Chapter 1. CAASPP Testing Overview

CALIFORNIA
Assessment of Student Performance and Progress

CAASPP
California Assessment of
Student Performance and Progress

CAASPP Online Test Administration Manual

2018-19 Administration

Smarter Balanced for English Language Arts/
   Literacy and Mathematics Summative Assessments
California Alternate Assessments for English
   Language Arts/Literacy, Mathematics, and
   Science
California Science Test
California Spanish Assessment

ETS
Measuring the Power of Learning.™

Posted January 8, 2019
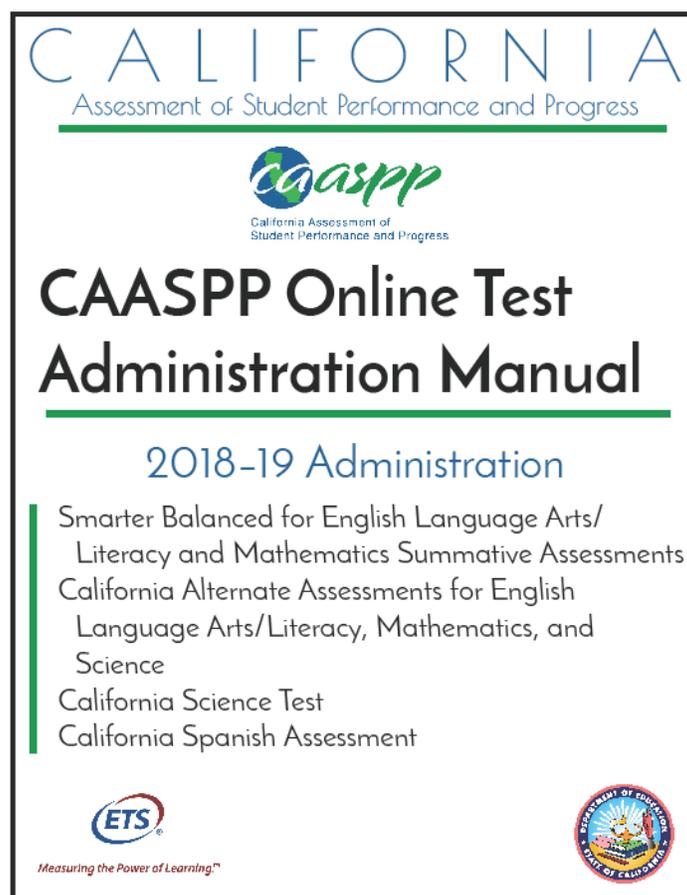Prepared by Educational Testing Service ®

What's New in the CAASPP System in 2018–19

This section describes what is new in the 2018–19 California Assessment of Student Performance and Progress (CAASPP) administration. Refer also to the manuals for the Test Operations Management System (TOMS) for more information on how these changes have been implemented.

CAASPP System of Assessments

Smarter Balanced Summative Assessments

- Paper-pencil Smarter Balanced Summative Assessments for English language arts/ literacy (ELA) and mathematics are no longer offered with the exception of braille and large-print special versions. These can be ordered from the California Technical Assistance Center.

Alternate Assessment

- Because all students are assigned grades in the California Longitudinal Pupil Achievement Data System and there is no longer a designation of "ungraded programs," any student who is listed as grade twelve and has not yet taken the California Alternate Assessment (CAA) for Science in high school will be assigned to take the CAA for Science.

- There is no longer a Survey of Student Characteristics at the end of the CAAs for ELA and mathematics.

Science

- The California Science Test (CAST) is now an operational assessment.

- The field test for the CAA for Science is an online assessment.

- Grade twelve students who took the CAST field test will not be assigned to take the operational CAST (or CAA for Science field test if an alternate assessment had been selected for the student).

- A new button, [**Student Science Participation Information**], was added to the *Student Profile* screen in TOMS. Select this button to open the *Student Science Participation Information* message showing whether or not a student in high school participated in science testing in a prior administration (either the CAST or CAA for Science).

Spanish Assessment

- The operational California Spanish Assessment (CSA) can be administered to students in grades three through twelve.
- The Standards-based Tests in Spanish are no longer part of the CAASPP System. This assessment was replaced with the CSA.

Practice and Training Tests

- Practice tests are now available for the CAST.
- Practice and training tests are available for the CSA.

Test Operations Management System (TOMS) Processes

- For users assigned roles in both programs, TOMS allows the option to switch between CAASPP and English Language Proficiency Assessments for California processes.

Reports

- The High School Participation Report for the CAST and CAA for Science provides tracking information on students who took a high school science assessment during the previous CAASPP administration (2017–18).

Accessibility Resources

Refer to the *Accessibility Guide for CAASPP Online Testing* for a complete description of new and updated resources.

General or All

- Streamline has been reassigned as an embedded designated support.
- "Medical device" is a new non-embedded designated support for all assessments.
- The button used to clear unlisted resources in TOMS is now called [**MAKE INACTIVE**].

Smarter Balanced

- Burmese is now among the embedded translation glossaries available as a designated support for the mathematics assessment.

CAST

- The braille version of the CAST will be available on April 1, 2019.
- Hmong is available as a translation glossary.

Operational CSA

- Unlisted resources are available starting with the operational CSA.

- The following accessibility resources will be available in Spanish:
  - Audio transcript
  - Closed-captioning
  - Braille

Security and Test Administration Incident Reporting System (STAIRS)/Appeals Process

- STAIRS incident reports are filed using TOMS.

- Appeals are requested using TOMS.

Technical Specifications

Refer to the *Technical Specifications and Configuration Guide for CAASPP Online Testing* for information about the updated secure browser and operating system versions required for testing in the CAASPP 2018–19 administration.

About the Assessments

In 2018–19, there are four types of online summative assessments administered as a part of California Assessment of Student Performance and Progress (CAASPP):

- Smarter Balanced Online Summative Assessments (grades three through eight and grade eleven). Each assessment consists of a computer adaptive test (CAT) and a performance task (PT).
  - English language arts/literacy (ELA)
  - Mathematics
- California Alternate Assessments (CAAs)
  - ELA (grades three through eight and grade eleven)
  - Mathematics (grades three through eight and grade eleven)
  - Science (This online field test is delivered as three online, embedded PTs to students in grades five, eight, and twelve, and students in grades ten and eleven whom the LEA recommends to take a science assessment.)
- California Science Test (CAST)
  - Science (grades five, eight, and twelve, and students in grades ten and eleven whom the local educational agency [LEA] recommends to take a science assessment)
- California Spanish Assessment (CSA)
  - Spanish-specific reading, writing mechanics, and listening skills (grades three through eight and high school)

Assessment Participation

All students are required to participate in the CAASPP assessments for which they are eligible with the exception of those for whom a parent/guardian exemption has been submitted to the test site. All students who are logged on and presented with the first test question of the Smarter Balanced (for both the CAT and the PT portions), CAA, and California Science Test (CAST) are counted for participation.

Smarter Balanced Summative Assessments

> **Resource in This Subsection:**
> - *Accessibility Guide for CAASPP Online Testing* web document—http://www.caaspp.org/rsc/pdfs/CAASPP.accessibility-guide.2018-19.pdf
> - CAASPP Student Accessibility Resources and Test Settings web page—http://www.caaspp.org/administration/accessibility/
> - California Department of Education (CDE) Student Accessibility Resources web page—https://www.cde.ca.gov/ta/tg/ca/accesssupport.asp
> - CDE Matrix One: California Assessment of Student Performance and Progress Accessibility Resources web document—https://www.cde.ca.gov/ta/tg/ai/documents/caasppmatrixone0918.docx
> - Smarter Balanced Assessment Consortium website—http://www.smarterbalanced.org/
> - *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines* web document—linked on the CAASPP Student Accessibility Resources and Test Settings web page at http://www.caaspp.org/administration/accessibility/

Smarter Balanced Summative Assessments for ELA and mathematics are next-generation assessments that were developed by the Smarter Balanced Assessment Consortium, a multistate, state-led consortium. These tests are aligned to the Common Core State Standards (CCSS) in ELA and mathematics that accurately measure student progress toward college- and career-readiness.

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

Participation Requirements:

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

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

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

- Students with the most significant cognitive disabilities who meet the criteria for the CAA for ELA alternate assessment based on alternate achievement standards

(approximately one percent or fewer of the student population) will take the CAA for ELA. These students must also take the CAA for Mathematics.

- ELs who are within their first 12 months of enrollment in a U.S. school after April 15 of the previous school year have a one-time exemption from the **Smarter Balanced for ELA** assessment (but may opt to take the ELA assessment) and are required to take the Smarter Balanced for Mathematics. These students will also participate in the English Language Proficiency Assessments for California testing.

Accessibility Resources

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

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

Finally, the CDE Student Accessibility Resources web page lists all the universal tools, designated supports, and accommodations for the CAASPP assessments.

California Alternate Assessments

> **Resources in This Subsection:**
> - CAASPP CAAs for ELA and Mathematics Version Assignments web page— http://www.caaspp.org/administration/about/caa/caa-assignments.2018-19.html
> - CAASPP CAA for Science Version Assignments web page— http://www.caaspp.org/administration/about/caa/caa-science-assignments.2018-19.html
> - CAASPP California Alternate Assessments web page— http://www.caaspp.org/administration/about/caa/
> - CDE CAA Guidance for Individualized Education Program (IEP) Teams web page—https://www.cde.ca.gov/ta/tg/ca/caaiepteamrev.asp
> - CDE California Alternate Assessments web page— https://www.cde.ca.gov/ta/tg/ca/altassessment.asp
> - CDE Student Accessibility Resources web page—https://www.cde.ca.gov/ta/tg/ca/accesssupport.asp

The summative CAAs are for students with the most significant cognitive disabilities whose IEP team has designated the use of an alternate assessment on statewide summative assessments. These online tests, for ELA and mathematics and the science field test, are administered to eligible students whose disability prevents them from taking the Smarter Balanced Summative Assessments for ELA and mathematics and the CAST. Students who are identified for an alternate assessment will take all the alternate assessments to which they have been assigned.

- Students in grades three through eight and grade eleven will take the CAAs for ELA and mathematics.
- Students in grades five, eight, and either ten, eleven, or twelve whose IEP designates they take a science assessment will take the CAA for Science
- All grade twelve students are required to take the CAA for Science if they did not take the CAA for Science during the previous administration.
- Students in grades ten and eleven whom the LEA recommends to take a science assessment and meet this requirement also may be assigned to take the CAA for Science.

The CAAs for ELA, mathematics, and science are delivered one on one by a test examiner and use the same test delivery system as the other CAASPP online assessments. Additionally, the CAA for Science is delivered one on one as embedded PTs, three per grade level assessed.

There are five versions of the CAAs for ELA and mathematics and two versions of each CAA for Science embedded PTs that are assigned at the school level. Version assignments are posted on the [CAAs for ELA and Mathematics Version Assignments](#) and [CAA for Science Version Assignments](#) web pages on the CAASPP Portal. Secure, version-specific *Directions for Administration* (*DFA*) are available for download from TOMS.

The CAA for Science field test is administered one on one as embedded PTs by a test examiner during the course of instruction and shortly after instruction of related science content is complete. The separate *DFA* for each embedded PT is available for download in TOMS after January 8, 2019; the online assessment is available on that date as well. Use the *CAA for Science Administration Planning Guides* linked on the CAASPP [CAAs](#) web page to plan and schedule testing.

Participation and Eligibility Requirements

The CAAs for ELA, mathematics, and science are online, summative, grade-level assessments for students with the most significant cognitive disabilities whose IEP designates the use of an alternate assessment. These students are receiving grade-level instruction in grades three through eight and eleven in ELA and mathematics. In addition, students in grades five, eight, and once in high school will participate in the CAA for Science.

For the CAAs, teachers may provide any resources required by a student's IEP or Section 504 plan or those that are needed and used by the student during regular classroom instruction.

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

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

- **The student is learning content derived from the CCSS and California Next Generation Science Standards (CA NGSS).** Goals and instruction listed in the IEP for the student are linked to the enrolled grade-level CCSS through Core Content Connectors (Connectors) and address knowledge and skills that are appropriate and challenging for this student. The student is learning content, linked with (derived from) the CCSS and CA NGSS, that appropriately breaks the standards into smaller steps. A Connector is a representation of the essential "core" content of a standard in the CCSS and CA NGSS.

- **The student requires extensive, direct individualized instruction and substantial supports to achieve measurable gains in the grade-level and age-appropriate curriculum.** The student requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature, and uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings.

Accessibility Resources

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

The test examiner should use the training tests to determine the student's mode of communication. The CDE Student Accessibility Resources web page describes the accessibility resources available for the CAAs.

California Science Test

> **Resources in This Subsection:**
> - *Accessibility Guide for CAASPP Online Testing* web document—
>   http://www.caaspp.org/rsc/pdfs/CAASPP.accessibility-guide.2018-19.pdf
> - CAASPP California Science Test web page—http://www.caaspp.org/administration/about/science/
> - CAASPP Student Accessibility Resources and Test Settings web page—http://www.caaspp.org/administration/accessibility/
> - CDE California Science Test web page—https://www.cde.ca.gov/ta/tg/ca/caasppscience.asp
> - CDE Matrix One: California Assessment of Student Performance and Progress Accessibility Resources web document—https://www.cde.ca.gov/ta/tg/ai/documents/caasppmatrixone0918.docx
> - CDE Student Accessibility Resources web page—https://www.cde.ca.gov/ta/tg/ca/accesssupport.asp

The CAST is an online test based on the CA NGSS. All LEAs with eligible students in grades five, eight, and twelve will administer the CAST. Additionally, students in grades ten and eleven whom the LEA recommends to take a science assessment may also take the CAST; they will not be required to retake the CAST in grade eleven or twelve.

- All LEAs with eligible students in grades five, eight, twelve, and students in grades ten and eleven whom the LEA recommends to take a science assessment will administer the CAST.

- Scores for students in grades ten and eleven who take the CAST will be saved and reported for accountability purposes when those students are in grade twelve.

- Students who take the CAST while their testing grade is grade ten or eleven will not be required to retake the CAST in grade eleven or twelve.

- All grade twelve students are required to take the CAST if they did not take the CAST during the previous administration.

Accessibility Resources

The CAST uses the Smarter Balanced framework, the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines,* that is used for other CAASPP assessments. The framework includes a variety of innovative universal tools that are embedded in the test delivery engine as well as a variety of designated supports and accommodations. To assist CAASPP users in implementing these accessibility resources, the *Accessibility Guide for CAASPP Online Testing* is available as well.

In addition, the CDE [Matrix One: CAASPP](#) web document lists the universal tools, designated supports, and accommodations that are allowed as part of all CAASPP general and alternate assessments.

Finally, the CDE [Student Accessibility Resources](#) web page lists all the universal tools, designated supports, and accommodations for the CAASPP assessments.

California Spanish Assessment

Resources in This Subsection:

- *Accessibility Guide for CAASPP Online Testing* web document— http://www.caaspp.org/rsc/pdfs/CAASPP.accessibility-guide.2018-19.pdf
- CAASPP California Spanish Assessment web page—http://www.caaspp.org/administration/about/csa/
- CAASPP Student Accessibility Resources and Test Settings web page— http://www.caaspp.org/administration/accessibility/
- CDE California Spanish Assessment web page—https://www.cde.ca.gov/ta/tg/ca/csa.asp
- CDE Matrix One: California Assessment of Student Performance and Progress Accessibility Resources web document—https://www.cde.ca.gov/ta/tg/ai/documents/caasppmatrixone0918.docx
- CDE Student Accessibility Resources web page—https://www.cde.ca.gov/ta/tg/ca/accesssupport.asp

The CSA is an online, linear (nonadaptive), summative, grade-level assessment for students in grades three through eight and high school who are seeking a measure that evaluates their Spanish reading, writing mechanics, and listening skills. The CSA is a part of the CAASPP system and replaced the Standards-based Tests in Spanish.

The CSA is aligned to the CCSS en Español, which were developed as a joint effort between the San Diego County Office of Education, the Council of Chief State School Officers, and the CDE. The CCSS en Español are a translated and linguistically augmented version of the English-language CCSS for English Language Arts & Literacy.

Accessibility Resources

The CSA uses the Smarter Balanced framework, the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines,* that is used for other CAASPP assessments. The framework includes a variety of innovative universal tools that are embedded in the test delivery engine as well as a variety of designated supports and accommodations. To assist CAASPP users in implementing these accessibility resources, the *Accessibility Guide for CAASPP Online Testing* is available as well.

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

Finally, the CDE Student Accessibility Resources web page lists all the universal tools, designated supports, and accommodations for the CAASPP assessments.

Test Administration Roles and Responsibilities

> **Resources in This Subsection:**
> - California Assessment of Student Performance and Progress (CAASPP) Manuals and Instructions web page—http://www.caaspp.org/administration/instructions/
> - CAASPP Security and Test Administration Incident Reporting System (STAIRS) Process for Summative Assessments web page—http://www.caaspp.org/stairs/

This section provides descriptions of sample users' roles and responsibilities for the CAASPP.

Local Educational Agency (LEA) CAASPP Coordinator

LEA CAASPP coordinators were designated by the district superintendent at the beginning of the 2018–19 school year. A signed *Superintendent Designation Form* identifying the LEA CAASPP coordinator and a signed *CAASPP Test Security Agreement* from the LEA CAASPP coordinator must be on file with the California Technical Assistance Center (CalTAC). Refer to appendix H for a checklist of test administration activities.

LEA CAASPP coordinators are responsible for

- adding CAASPP test site coordinators, test administrators, and test examiners into the Test Operations Management System (TOMS);

- setting up test administration windows in TOMS and assigning schools within the LEA to those windows;

- assigning students to tests either in TOMS or using batch upload;

- verifying and assigning designated supports and accommodations to students either in TOMS, using the Individual Student Assessment Accessibility Profile (ISAAP) Tool, or using batch upload;

- requesting unlisted resources for students in TOMS;

- ensuring that the CAASPP test site coordinators, test administrators, and test examiners in their LEA are appropriately trained regarding CAASPP assessment administration as well as security policies and procedures;

- printing out checklists from this manual (and also posted independently on the Manuals and Instructions web page on the CAASPP Portal for CAASPP test site coordinators, test administrators, and test examiners to review in preparation for the summative assessments;

- reporting all test security irregularities and breaches that occur before, during, or after test administration to the California Department of Education within 24 hours of discovery using the online STAIRS/Appeals process, which is described on the CAASPP STAIRS/Appeals Process for Summative Assessments web page on the CAASPP Portal and linked in TOMS (*California Code of Regulations*, Title 5 *[5 CCR]*, Section 859[e]);

- assuming general oversight responsibilities for all administration activities in their LEA schools;

- accessing and reviewing test completion rates for the LEA in the Completion Status system;

- creating student rosters in the Roster Management system;

- assigning student condition codes in TOMS, as appropriate;

- accessing and reviewing preliminary student reports (including assessment target reports) and aggregate statistics for the LEA in the Online Reporting System (ORS);

- accessing and reviewing preliminary and final student reports and aggregate data for the LEA in TOMS; and

- distributing printed Student Score Reports to students and test sites.

CAASPP Test Site Coordinator

> **Notes:**
>
> - A CAASPP test site coordinator can be a principal, vice principal, technology coordinator, counselor, or other staff member. If possible, a CAASPP test site coordinator should be a person with noninstructional or limited instructional duties so that he or she can coordinate and monitor testing activity in the school.
>
> - There can be more than one CAASPP test site coordinator as required by school need.

CAASPP test site coordinators are designated by the LEA CAASPP coordinator. CAASPP test site coordinators are added to TOMS by the LEA CAASPP coordinator. Refer to appendix I for a checklist of test administration activities.

CAASPP test site coordinators are responsible for

- identifying test administrators and other test site staff (such as Test Examiner, Test Administrator & Test Examiner, IA Administrator Only, Educator – Test Site, and Educator – Roster) as appropriate, ensuring that they are properly trained, and ensuring that they have submitted signed *CAASPP Test Security Affidavits* as appropriate (5 *CCR* Section 859[c]);

- adding Test Administrators, Test Examiners, Test Administrators & Test Examiners, IA Administrator Only, Educator – Test Site, and Educator – Roster as appropriate into TOMS;

- maintaining registration accounts for test administrators and test examiners at their sites for use of the CAASPP System, including the summative and interim assessments and formative assessment tools;

- coordinating with Test Administrators and Test Administrators & Test Examiners so they administer all assessments;

- verifying and assigning designated supports and accommodations to students either in TOMS, using the ISAAP Tool, or using batch upload;

- requesting unlisted resources for students in TOMS;

- creating or approving testing schedules and procedures for the school (consistent with state and LEA policies);

- working with technology staff to ensure that necessary secure browsers are installed and any other technical issues are resolved;

- monitoring testing progress during the testing window using the Completion Status application and ensuring that all students participate, as appropriate;

- using the school's procedure for correcting student data errors reported by test administrators and test examiners in the California Longitudinal Pupil Achievement Data System, verifying the corrections in TOMS, and ensuring that the student's test session is rescheduled;

- addressing testing problems, as needed;

- mitigating and reporting all test security incidents in a manner consistent with Smarter Balanced, state, and LEA policies;

- assuming general oversight responsibilities for all administration activities in their school and for all Test Administrators, Test Examiners, Test Administrators & Test Examiners, and other school staff;

- creating student rosters in the Roster Management system;

- accessing and reviewing completion status reports for the test site in the Completion Status system; and

- accessing and reviewing preliminary student reports and aggregate statistics for the test site in the ORS.

Test Administrator

Pursuant to 5 *CCR*, Section 850(ae), a test administrator is an employee or contractor of an LEA or a nonpublic, nonsectarian school (NPS) who has signed a *CAASPP Test Security Affidavit* and has received training to administer the CAASPP achievement tests.

Test administrators administer the Smarter Balanced assessments and the California Science Test (CAST). CAASPP test site coordinators should identify school personnel to act as test administrators. Refer to appendix J for a checklist of test administration activities.

Test administrators are responsible for

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

- completing CAASPP administration training (refer to the *Training Resources* subsection) and reviewing all Smarter Balanced, CAST, and 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 Smarter Balanced assessments, CAST, and California Spanish Assessment (CSA);

- assuring the test environment meets the specific requirements;

- 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 the Completion Status system; and

- reviewing preliminary results for students in an associated student roster in the ORS. (Note that unless the test administrator has been assigned to a student roster, he or she cannot review any student results in the ORS.)

Test Examiner

Assessments must be administered by **licensed and credentialed** individuals. Pursuant to 5 *CCR* Section 850(ag), "Test examiner" is an employee or contractor of an LEA or an NPS who has signed a *CAASPP Test Security Affidavit* and has received training to administer the CAAs. Additionally, a test examiner may administer interim assessments. A test examiner must be a certificated or licensed LEA staff member.

Test examiners are responsible for

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

- completing CAA administration training (refer to the *Training Resources* subsection) and reviewing all CAASPP policy and administration documents prior to administering any CAAs;

- 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;

- downloading the *Directions for Administration* for the appropriate test or embedded PT from the TOMS [**Secure Materials**] tab;

- administering the CAAs;

- reporting all potential test security incidents to their CAASPP test site coordinator and LEA CAASPP coordinator in a manner consistent with CAASPP and LEA policies; and

- viewing completion status reports in the Completion Status system.

Test Administrator & Test Examiner

The test administrator & test examiner must meet the requirements of both the test administrator and the test examiner and has signed a *CAASPP Test Security Affidavit.*

The test administrator & test examiner is a **credentialed or licensed employee** who administers both standard and alternate summative assessments and interim assessments to students. For more information about the role of the test administrator, refer to the Test Administrator user role definition. For more information about the role of the test examiner, refer to the Test Examiner user role definition. Refer also to appendix J and appendix K for checklists of test administration activities.

Interim Assessments (IA) Administrator Only

The IA Administrator Only administers only the interim assessments to students. It is a local decision whether to require the IA Administrator Only to sign a *CAASPP Test Security Affidavit.*

Educator – District

> **Notes:**
> - An Educator – District's questions about passwords, the ORS, and technology issues should be relayed to his or her CAASPP test site coordinator or LEA CAASPP coordinator.
> - It is a local decision whether to require the Educator – District to sign a *CAASPP Test Security Affidavit.*

The Educator – District is allowed access to assessment results in the ORS for the entire LEA. This role is assigned by the LEA CAASPP coordinator.

Educator – Test Site

> **Notes:**
> - An Educator – Test Site's questions about passwords, the ORS, and technology issues should be relayed to his or her CAASPP test site coordinator or LEA CAASPP coordinator.
> - It is a local decision whether to require the Educator – Test Site to sign a *CAASPP Test Security Affidavit.*

The Educator – Test Site is allowed access to assessment results in the ORS for the entire school.

Educator – Roster

> **Notes:**
> - An Educator – Roster's questions about passwords, the ORS, and technology issues should be relayed to his or her CAASPP test site coordinator or LEA CAASPP coordinator.
> - It is a local decision whether to require the Educator – Roster to sign a *CAASPP Test Security Affidavit.*

The Educator – Roster is allowed access to assessment results for students in an associated roster in the ORS. Rosters of students are created and assigned to the user by the LEA CAASPP coordinator or test site coordinator. Note that unless this user has been assigned to a student roster, he or she cannot review any student results in the ORS.

About This Manual

This *California Assessment of Student Performance and Progress (CAASPP) Online Test Administration Manual* for Smarter Balanced Online Summative Assessments, California Alternate Assessments, the California Science Test, and the California Spanish Assessment is intended for staff who play a role in the administration of CAASPP assessments, including local educational agency (LEA) CAASPP coordinators, CAASPP test site coordinators, test administrators, and test examiners.

This manual provides procedural and policy guidance to administer the CAASPP assessments. The appendices of this manual, which contain important information that can be used as stand-alone materials, are easily extracted for printing or distribution.

For specific questions not addressed in this manual, test administrators and test examiners can contact their CAASPP test site coordinator; CAASPP test site coordinators can contact their LEA CAASPP coordinator; and LEA CAASPP coordinators can contact the California Technical Assistance Center.

This page is left blank intentionally.