window. See the subsection How to Start a Test Session.</td>
</tr>
<tr>
<td>[Approvals] button*</td>
<td>Opens the Approvals and Student Test Settings window. See the subsection How to Approve Students for Testing.</td>
</tr>
<tr>
<td>[Refresh] button*</td>
<td>Updates the on-screen information.</td>
</tr>
<tr>
<td>[Students in Your Test Session] table**</td>
<td>Displays the testing progress for students in your test session. See the subsection How to Monitor Student Testing.</td>
</tr>
</tbody>
</table>

* Feature appears after you start a test session.  
** Feature appears after you approve students for testing.

Alert Messages

The CDE can send statewide alerts that appear as pop-up messages on the Test Administrator Site. To view a record of active alert messages, such as the sample in Figure 17, select [Alerts] in the Test Administrator Site banner.
Creating a Test Session

**Provide Student Logon Information**

Each student will log on to the test delivery system using his or her first name, Statewide Student Identifier (SSID), and a test session ID. Prior to starting a test session, test administrators must have a record of each student’s first name and SSID; SSIDs should be checked against what is listed in the Test Administrator Interface or in TOMS before distribution.

For students taking the Smarter Balanced and/or CAST assessments, it is suggested that the SSID and the student’s first name be printed on a card or piece of paper and distributed to each student just prior to testing to help him or her type it in the device accurately. It is also permissible to include a photo of the student or include the student’s last name with the logon information as additional safeguards to ensure that the students receive the correct logon information. This information must be provided to each student to complete the logon process.

For students taking the CAAs for ELA and mathematics, the test examiner must log the student on to the test delivery system to begin.

Student information is confidential; therefore, the cards/papers with this information must be kept secure until used during a test session, and must be securely shredded (destroyed) when testing has been completed.

**About Test Settings (Universal Tools, Designated Supports, and Accommodations)**

In the test delivery application, “test settings” include embedded universal tools, designated supports, and accommodations, as well as non-embedded designated supports and accommodations. Thus, “test settings” is used throughout this user guide to refer to all embedded and non-embedded universal tools, designated supports, and accommodations, unless otherwise indicated.
Test administrators and test examiners may view student test settings in the Test Administrator Interface. Test settings are grouped into categories. The resources displayed differ by content area.

- Presentation
- Literacy Assistance Tools
- Integration with Assistive Technology
- Visual Assistance Tools
- Concentration Assistance Tools

Students’ test settings must be reviewed prior to starting a test session. Some test settings cannot be changed after a test has been started.

Student test settings must be assigned by the LEA CAASPP coordinator or the CAASPP test site coordinator in TOMS.

**How to Start a Test Session**

After a test administrator or test examiner has logged on to the Test Administrator Interface, the *Operational Test Selection* window appears. (If it is not open, select the [Select Tests] button in the upper-right corner of the Test Administrator Interface.) Select a test to create a session.

1. The *Test Selection* window, shown in Figure 18, color-codes tests and groups them into various categories. **For example, the Smarter Balanced Summative Assessments are likely found in the second category and are colored in red.** A test group, such as “Smarter Balanced Summative Assessments,” may include one or more subgroups. All test groups and subgroups appear collapsed by default.

![Figure 18. Operational Test Selection Window](image)

Customization Copyright © 2018 by the California Department of Education
2. To select tests for the session, do one of the following:
   - To expand a collapsed test group, select the [Plus] plus-sign [+] icon (or [Expand All])
   - To collapse a test group, select the [Minus] minus-sign [−] icon (or [Collapse All]).
   - To select individual tests, mark the checkbox for each test you want to include.
3. Select the [Start Operational Session] button (indicated in Figure 19).

![Figure 19. Expanded tests in the Test Selection window](image)

4. You will see a warning letting you know that you are about to administer a summative assessment. If you select [OK] (indicated in Figure 20), you can either continue with the test administration or exit from the Test Administrator Interface if you selected a summative assessment unintentionally.
5. Make a note of the test session ID and then inform students of it.
   - The session ID is automatically generated upon selecting [OK] in the previous step; it is circled in Figure 16.
   - Write the session ID on a place where all students taking a Smarter Balanced assessment or the CAST can clearly see it. If you are administering the CAAs for ELA or mathematics, make a note of it to enter into the test delivery system on behalf of the student.

   **Notes:**
   - Write down the session ID in case you accidentally close the browser window or need to transfer your session to another device and must return to the active test session. If this is the case, you will enter the session ID on the new device, after which the session on the original device will be locked out. (See [Transferring a Test Session](#) for complete instructions on how to transfer a test session to a new device.)
   - You may have only one session open at a time.
   - You cannot reopen closed sessions, but students can resume a test opportunity in a new session.
   - Once the LEA’s selected testing window is open, a test administrator or test examiner with a user role permitting access to all CAASPP summative and interim assessments will have all assessments available for selection. Proceed with caution to ensure that you are selecting the correct assessment type.
   - Only users assigned the Test Administrator & Test Examiner role will see the *California Alternate Assessments (CAA)* test category.
To add tests to an active test session:

1. In the upper-right corner of the Test Administrator Site (to the right of the Session ID indicated in Figure 14), select [Select Tests].

2. A confirmation message asks if you are sure you want to modify the tests in your session. To continue, select [Yes].

3. In the **Test Selection** window, mark the checkbox for the required test and select [Add to Session] in the lower-left corner.

   **Note:** You can only add tests individually when the session is active. You cannot remove tests from an active session.

### How to Approve Students for Testing

After students sign in and select tests, you must verify that their settings and universal tools, designated supports, and/or accommodations are correct before approving them for testing. When students are awaiting approval, the [Approvals] button next to the Session ID becomes active and appears to bounce until you select it. The number next to this button indicates how many students are awaiting approval (see Figure 21).

![Figure 21. Students awaiting approval](image.png)

**Note:** The Approvals notification updates regularly, but you can also select [Refresh] arrows [ ] icon in the upper-right corner to update it manually.

To approve students for testing:

1. Select the [Approvals (#)] button. The **Approvals and Student Test Settings** window appears, displaying a list of students grouped by test (see Figure 22).
2. To check a student’s test settings and accommodations, select the [Details] eye [👁️] icon for that student (indicated in Figure 22). The student’s information appears in the Test Settings window (see Figure 23). This window groups test settings by their area of need.

   a. Review the list to ensure that students are taking the correct test (summative or interim), the correct content area (mathematics, English language arts/literacy [ELA], or science) and the correct portion of a test (computer adaptive test [CAT] or performance task [PT]).

   Note: Administering a summative test instead of an interim test is a testing irregularity and needs to be addressed in first the Security and Test Administration Incident Reporting System and then the Appeals System. Administering an interim test instead of a summative test is not a testing irregularity but will require students to retest at a later time to complete summative testing.

   b. Verify that students have access to and use of the additional required resources in Table 15 specific to each assessment and content area (e.g., scratch paper for all tests, headphones for ELA, graph paper for mathematics grades six and above).

   c. If any settings are incorrect, report the incorrect test settings to your CAASPP test site coordinator, who will update them as required in TOMS and reschedule the student’s testing. Students should not begin testing until their settings are correct.

   d. Do one of the following; buttons are shown in Figure 23.
• To confirm the settings, select [Approve] at the top of the student's Test Setting screen. You must still approve the student for testing (see step 5).
• To return to the Approvals and Student Test Settings window without confirming settings, select [Cancel].

![Image of Test Settings page](image.jpg)

**Figure 23. Part of the Test Settings page for a selected student**

3. Repeat step 2 for each student in the list.

   **Note:** The Approvals and Student Test Settings window does not automatically refresh. To update the list of students awaiting approval, select the [Refresh] button at the top of the window (shown in Figure 22).

4. If you need to deny a student access to testing, do the following (otherwise skip to step 5):
   a. Select the [Deny] “X” [ ] icon in the Actions column for that student.
   b. Optional: In the window that appears, enter a brief reason for denying the student.
   c. Select the [Deny] button. The student receives a message explaining the reason for the denial and is logged off the student testing application.

   **Note:** If you deny students entry for a test, they can still request access to that test again.

5. If you want to approve students directly from the Approvals and Student Test Settings window, do one of the following:
   • To approve individual students, select the [Approve] check mark [ ] icon in the Actions column for each student.
   • To approve all students displayed in the list, select [Approve All Students].
How to Monitor Student Testing

A test administrator may also use the Test Administrator Interface to view the testing progress of any student; because the CAA is administered one on one, it is not necessary for a test examiner to monitor student progress in this way. This Web site will not show test items or scores but will let the test administrator see how many items have been delivered to each student (e.g., question 4/44). The Student Status column is called out in Figure 24. Student sessions can be sorted by selecting any of the linked column heads.

![Image of the Test Administrator Interface](image.png)

Figure 24. Monitoring student status in the Test Administrator Interface

Table 17 describes the columns in the Student Status table. To sort the table by a given column, select that column header.

Table 17. Columns in the Students in Your Operational Test Session Table

<table>
<thead>
<tr>
<th>Column</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name</td>
<td>The first and last name of the student in the session (as it appears in the California Longitudinal Pupil Achievement Data System [CALPADS]/TOMS).</td>
</tr>
<tr>
<td>SSID</td>
<td>This column displays the SSID associated with the student (in CALPADS/TOMS).</td>
</tr>
<tr>
<td>Opp #</td>
<td>Opportunity number for the student’s selected test. Each student has only one opportunity for each summative test.</td>
</tr>
<tr>
<td>Test</td>
<td>Name of the test the student selected.</td>
</tr>
<tr>
<td>Status</td>
<td>Current status for each student in the session. The numbers (##/##) listed after the status show the student’s progress while he or she is taking the test. The first number is the number of items the student has answered. The second number is the total number of items that will be administered. Note that due to the adaptive nature of CAT assessments, this number may change during testing and may differ between students.</td>
</tr>
</tbody>
</table>
Administering the Summative Assessments to Students

Use the Summative Test Administrator Sites

Table 18 describes the codes in the Status column of the Students in Your Operational Test Session table.

<table>
<thead>
<tr>
<th>Status</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
<td>You approved the student, but the student did not yet start or resume the test.</td>
</tr>
<tr>
<td>Started (###/###)</td>
<td>The student has started the test and is actively testing. The numbers (###/###) after this status indicates how many items the student has answered out of the total number of items on the test. <em>This number 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 questions and is currently reviewing his or her answers before submitting the test for scoring. <strong>Note:</strong> 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 completed and submitted the test. The student can take no additional action at this point.</td>
</tr>
<tr>
<td>Submitted</td>
<td>The test delivery system has submitted this test for system quality assurance review and validation.</td>
</tr>
<tr>
<td>Reported</td>
<td>The test has passed quality assurance and is undergoing further processing. Preliminary results are being prepared for posting in the ORS.</td>
</tr>
<tr>
<td>Paused*</td>
<td>The student’s test has been paused. The following scenarios will result in a paused status:</td>
</tr>
<tr>
<td></td>
<td>• The student pauses his or her test by selecting the [Pause] button.</td>
</tr>
<tr>
<td></td>
<td>• The student has been idle longer than 20 minutes, and the test was paused.</td>
</tr>
<tr>
<td></td>
<td>• The test administrator or test examiner pauses the student’s test.</td>
</tr>
<tr>
<td></td>
<td>• The test administrator or test examiner stops the session.</td>
</tr>
<tr>
<td></td>
<td>• A technical problem with the student’s device or secure browser has resulted in a loss of connection to the test delivery system.</td>
</tr>
<tr>
<td>Status</td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Expired*</td>
<td>The test was not completed in the allotted timeframe (45 days for computer adaptive tests [CATs] and CAST, 10 days for performance tasks [PTs]) or by the end of the testing window and the opportunity expired.</td>
</tr>
<tr>
<td>Pending*</td>
<td>The student is awaiting test administrator or test examiner approval for a new test opportunity.</td>
</tr>
<tr>
<td>Suspended*</td>
<td>The student is awaiting test administrator or test examiner approval to resume a test opportunity.</td>
</tr>
</tbody>
</table>

*Appears when the student is not actively testing. The student’s row grays out in such cases.

Note: The Students in Your Test Session table refreshes at regular intervals, but you can also refresh it manually by selecting the [Refresh] arrows [⟳] icon in the upper-right corner.

How to Pause a Student’s Test

You can pause a student’s test via the Actions column in the Students in Your Test Session table (see Figure 16). For information about pause rules, see the subsection Pause Rules.

To pause an individual student's test:

1. In the Actions column, select the [Pause] parallel line [⏸] icon for that student.

2. Select [Yes] to confirm. The test administrator or test examiner logs the student off, and an information button appears in the Actions column.

How to Look Up Students

You can use the student lookup feature to perform a quick or advanced search for student information. This is useful if students signing in to your test session cannot remember their logon information. The student must enter their first name exactly as it appears with the student lookup tool. If their first name contains a space or a special character, it must be entered as seen. (Refer to the guidelines in the Step 1: Signing Students In subsection for information about entering Unicode characters for special characters such as accented letters.)

Warning: Any incorrect student information in the displayed demographic fields must be updated in CALPADS by an authorized user. After a student’s updated record appears in TOMS, he or she may begin testing.

To perform a quick search:

1. In the banner at the top of the Test Administrator Interface (Figure 17), select the [Student Lookup] button.

2. Enter a student’s full Statewide Student Identifier (SSID) in the SSID field and select [Submit SSID]. Search results appear below the search field (see Figure 25).
To perform an advanced search:

1. Select [Student Lookup] > [Advanced Search].
   a. Select the appropriate LEA and school from the drop-down lists.
   b. Select the appropriate grade.
   c. Optional: Enter all or part of a student’s first or last name. If there are special characters in the student’s first or last name, refer to the guidelines in the Step 1: Signing Students In subsection for information about entering Unicode characters.

2. Select [Search]. Search results appear below the search fields (see Figure 26).
3. To view a student’s information, select the [Details] button in the Details column.

**How to Approve Print Requests**

**Warning:** Before you approve the student’s request to print a test item/stimulus, ensure that the printer is on and is monitored by staff who have been trained using the test administrator training modules for the test.

Students using the print-on-demand tool can request printouts of test passages and questions. When students send print requests, the request notification appears in the Students in Your Test Session table (see Figure 16). The print-on-demand accommodation is available by preapproval only after the LEA CAASPP coordinator contacts the California Technical Assistance Center.

**To approve print requests:**

1. Select the [Print] icon in the Actions column of the Students in Your Test Session table. The Student Print Request window appears (Figure 27).
2. Review the print request and take one of the following actions in the *Student Print Request* window (Figure 27):

a. To approve the request, select the [Approve] check mark [✓] icon in the *Action* column. A cover sheet appears in a new browser window.

b. To deny the request, select the [Deny] “X” [✗] icon in the *Action* column. In the window that appears, enter a brief reason for denying the request and select the [Deny] button. Do not proceed to step 3.

3. In the new window, select [Print] to open the printer dialog box.

4. Select [OK] to print the requested test elements.

**Viewing Approved Requests**

You can view a list of every print request you approved during the current session.

To view approved requests:

1. Select [Approved Requests] from the banner at the top of the Test Administrator Interface. The *Print Requests* window opens (see Figure 28), listing print requests by student.

2. If you want to print the list of approved requests, select the [Print] button (indicated in Figure 28).
How to Print Test Session Information

You can print a snapshot of the Test Administrator Site as it currently appears if you want to keep a hard-copy record of the session ID or list of approved students.

*To print a snapshot of the page (i.e., screen):*

1. In the banner at the top of the Test Administrator Interface, select [Print Session]. The device’s print dialog window appears.
2. Select the required print settings and then select the approval button ([Print] or [OK], depending on the Web browser).

*Tip:* Set the print options to landscape mode (horizontal). You can also use your Web browser’s “Print Preview” feature to scale content to fit on a single printed page.

*Caution:* The Family Educational Rights and Privacy Act policies prohibit the release of any student’s personally identifiable information. Any printouts must be securely stored and then destroyed when no longer needed.

Stopping a Test Session and Logging Off

This subsection explains how to stop a test session and log off the Test Administrator Site.

**How to Stop a Test Session**

When students finish testing or the current testing period is over, you should stop the test session. Stopping a session automatically logs off all the students in the session and pauses their tests. Once you stop a test session, you cannot resume it. To resume testing students, you must start a new session.

**Warnings:**

- If the test administrator or test examiner is using the Test Administrator Interface or Test Administrator Training Site Web browser and navigates to a different Web site, or the Test Administrator Interface is accidentally closed while students are still testing, the session will remain open until it times out after 30 minutes. The test administrator or test examiner can open the Web browser and navigate back to the Test Administrator Interface. The test administrator or test examiner will be prompted to enter the active session ID.

- As a security measure, test administrators and test examiners are automatically logged off the Test Administrator Interface after 30 minutes of test administrator or test examiner user inactivity and student inactivity in the test session, which will result in closing the test session. If this occurs, the test administrator or test examiner will have to create a new session and the students will have to log on to the new session to resume testing. When starting a new session, the test administrator or test examiner should give the students the new session ID so that they can log on and resume testing.
To stop a test session:

1. In the upper-right corner of the Students Awaiting Approval screen, select the [Stop] stop sign [STOP] icon (see Figure 21). A confirmation message appears.

2. Select [OK]. The test session stops.

**How to Log Off the Test Administrator Site**

You should log off the Test Administrator Site only after stopping a test session.

To log off the Test Administrator Site:

1. In the banner, select [Logout as Name]. A warning message appears.

2. In the warning message, select [Yes]. The front page of the CAASPP Portal Web site appears.

**Alert:** Navigating away from the Test Administrator Site will also log you off. Logging off while a session is in progress stops the session. If you need to access another online application while administering tests, open it in a separate Web browser window.

**Accidentally Closing the Browser Window**

If you accidentally close the browser while students are testing, your session remains open until it times out in 30 minutes. **To return to the test session in the Test Administrator Site, you must enter the active session ID.**

If you do not return to the active session within 30 minutes, the test delivery application logs you off and pauses the students’ tests.

**Testing Over Multiple Sessions or Days**

See the **Duration and Timing Information** subsection for estimated testing times and estimated test durations.

**Smarter Balanced Assessments**

For some tests, particularly the Smarter Balanced PTs, students may be best served by sequential, uninterrupted time that may exceed the time in a student’s schedule. Smarter Balanced recommends that the ELA PT be administered in two sessions, corresponding with Part 1 and Part 2. Students can be provided breaks within each part; however, once a student moves on to Part 2, he or she will not be able to review or revise items in Part 1. For this reason, it is recommended that students complete Part 1 in one test session; Part 2 would ideally be delivered the next school day. For the mathematics PT, Smarter Balanced recommends that it be administered in one test session of 40–120 minutes.

If the test administrator intends to administer the test over the course of multiple days for a student or group of students, he or she may ask students to pause at a designated point. For most tests, there is nothing built into the system to prevent students from progressing from one section of the test to another. In those cases, the test administrator should give the
students clear directions on when to pause. For example, test administrators may designate a certain amount of time for testing. Likewise, the end of Part 1 of the ELA PT might be a logical stopping point. This guidance may be written on a dry-erase board, chalkboard, or another place that students can easily see. Students will receive a notification when they reach the end of the segment, like the notification shown in Figure 29.

![Sample End Segment screen](image)

**Figure 29. Sample End Segment screen**

When testing is resumed on a subsequent day, the test administrator will need to start a new test session and provide a new session ID. When instructing the students to log on, test administrators should read the unitalicized sections of the general script (SAY boxes) to the students from the beginning.

### CAAs for ELA and Mathematics

Students typically take approximately 95 cumulative minutes or less to successfully complete a single content area of a CAA. If at any time the test examiner administering the test feels the student is no longer engaged in the test, is not actively participating, or is showing signs of behavioral or functional concerns related to the test, the test examiner can make the decision to pause or end the test. If the choice is made to **pause** the test, the student can reenter and complete testing once settled, or when the test examiner feels it is appropriate. If the decision is made to **end** the test based on the best interests of the student, the test examiner will need to advance through the remaining test items until he or she reaches the [Stop] button and then submits the test.

### Transferring a Test Session

You can transfer an active test session from one device or Web browser to another without stopping the session or interrupting in-progress tests. This is useful in scenarios when your device malfunctions while a session is in progress.

**Warning:** If you do not know the active Session ID, you cannot transfer the session.

The test delivery application ensures that you can only administer a test session from one Web browser at a time. If you move a test session to a new device, you cannot simultaneously administer the session from the original Web browser or device.
These instructions apply to both the Test Administrator Interface and Test Administrator Training Site. However, you cannot transfer a session from the Test Administrator Interface to the Test Administrator Training Site or vice versa.

To transfer a test session to a new device or Web browser:

1. While the session is still active on the original device or Web browser, log on to the Test Administrator Site on the new device or Web browser. A Session ID prompt appears.

2. Enter the active Session ID in the text box and press [Enter]. The Test Administrator Site appears, allowing you to continue monitoring your students’ progress. The test session on the previous device or Web browser automatically closes.

Note: The Session ID prompt appears any time you access the Test Administrator Site during an active session. If you do not wish to return to the active session, you can select [Start a Different Session] to create a new session or Logout to close the active session and log off the Test Administrator Site.

Test Expiration

**CAT Items**

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, whichever occurs first. However, it is recommended that students complete the CAT items portion of the test within **five days** of starting the designated content area.

**PT**

The PT is a separate test that remains active for only **10 calendar days** after the student has begun the PT. However, Smarter Balanced recommends that students complete the PT in each content area within three days of starting. A summary of recommendations for the number of sessions and session durations is provided in subsection *Duration and Timing Information*.

If a student starts the test near the end of the testing window, the student must finish before the administration window officially closes. **The test will automatically end on the last day of the scheduled administration window, even if the student has not finished.**
Day of Test Administration: Directions for Administration of the Smarter Balanced Assessments and CAST

Note: These instructions apply to administration of the Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics and the California Science Test (CAST). The Directions for Administration of the California Alternate Assessments (CAAs) for ELA and Mathematics and the embedded performance tasks (PTs) for the CAA for Science, which include directions, can be downloaded from the password-protected Test Operations Management System (TOMS).

Overview

RECOMMENDATION: Consider printing this section to be used on the day of testing for both the computer adaptive test (CAT) and PT portions of each content area test. Remember that the CAT and PT portions are considered two unique tests and, as such, adherence to the process that follows is needed when initiating both tests.

Before you administer a test session, check to see if the following has been completed:

- Verify the security of the testing environment prior to beginning a test session. (See the subsection Security of the Test Environment.)
  - Student seats are arranged in a way so they cannot see each other’s answers.
  - All displayed instructional materials (e.g., vocabulary charts, periodic tables, etc.) are covered or taken down.
  - Post “TESTING IN PROGRESS—DO NOT DISTURB” signs outside of the testing room.

- Ensure that students do not have access to digital, electronic, or manual devices (e.g., cellphones, smart watches) during testing.

- Make sure each testing device or workstation has headphones.

- Verify that students have access to and use of the additional required resources in Table 15 specific to each assessment and content area (e.g., scratch paper for all tests, headphones for ELA, graph paper for mathematics grades six and above).

- Recommended: Launch secure browsers on all testing devices before students sit down to test.
Note: With the exception of students in grades six and above with a documented accommodation in an IEP or Section 504 plan to use a non-embedded calculator, students are expected to use the embedded calculator for calculator-allowed questions on the mathematics test.

To ensure that all students are tested under the same conditions, the test administrator should adhere strictly to the script for administering the test unless a student is assigned the non-embedded designated support or accommodation for Simplified Test Directions. The script can be found in the shaded boxes on pages 123 through 135. These instructions can be found in the boxes in bold on the following pages. When asked, the test administrator should answer questions raised by students but should never help the class or individual students with specific test items. **No test items can be read to any student for any content area, unless the student is assigned a Read-Aloud non-embedded designated support or accommodation as listed in the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines (UAAG).**

Please remember that the script must be followed exactly and used each time a test is administered, except for students who are assigned the Simplified Test Directions non-embedded designated support as described in the UAAG. If the class is resuming a test and the test administrator is sure that all students are able to log on without hearing the logon directions again, the test administrator may skip the italicized portions of the directions.

All directions that a test administrator needs to read to students are indicated by the word “SAY” and are in boxes so they stand out from the regular text. They should be read exactly as they are written, using a natural tone and manner (except for students assigned the Simplified Test Directions non-embedded designated support). If the test administrator makes a mistake in reading a direction, the test administrator should stop and say, “I made a mistake. Listen again.” Then the direction should be reread.

The test administrator should try to maintain a natural classroom atmosphere during the test administration. Before each test begins, he or she should encourage students to do their best.

Any time a student logs on to the testing system, the test administrator should follow this script. This includes logging on to complete the CAT items or the PT.

These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST. The Directions for Administration of the CAAs for ELA and Mathematics and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.
Administer an Online Test Session

**WARNING**

The California Department of Education (CDE) recommends that test administrators exercise extreme caution when selecting an assessment for a test session. To help with differentiating the tests, the assessments each have a differently colored background with a white-text label.

**Online Assessments:**
- **Red**—Smarter Balanced Summative Assessments
- **Indigo**—California Alternate Assessments (CAA)
- **Brown**—California Science Test (CAST)
- **Green**—Smarter Balanced Interim Assessments

**Online Practice and Training Tests:**
- **Pink**—Smarter Balanced practice tests
- **Purple**—Smarter Balanced training tests
- **Teal**—CAA training tests
- **Blue**—CAA practice tests
- **Orange**—CAST training tests
- **Golden Yellow**—CAST practice tests

If a test administrator has mistakenly selected and administered the summative assessment when intending to administer an interim assessment or practice/training test, the local educational agency (LEA) California Assessment of Student Performance and Progress (CAASPP) coordinator or CAASPP test site coordinator must submit a CAASPP Security and Test Administration Incident Reporting System (STAIRS) form to report the incident. After the CAASPP STAIRS form is submitted, LEA CAASPP coordinators or CAASPP test site coordinators may be directed to file an appeal.

You must create a test session before students can log on to the Student Testing Site. In order for a student to take a specific test, it must be included in your test session.

This section contains information on how to start a test session, add tests to the session, verify students’ test settings, approve students for testing, and monitor their progress.
Warning: Check students’ information and test settings before test sessions.

Students who require test settings other than the default must have their settings updated in the Test Operations Management System (TOMS) before testing begins. For information about test settings, including accommodations, refer to “Chapter 5. Student Test Settings” of the TOMS Pre-Administration Guide for CAASPP Testing and the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines. Both documents are linked on the Student Accessibility Resources and Test Settings Web page on the CAASPP Portal.

If you have a student whose test settings are incorrect, do not approve him or her for testing. Contact your LEA CAASPP coordinator or CAASPP test site coordinator (as appropriate) to have the student’s information updated in TOMS and reschedule the student’s testing.

Beginning the Test

Follow these instructions to administer the Smarter Balanced Online Summative Assessments and the CAST unless a student is assigned the non-embedded designated support for Simplified Test Directions. The test administrator must create a test session before students can log on to the Student Testing System (but no more than 30 minutes prior or the system will time out). When a test administrator creates a test session, a unique session ID is randomly generated. This session ID must be provided to the students before they log on and should be written down.

The basic workflow for administering online tests is as follows:

1. The test administrator selects tests and starts a test session.
2. Students sign in and request approval for tests.
3. The test administrator reviews students’ requests and approves them for testing.
4. Students complete and submit their tests.
5. The test administrator stops the test session and logs off.

For information about the testing process from a student’s perspective, see the subsections Signing In to the Student Testing Site and Features of the Student Testing Application.
These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST. The Directions for Administration of the CAAs for ELA and Mathematics and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.

<table>
<thead>
<tr>
<th>Test Administrator</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Navigate to the CAASPP Portal on a Web browser.</td>
<td></td>
</tr>
<tr>
<td>2. Select the [Test Administrator Interface] button.</td>
<td>Test Administrator Interface for All Online Tests</td>
</tr>
<tr>
<td>3. Log on to the Test Administrator Interface using your sign in credentials.</td>
<td></td>
</tr>
<tr>
<td>4. If you are associated with multiple institutions, an &quot;Important!&quot; message appears when you log on. You must select the appropriate institution from the drop-down list in this message and select the [Go] button. You may only select one institution at a time. You will only be able to administer tests available for the selected institution. In order to select a different institution, you must log off and then log back on.</td>
<td></td>
</tr>
</tbody>
</table>
Administering the Summative Assessments to Students

Day of Test Administration: Directions for Administration of the Smarter Balanced Assessments and CAST

These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST. The Directions for Administration of the CAAs for ELA and Mathematics and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.

5. The **Test Selection** window color-codes tests and groups them into various categories. A test group, such as “Smarter Balanced Summative Assessments,” may include one or more subgroups. All test groups and subgroups appear collapsed by default. The **summative assessments are always found in the second category** and are colored in red.

6. To select tests for the session, do one of the following:
   - To expand a collapsed test group, select the [Plus] plus-sign [+] icon (or [Expand All])
   - To collapse a test group, select the [Minus] minus-sign [–] icon (or [Collapse All]).
   - To select individual tests, mark the checkbox for each test you want to include.
These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST. The *Directions for Administration of the CAAs for ELA and Mathematics* and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.

<table>
<thead>
<tr>
<th>Test Administrator</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>7.</strong> Select the [Start Operational Session] button.</td>
<td></td>
</tr>
<tr>
<td><img src="image1.png" alt="Image" /></td>
<td><img src="image2.png" alt="Image" /></td>
</tr>
<tr>
<td><strong>8.</strong> You will see a warning letting you know that you are about to administer a summative assessment. If you select [OK], you can either continue with the test administration or exit from the Test Administrator Interface if you selected a summative assessment unintentionally.</td>
<td><img src="image3.png" alt="Image" /></td>
</tr>
<tr>
<td><strong>Test Administrator</strong></td>
<td><strong>Student</strong></td>
</tr>
<tr>
<td>------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>9. Inform students of the test session ID. The session ID is automatically generated upon selecting [OK] in the previous step. Write the session ID on a place where all students can clearly see.</td>
<td></td>
</tr>
</tbody>
</table>

10. Read the following SAY box.

**SAY:**
Today, you will take the [ Smarter Balanced—insert grade, ELA/mathematics, and CAT/PT; or California Science Test—insert grade five, eight, or high school] test. I will give you a test session ID that is required to start the test. Before logging on, let’s go over some test rules.

You must answer each question on the screen before selecting NEXT. If you are unsure of an answer, provide what you think is the best answer. If you would like to review that answer at a later time, mark the question for review before going on to the next question. You may go back and change the answer during this test session.

You may pause at any point in the test by selecting PAUSE rather than NEXT after answering a question. Please raise your hand if you need a break and ask permission before selecting PAUSE.

11. Read the following SAY box for the **CAT** portion or the **CAST** only.

**SAY:**
If you pause your test for more than 20 minutes, you will no longer be able to go back and change your answers, even the ones you marked for review. You may check your answers to any questions before you pause your test.

12. Read the following SAY box for the **mathematics computer adaptive test (CAT)** in grades six through eleven and the **English language arts/literacy (ELA) performance task (PT)** only. You do not need to read this for the California Science Test (CAST).

These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST. The *Directions for Administration of the CAAs for ELA and Mathematics* and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.
### Test Administrator

**SAY:**
Please keep in mind that this test is divided into segments. When you get to the end of a segment, you will be told to review your answers before moving on. Once you submit your answers and move on to the next segment, you will not be able to return to the previous segment.

13. Read the following SAY box and all subsequent SAY boxes to everyone.

**SAY:**
Your answers need to be your own work. Please keep your eyes on your own test and remember, there should be no talking. If you have a cell phone, smartwatch, or other non-approved electronic devices, please turn off the device and put it away.

If you finish your test early, please raise your hand and sit quietly.

14. Logon tickets may be provided to each student. The logon tickets should provide the students’ Statewide Student Identifier (SSID). Note that logon tickets are secure testing materials and should be securely destroyed after testing.

15. Direct students to sign in using the Student Sign In Web form. You do not need to read the italicized sentences to students testing over multiple days who have already heard these instructions at least once.

**SAY:**
Now we are ready to log on. Once you have logged on, you will have to wait for me to approve the test before you start. I’ll be checking that you have correctly entered the test session ID and other information.

Enter your legal first name, not your nickname, followed by your SSID number. Then enter the test session ID. **Raise your hand if you need help typing this information on your keyboard.**

**SAY:**
Now select SIGN IN. **Once you have successfully logged on, you will see a screen with your first name and other information about you. If all of the information on your screen is correct, select YES to continue. If any of the information is incorrect,**

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These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST. The Directions for Administration of the CAA for ELA and Mathematics and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.
Administering the Summative Assessments to Students

Day of Test Administration: Directions for Administration of the Smarter Balanced Assessments and CAST

<table>
<thead>
<tr>
<th>Test Administrator</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>please raise your hand and show me what is incorrect.</td>
<td></td>
</tr>
<tr>
<td>16. Ensure that all students have successfully entered their information.</td>
<td>16. Verify identity by selecting [No] or [Yes].</td>
</tr>
<tr>
<td>17. Inform students of the test type (for example, ELA CAT, Mathematics PT, science) in which they are participating today.</td>
<td>17. Select the test to take.</td>
</tr>
</tbody>
</table>

**SAY:**
On the next screen, select the [INSERT NAME OF TEST (i.e., ELA Grade 4 CAT)], and then select [START TEST]. After you have selected your test, you will see a screen with a moving bar and message saying that you are waiting for test administrator approval. Please wait quietly while I check and approve each of your tests.

**Note:** Only the tests that the test administrator selected for the test session for which students are eligible are selectable by students. The sample shown is from the practice and training test interface.

These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST. The Directions for Administration of the CAAs for ELA and Mathematics and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.
18. Wait for the test administrator’s approval.

Note: If a student’s test settings are incorrect, deny the student, contact the LEA CAASPP coordinator or CAASPP test site coordinator to correct the test settings in TOMS, and test the student on another day.

19. Approve students to test by selecting the [Approve] check mark [✓] icon in the Actions column for individual students or the [Approve all Students] button for each group of tests. Select the [Details] eye [👀] icon to view the student’s settings for the current test opportunity. “Custom” in the Details column indicates the student has been assigned test settings.
These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST. The *Directions for Administration of the CAAs for ELA and Mathematics* and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.
**Test Administrator** | **Student**
--- | ---
22. If you are administering a Smarter Balanced ELA test, have students run the sound check. | 22. If beginning a test with text-to-speech or a test with listening items, complete the audio checks with headphones.

**SAY (only for ELA test):**
Next you should see a screen that prompts you to check that the sound on your computer is working. Put your headsets on and select the icon of the speaker in the circle to hear the sound. If you hear the chime, select [YES]. If not, raise your hand.

If audio issues occur, do the following:
- Ensure headphones are securely plugged in to the correct jack or USB port.
- If the headphones have a volume control, ensure the volume is not muted.
- Ensure that the audio on the device is not muted (often via a control panel or settings window).

If the student is still experiencing issues, contact your CAASPP test site coordinator or school technology coordinator.

**Text-to-speech audio check:**

![Text-to-Speech Sound Check](image)

Next Step:
If you heard the voice clearly, choose I heard the voice. If not, choose I did not hear the voice. To continue testing without checking text-to-speech, choose Skip TTS Check.

- I heard the voice
- I did not hear the voice
- Skip TTS Check

**Sound Settings**
Use the sliders to adjust the available Text-to-Speech settings.
- Volume: 
- Pitch: 
- Rate: 

**Test with listening items audio/video check:**

![Sound and Video Playback Check](image)

Next Step:
If you were able to play the video and its sound, choose I could play the video and sound. If not, choose I could not play the video or sound.

- I could play the video and sound
- I could not play the video or sound

These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST. The *Directions for Administration of the CAAs for ELA and Mathematics* and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.
Administering the Summative Assessments to Students

Day of Test Administration: Directions for Administration of the Smarter Balanced Assessments and CAST

<table>
<thead>
<tr>
<th>Test Administrator</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>23. Tell students how to take the test.</td>
<td>23. Select [Begin Test Now] to begin testing.</td>
</tr>
</tbody>
</table>

**SAY:**

Before your test appears, you will see a tutorial page listing the test tools and buttons that you may use during the test or that will appear on the test. You can also find this information during your test by selecting the HELP button in the top right corner.

When you are ready to begin your test, select BEGIN TEST NOW at the bottom of the page.

| 24. Continue with the instructions in the next subsections, **Monitoring Student Progress** and **Ending a Test Session**. | |

### Monitoring Student Progress

#### Test Selection

It is very important that test administrators monitor student progress throughout the test session. This includes verifying that students are participating in the appropriate content area and type of test (CAT, CAST, or PT). The test administrator monitors the test each student is taking by referring to the Students in Your Operational Test Session table in the Test Administrator Interface, shown in Figure 30. Note that the list of student names can be sorted by linked (underlined) column headings.

In the event a student is taking an incorrect test, the test administrator should 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. The Test column is called out in Figure 30.

These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST. The Directions for Administration of the CAA for ELA and Mathematics and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.
Administering the Summative Assessments to Students
Day of Test Administration: Directions for Administration of the Smarter Balanced Assessments and CAST

These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST. The Directions for Administration of the CAAs for ELA and Mathematics and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.

Figure 30. Monitoring student progress in the Test Administrator Interface

If a student is unable to return to and complete the test that he or she logged off before it expires in 10 calendar days (PT) or 45 calendar days (CAT or CAST), the CAASPP test site coordinator or LEA CAASPP coordinator must use the Security and Test Administration Incident Reporting System (STAIRS) process to first, report the incident, and then, to submit an appeal to re-open the test.

**Warning:** If the student has already begun to test with incorrect test settings, the test settings would have to be corrected in TOMS by the CAASPP test site coordinator or LEA CAASPP coordinator. To reset the test, the LEA CAASPP coordinator or CAASPP test site coordinator must submit the CAASPP STAIRS form. Then, if warranted, the coordinator would file an appeal. The CDE will determine the impact of resetting a test due to incorrect test settings and will either approve or deny a request to reset within two business days of receiving the request.

In the rare event that a student starts a test unintentionally (for example, selected a PT instead of a CAT, or selected mathematics instead of ELA), the test’s expiration timeline will be activated. If a student is unable to return to and complete the test before it expires in 10 days (PT) or 45 days, the CAASPP test site coordinator or LEA CAASPP coordinator must use the STAIRS process to first, report the incident, and then, to submit an appeal to re-open the test.
Test Security

Once students have started their Smarter Balanced assessment or CAST, the test administrator should circulate the room to ensure that all conditions of test security are maintained. If the test administrator or test examiner witnesses or suspects the possibility of a test security incident, the CAASPP test site coordinator and LEA CAASPP coordinator should be contacted immediately in accordance with the security guidance provided in this manual.

Student Directions During Testing

While the Test Administrator Interface is designed to automatically refresh every minute, the test administrator can refresh it manually at any time by selecting the [Refresh Now] button at the top left corner of the page.

⚠️ Warning: Do not use the Web browser’s [Refresh] button to refresh the Test Administrator Interface.

If the test administrator notices that a student is off task, the test administrator may say the following statement to the student, verbatim, to keep him or her focused.

SAY:
It is important that you do your best. Do you need to pause the test and take a break?

If a student is concerned about an item, you may direct the student to review a tutorial by reading the script below verbatim.

SAY:
Try your best and choose the answer that makes the most sense to you. If you are unsure about how a question works, you can review a tutorial by selecting on the “i” button on the right side of the screen.

Allowing the students to practice on the training test and practice test prior to testing is strongly encouraged to ensure that students are able to manipulate each item type and use the various tools and resources during testing.

⚠️ Warnings:
Always write down the session ID for possible future use:

* If the test administrator is using the Test Administrator Interface and navigates to TOMS or the Test Administrator Practice or Training Web site, 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 they can log on and resume testing.

- If the Test Administrator Interface or Test Administrator Practice Site Web browser is accidentally closed while students are still testing, the session will remain open until it times out after 30 minutes. The test administrator can open the Web browser and navigate back to the Test Administrator Interface. The test administrator will be prompted to enter the active session ID.

- As a security measure, test administrators are automatically logged off of the Test Administrator Interface after 30 minutes of test administrator user inactivity and student inactivity in the test session, which will result in closing the test session. If this occurs, the test administrator will have to create a new session and the students will have to log on to the new session to resume testing. When starting a new session, the test administrators should give the students the new session ID so they can log on and resume testing. Please note that students will not be able to return to CAT or science items from previous sessions, even if the responses were marked for review.

**Ending a Test Session**

When there are approximately 10 minutes left in the test session, the test administrator should give students a brief warning.

**SAY:**

We are nearing the end of this test session. Please review your answers, including any questions you marked for review now. Do not submit your test unless you have answered all of the questions.

[The following should be read for the ELA CAT portion only]

If you are working on a set of questions for a reading passage, please finish all of the questions in that set.

**SAY:**

If you need additional time let me know.

**Read to Students in Grade Eleven ONLY:**

**Alert:** Students in grade eleven taking a computer adaptive test (CAT) will see an additional question at the end of their test sessions for both English language arts/literacy (ELA) and mathematics, such as is shown in Figure 31.

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These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST. The *Directions for Administration of the CAAs for ELA and Mathematics* and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.
This question is not part of the assessment, but is presented to allow students the option of selecting whether or not they will share their scores on the CAASPP Smarter Balanced Summative Assessments with the California State University (CSU) system and participating California Community Colleges (CCC) as part of the Early Assessment Program (EAP). If you are administering a test to students in grade eleven, please read the text in the next box below. Otherwise, skip the text in that box and continue with the test administration.

Students must answer this question after each of the content-area assessments to have the results of that test reported to the CSU and participating CCCs. Agreeing to release the results of one content-area assessment to the EAP is not agreement to release the results of the other content-area assessment; the student must agree individually to both to have both sets of results reported to the EAP.

![Survey Question(s)](image)

Figure 31. Sample EAP question on the top of each grade eleven assessment

These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST. The Directions for Administration of the CAAs for ELA and Mathematics and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.
SAY: EAP SECTION—READ TO STUDENTS IN GRADE ELEVEN ONLY

The Early Assessment Program (EAP) will assist the California State University (CSU) system and the California Community Colleges (CCC) system in providing you information on your readiness for college-level written communication and mathematics/quantitative reasoning prior to starting your senior year. The results are used to determine a student’s placement in appropriate coursework once you have been admitted. The release of CAASPP results will not affect a student’s application for admission.

Please carefully read the statement presented as the last question in this test session. If you do not wish your results to be sent to the CSU and CCC, select “Do Not Release.” If you are considering or plan to enroll at CSU or CCC, scroll down the form, select “Release,” and then select the [Submit] button. Your Smarter Balanced results for this test will be provided to both institutions by selecting the Release circle and then submitting. If you do not select to release your results, you may be requested to provide a copy of your results to the campus at a later time. Even if you have already answered this question at the end of an ELA or mathematics test you have already taken, you need to answer it for this test to have the EAP results of both tests reported.

Your CAASPP Student Report will provide a Web site, where additional information is available on what your EAP results mean.

END OF EAP SECTION

Continue Reading to ALL Students:

After answering the last item in each segment, each student is presented with a screen prompting him or her to review answers (marked and unmarked) for all items available to the student or prior to submitting the test. Mark for Review is provided as a reminder to a student that he or she had a question or concern about a particular item, but he or she is permitted to review all items—marked or unmarked—within the constraints of the pause rule.

After answering the last question, students must submit their tests. If students would like to review their answers before submitting their test, they should select [REVIEW MY ANSWERS] and then [SUBMIT TEST] after they finish reviewing. Once a student selects [SUBMIT TEST], the student will not be able to review answers.

SAY:
This test session is now over. If you have not finished, select PAUSE, and you will be able to finish at another session.
[For the CAT portion and CAST only if the length of time pausing the test is greater than 20 minutes, e.g., the student will continue testing on another day]
SAY:
Remember, if you are not finished and need to pause your test for more than 20 minutes, you will not be able to go back to the questions from this test session, including questions marked for review. You will also not have access to the notes you entered in the Digital Notepad.

SAY:
If you have answered all the questions on your test and have finished reviewing your answers, select SUBMIT TEST. I will now collect any scratch paper or other materials.

Test administrators should select [Stop Session] to end the test session and pause any student test in the session that is still in progress. When finished, test administrators can log off the Test Administrator Interface by selecting the [Logout] button at the top right. Test administrators should also collect any scratch paper (and graph paper for mathematics in grades six and up).

Logging Off

Use caution when logging off the Test Administrator Interface as this will log you off of other related systems (e.g., Completion Status, Interim Assessment Hand Scoring, and TOMS). To log off the Test Administrator Interface, select the [Logout] button in the top-right corner of the screen on the Single Sign-On system banner (shown in Figure 32).

Figure 32. Single Sign-On system banner

Your session will be closed, and you will be directed to the CAASPP Portal after you log off. You will not be able to resume the test session.

Alert: This scenario also occurs when a test administrator or test examiner navigates to another site from the Test Administrator Interface. If you need to access TOMS or another application, you are encouraged to open a separate Web browser window and use that window for other applications.

If a test examiner or test administrator unintentionally logs off the Test Administrator Interface while students are still testing, all in-progress tests will be paused and the students will be logged off. You cannot resume the original session. You will need to log back on, start a new session, and provide the new session ID to students who need to log back on and resume testing.
Troubleshoot Issues During Testing

Additional Resources:
- Technical Specifications and Configuration Guide for CAASPP Online Testing

This section describes how to troubleshoot some situations in which a student cannot connect to a test.

Resolving Secure Browser Error Messages

This section provides possible resolutions for the following messages that students may receive when signing in.

- **Secure Browser Not Detected:**
  The system automatically detects whether a device is using the secure browser to access the online testing system. The system will not permit access to a test other than through the secure browser; under no condition may a student access a test using a nonsecure browser.

- **You Cannot Login with This Browser:**
  This message occurs when the online testing system cannot determine if the student is taking the test through the correct secure browser. To resolve this issue, ensure the latest version of the secure browser is installed and that the student launched the secure browser instead of a standard Web browser. If the latest version of the secure browser is already running, then you should log the student off, restart the device, and try again.

- **Looking for an Internet Connection:**
  This message occurs when the secure browser cannot connect to the test delivery system. This is most likely to occur if there is a network-related problem. The easiest thing to check is if the network cable is plugged in (for wired connections) or if the Wi-Fi connection is live (for wireless connections). Also check if the secure browser must use specific proxy settings; if so, those settings must be part of the command that launches the secure browser.

- **Test Environment Is Not Secure:**
  This message can occur when the secure browser detects a forbidden application running on the device (see the subsection Security of the Test Environment). If this message appears on an iPad, ensure that either Autonomous Single App Mode (ASAM) or Automatic Assessment Configuration is enabled. Refer to the Technical Specifications and Configuration Guide for CAASPP Online Testing or contact your technology coordinator to determine if you are testing with ASAM.
Following Test Administration

Destroying Test Materials

Federal law—the Family Educational Rights and Privacy Act—prohibits the release of any student’s personally identifiable information. Any printed materials must be securely stored and then shredded.

As a reminder, those printed and paper test materials identified in the Test Security section must be securely destroyed immediately following each test session and may not be retained from one test session to the next. The only exception to this is scratch paper and graph paper used during the performance task, which should be handled according to the guidance provided in the Handling Secure Printed Materials subsection.

Reporting Testing Improprieties, Irregularities, and Breaches

Additional Resources:


Throughout testing, ensure that all test security incidents were reported in accordance with the guidelines in the Test Security section in this manual (that is, local educational agency (LEA) CAASPP coordinators or CAASPP test site coordinators must fill out the CAASPP Security and Test Administration Incident Reporting System form on the CAASPP Security and Test Administration and Incident Reporting System Process for Summative Assessments Web page and follow the instructions in the e-mail response to the form.)