Chapter 11. Appendices

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

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Posted January 8, 2019
Prepared by Educational Testing Service ®

Appendix A: Frequently Used Terms

Table 22 defines terms that are specific to California Assessment for Student Performance and Progress (CAASPP) testing in California.

Table 22. Frequently Used Terms

Term	Definition
Accommodation	Change in procedures or materials that increase equitable access during the CAASPP assessments. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Accommodations are available for students with documented individualized education programs (IEPs) or Section 504 plans. Approved accommodations do not compromise the learning expectations, construct, grade-level standard, or intended outcome of the assessments. Refer to the Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines,* linked on the California Department of Education (CDE) [Student Accessibility Resources](#) web page for complete information.
Appeal	Authorized users—local educational agency (LEA) CAASPP coordinators and CAASPP test site coordinators—may submit and view requests for resetting, re-opening or invalidating students' summative assessments in accordance with state policy. These requests must result from a test security incident or incorrect test setting that impacted summative testing that is reported using the Security and Test Administration Incident Reporting System (STAIRS)/ Appeals process; Appeals are also submitted through the Test Operations Management System (TOMS). Appeal requests must be approved either by the CDE (grace period extension or invalidate) or the California Technical Assistance Center (CalTAC) (reset, restore, and re-open).
Block	There are five blocks that make up the whole of the California Science Test (CAST) within the test delivery system. Blocks separate stand-alone items from performance tasks. When a student completes one block of the test, they will receive a message that indicates that once that block is completed it is no longer possible to return to that block.

Term	Definition
Break	There is no limit on the number of breaks or the length of a break that a student may be given according to his or her unique needs. However, for some portions of the test, breaks of more than 20 minutes will prevent the student from returning to items already attempted by the student or incomplete free-response items.
	For a performance task (PT), the student can break for any amount of time and still return to any previously answered item within the PT's current segment only.
CAASPP Test Site Coordinator	School staff member responsible for monitoring the test schedule, process, test administrators, and test examiners. CAASPP test site coordinators are also responsible for ensuring that test administrators and test examiners have been appropriately trained and that testing is conducted in accordance with the test security and other policies and procedures established by the Smarter Balanced Assessment Consortium and the CDE. CAASPP test site coordinators must have a signed *CAASPP Test Security Agreement* on file with the LEA CAASPP coordinator.
California Alternate Assessment (CAA)	The summative California Alternate Assessments (CAAs) for English language arts/literacy (ELA), mathematics, and science are administered to eligible students. The CAAs are for students with the most significant cognitive disabilities and whose IEP team has designated the use of an alternate assessment on statewide summative assessments. Eligible students are those whose disability prevents them from taking the Smarter Balanced Summative Assessments for ELA and mathematics and the CAST.
California Science Test (CAST)	Online science assessment administered to students in grades five, eight, and a high school grade.
California Spanish Assessment (CSA)	Online assessment that measures student's skills in reading mechanics, writing, and listening. The CSA, which is presented in Spanish, is available to serve students who speak Spanish as their primary language, as well as those who are learning Spanish as an additional language.

Term	Definition
Computer Adaptive Test (CAT)	Based on student responses, the computer program selects the difficulty of items throughout the assessment. By adapting to the student as the assessment is taking place, these assessments present an individually tailored set of items to each student and provide more accurate scores for all students across the full range of the achievement continuum.
Designated Supports	Accessibility resource of the assessments available for use by any student for whom the need has been indicated by an educator (or team of educators working with the parent/guardian and student). Refer to the Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines,* linked on the CDE [Student Accessibility Resources](#) web page for complete information.
Educator – District	LEA personnel granted access by the LEA CAASPP coordinator to assessment results in the Online Reporting System (ORS) for the entire LEA.
Educator – Test Site	LEA or school personnel granted access to assessment results in the ORS for an entire school.
Educator – Roster	LEA or school personnel granted access to assessment results 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 the user has been assigned to a student roster, he or she cannot review any student results in the ORS.
Embedded performance task (PT)	A series of related test questions that are included into regular classroom instruction. After the student has responded to the items incorporated into a lesson, the test examiner applies a rubric to score the student's responses and then records the student's scores. Student responses are stored to demonstrate changes in the mastery of content over time.
Full-write	A component of the ELA PT that requires the student to develop an informative or explanatory, narrative, or opinion or argumentative multiparagraph piece of writing for which he or she engages the full writing process.

Term	Definition
Grace period extension	An Appeal for CAT summative assessments that allows the student to review previously answered questions upon logging back on to the assessment after expiration of the pause rule. Note that for a PT, having the test administrator open a new testing session may be all that is needed to continue testing.
	Note: A grace period extension will only be granted in cases where there was a disruption to a test session, such as a technical difficulty, fire drill, schoolwide power outage, earthquake, or other act beyond the control of the test administrator.
Invalidation	A specific Appeal for summative assessments in the Appeals System. Tests invalidated in the Appeals System will be scored and scores will be provided on the Student Score Report (with a note that an irregularity occurred). The student(s) will be counted as participating in the calculation of the school's participation rate for federal accountability purposes. The score will be counted as "not proficient" for aggregation into the CAASPP results.
	Permission for an invalidation is initiated by first reporting an incident and then submitting an Appeal using the STAIRS/Appeals process through TOMS. While the request was made to invalidate a student's summative assessment, the student should be permitted to finish it. Refer to the *Security and Test Administration Incident Procedure Guide* for more information on the Appeals process.
Interim Assessment Administrator Only	LEA or school personnel responsible for administering only the interim assessments to students.
Item	A test question or stimulus presented to a student to elicit a response.
LEA CAASPP Coordinator	LEA-level staff member who is responsible for the overall administration of the summative assessments in an LEA. LEA CAASPP coordinators should ensure that the CAASPP test site coordinators, test administrators, and test examiners in their LEAs are appropriately trained and aware of policies and procedures. LEA CAASPP coordinators are designated by their district superintendents or the administrator of their independently testing charter school and must have a signed *CAASPP Test Security Agreement* on file with CalTAC.

Term	Definition
Pause	Action taken by a student, test administrator, or test examiner to temporarily halt the test during any part of the test, as needed. Pauses of more than 20 minutes in the CAT component of the test will prevent the student from returning to items already attempted, completed, flagged for review, or any combination of these statuses. For a PT, the student can pause for any amount of time and still return to any previously answered item within the PT's current segment only. More information on test pausing is available in the subsection *General Test Administration Information*.
Performance Task (PT)	A PT is an item type designed to provide students with an opportunity to demonstrate their ability to apply their knowledge and higher-order thinking skills to explore and analyze a complex, real-world scenario. It is a required portion of the test. (Note that there are no PTs for the online CAAs for ELA and mathematics.)
Re-open	A specific appeal for summative assessments in the Appeals System. It applies to a test that has already been submitted or has expired and allows the student to access the previously closed test. For example, a summative assessment may be re-opened if a student started a test and became ill and was unable to resume testing until after the testing opportunity expired. Permission for a re-open is initiated by first reporting an incident and then submitting an Appeal using the online STAIRS/Appeals process through TOMS. Refer to the *Security and Test Administration Incident Procedure Guide* for more information on the Appeals process.
Reading Passage/ Passage	A reading passage is a type of stimulus (refer to the definition of stimulus). When reading passage/passage is referenced on the Smarter Balanced assessment, it is to differentiate this type of stimulus from others on the assessment. Reading passage or passage is used when speaking about the reading passages that are part of the ELA assessment.

Term	Definition
Reset	A specific appeal for summative assessments in the Appeals System. Resetting a student's test removes that test from the system and enables the student to start a new test. Any work previously done on the test would be lost. Valid reasons for a reset would be if a student's summative test event was administered inconsistently with the student's IEP (this would include both embedded and non-embedded accommodations) or if the student started a test and did not have a needed language resource (such as a language glossary). Permission for a reset is initiated by first reporting an incident and then submitting an Appeal using the online STAIRS/Appeals process in TOMS. Refer to the *Security and Test Administration Incident Procedure Guide* for more information on the Appeals process.
Restore	A specific appeal for summative assessments in the Appeals System. Restore a test from the "Reset" status to its prior status. This action can only be performed on assessments that have been reset by the LEA. An LEA CAASPP coordinator must contact CalTAC for permission to restore a test(s).
Secure Browser	A web browser that is downloaded and installed on a device prior to a student beginning the test. The secure browser is specifically designed for use with the CAASPP online assessments to provide secure access and prevent students from accessing specific hardware and software functions (e.g., other web browsers, screenshot programs) that are not allowed during the assessments. The current version of the secure browser, 10.3, does *not* have auto-update capability and must always be updated manually.
Security and Test Administration Incident Reporting System (STAIRS)/ Appeals Process	The STAIRS/Appeals process is the means by which LEAs and schools report a test security incident or other testing issue that interferes with the administration and completion of the summative assessments and then, if required, submit an Appeal request. The first step is reporting the incident using the STAIRS/Appeals process in TOMS*;* an Appeal cannot be requested without the submission of this web form. The system returns an email with a summary of the information submitted that the recipient should retain for at least a year. The STAIRS/Appeals process is used to report incidents that occur with summative assessments only.

Term	Definition
Segment	A part of a test within the test delivery system. Depending on the test, segments typically separate items from others if the eligible tools are different (i.e., the mathematics test may have two segments—one segment that allows calculator use and another segment that does not). When a student completes a segment of the test, he or she will receive a message that indicates that once that segment is submitted it is no longer possible to return to that segment.
Session	A timeframe in which students actively test in a single sitting. The length of a test session is determined by building or LEA administrators who are knowledgeable about the periods in the building and the timing needs associated with the assessment. Smarter Balanced recommends that session durations range between 40 and 120 minutes for the online Smarter Balanced Summative Assessments. However, all online CAASPP assessments, including the CAAs, are not timed, and an individual student may need more or less time overall. Further, individual students will have unique needs regarding the length of a test session. Smarter Balanced recommends the CAT portion of the Smarter Balanced ELA and mathematics assessments be administered in two sessions each. ***Note:*** *A test session does not need to end when a segment ends.*
Statewide Student Identifier (SSID)	A unique, non-personally-identifiable number linked to a given individual student within the California public kindergarten through grade twelve educational system. SSIDs are used to maintain data on individual students, such as linking students to statewide assessment scores and tracking students in and out of schools and LEAs in order to determine more accurate dropout and graduation rates.

Term	Definition
Stimulus/Stimuli	Material or materials used in the test context that form the basis for students to answer connected test items. Many items or tasks for the assessments include a stimulus along with a set of questions to which the student responds. Stimulus materials are used in ELA and mathematics assessments to provide context for assessing students' knowledge and skills. Examples of stimuli include: traditional reading passages or texts viewed on a computer screen; images with audio presentations for students to listen to; simulated web pages for students to use for research or scenarios; and charts and graphs for mathematics items.
Survey of Student Characteristics (SSC)	A **required** questionnaire about the student being tested. The purpose of the SSC is to explore whether the teachers' knowledge of their students can be used to improve and develop the CAAs for future years. The test examiner must complete the SSC for each student after the student has completed each of the ELA and mathematics assessments. The test examiner completes the SSC on the student's testing device through the CAASPP secure browser. Students whose tests were ended early as a result of the student response check will not receive the SSC.
Test Administrator	LEA or school personnel responsible for administering summative assessments in a secure manner in compliance with the policies and procedures outlined in this manual. Test administrators are required to have a signed *CAASPP Test Security Affidavit* on file with their CAASPP test site coordinator.
Test Examiner	Credentialed or licensed LEA or school employee responsible for administering alternate summative assessments in a secure manner in compliance with the policies and procedures outlined in this manual and the secure *CAA Directions for Administration*. Test examiners are required to have a signed *CAASPP Test Security Affidavit* on file with their CAASPP test site coordinator.

Term	Definition
Test Operations Management System (TOMS)	The management system used for the CAASPP assessments. This is the system through which users interact with and inform the test delivery system. This management system provides administrators with the tools to add and manage users and students participating in the Smarter Balanced assessments including assigning tests and student test settings and user roles. This system uses a role-specific design to restrict access to certain tools and applications based on the user's designated role. The *TOMS Pre-Administration Guide for CAASPP Testing* is available on the TOMS web page on the CAASPP Portal.
Testing Breach	A security event that poses a threat to the validity of the summative assessments. Examples may include such situations as a release of secure materials or a security or system risk. These circumstances have external implications for the Consortium, the CDE, or both, and may result in a decision to remove the test item(s) from the available secure bank. The LEA CAASPP coordinator must report the breach immediately by calling either CalTAC at 800-955-2954 if the breach is due to social media exposure on the part of a student or adult or the CDE at 916-445-8765 for all other breaches. In addition, he or she must report the incident using the STAIRS/Appeals process within 24 hours. For more information on how to proceed using the STAIRS/Appeals process when an incident has occurred, please refer to the subsection *Using the Security and Test Administration Incident Reporting System* of this manual and the *Security and Test Administration Incident Procedure Guide*.
Testing Impropriety	An unusual circumstance that has a low impact on the individual or group of students who are taking summative assessments and has a low risk of potentially affecting student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level. For specific details on how to proceed using the STAIRS/Appeals process when an incident has occurred, please refer to the subsection *Using the Security and Test Administration Incident Reporting System* of this manual and the *Security and Test Administration Incident Procedure Guide*.

Term	Definition
Testing Irregularity	An unusual circumstance that impacts an individual or group of students who are taking summative assessments and may potentially affect student performance on the tests, test security, or test validity. These circumstances can be corrected and contained at the local level, but reported using the STAIRS/Appeals process for resolution of the Appeal. For specific details on how to proceed using the STAIRS/Appeals process when an incident has occurred, please refer to the subsection *Using the Security and Test Administration Incident Reporting System* of this manual and the *Security and Test Administration Incident Procedure Guide*.
Universal Tools	Available to **all** students based on student preference and selection. Refer to the Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines,* linked on the CDE Student Accessibility Resources web page for complete information.
Unlisted Resources	An instructional resource that a student regularly uses in daily instruction, assessment, or both that has not been previously identified as a universal tool, designated support or accommodation. Matrix One: CAASPP includes a list of unlisted resources that have already been identified and are preapproved. You must register that a student will be assigned one of these preapproved unlisted resources by completing the Unlisted Resources web form for that student in TOMS.

Appendix B: Online Item Types

> **Resource in This Section:**
>
> - California Assessment of Student Performance and Progress (CAASPP) Online Practice and Training Tests Portal web page—http://www.caaspp.org/practice-and-training/

Online Item and Response Types

As students engage with the online assessments, they will be asked test questions that require them to respond in several ways, some of which may be new to students.

There are several resources that teachers and students can use to get ready for the test, including a practice test and a training test. As pointed out in appendix C of this manual, it is **highly recommended** that **ALL** students access the Training Test web page before taking the test. Doing so will provide students an opportunity to view and practice each of the item types.

The practice tests and training tests for CAASPP assessments are available on the CAASPP Online Practice and Training Tests Portal web page.

Summary of Online Item Types and How to Provide Responses—General Assessments

Table 23 lists the different item types and briefly describes each one.

> **Note:** Not all assessments will necessarily include all item types.

Table 23. Online Item and Scoring Types—General Assessments

Content Area	Type of Item	Brief Description of How to Respond
Science	Associate	table format, select entry to create pairings
California Spanish Assessment (CSA)	Composite	two or more item parts from the machine-scored list
Science	Custom	Manipulate collection of interactive items and custom interactive stimuli in a set with multiple-scored interactive components (e.g., simulations)

Content Area	Type of Item	Brief Description of How to Respond
Mathematics	Equation (EQ)	enter equation or numeric response using on-screen panel containing mathematical characters
English language arts/literacy (ELA)	Essay/Writing Extended Response (WER)	keyboard entry
ELA	Evidence Based Selected Response (EBSR)	two part item: Part A; Respond to an MC item; Part B: Cite the evidence that supports the answer to Part A either MC, MS, or Hot Text
Mathematics	Grid Item (GI) – Drag and Drop	drag-and-drop single or multiple elements into a background image
Mathematics	Grid Item (GI) – Graphing	plot points, draw lines, or both
Mathematics and science	Grid Item (GI) – Hot Spot	select certain areas of an image
CSA	Grid Item (GI) – Multiple Select	select a single cell in a table
CSA	Grid Item (GI) – Single Select	select two or more cells in a table
ELA, science	Hot Text (HTQ)	select sections of text, or drag-and-drop sections of text
Science and CSA	Inline Choice List	multiple-options selected response
CSA	Inline Test Choices, Multiple Select	select multiple words or phrases
CSA	Inline Test Choices, Single Select	select a single word or phrase
ELA, mathematics, and science	Match Interaction (MI)	match text or images in rows to values in columns

Content Area	Type of Item	Brief Description of How to Respond
CSA	Match, Multiple Select	drag and drop two or more choices into the appropriate locations
CSA	Match, Single Select	drag and drop a single choice into the appropriate location
ELA, mathematics, science, and CSA	Multiple Choice (MC)	select a single option
ELA, mathematics, science, and CSA	Multiple Select (MS)	select two or more options
CSA	Numeric	Select a single entry box with a numeric value that may contain decimals or a slash line to represent a fraction
CSA	Set Leader	stimulus, such as a passage or image, with one or more questions assigned to it based on its content
ELA, mathematics, and science	Short Answer Text Response (SA)	keyboard entry
Mathematics	Table Interaction (TI)	keyboard entry into table cells
Science	Text Entry	keyboard alpha or numeric entry
CSA	Zone, Multiple Select	select two or more zones
CSA	Zone, Single Select	select a single zone

Summary of Online Item Types and How to Provide Responses—Alternate Assessments

The California Alternate Assessments (CAAs) feature innovative and technology-enhanced items that are designed to be engaging for students and represent a variety of types and approaches. Table 24 gives details about these items, describing the type of functionality with which the student and test examiner will be presented.

Table 24. Online Item and Scoring Types—Alternate Assessments

Type of Item	Brief Description of How to Respond
Set Leader	This is a stimulus such as a passage or an image. The Leader has one or more questions assigned to it, based on its content.
Multiple Choice	These items consist of a question and list of choices; they may also include a stimulus or subset of a passage as the stimulus. • Single Select—The student must select the one correct choice to receive credit. • Multiple Select—The student must select all correct choices to receive credit. • Partial Credit—The student must respond to a stimulus by providing a direct response to the test examiner who then rates the response by assigning a weighted score, using the rubric provided in the *Directions for Administration*. • Multiple Attempt (Try-2)—The student makes an initial selection, and, if the response is incorrect, one option is removed leaving two remaining options from which to choose for a second attempt.
Inline Choice List	These items consist of questions with a drop-down list of choices to fill in the blank. • Single Select—The student must fill a single blank from a drop-down list for credit. • Multiple Select—The student must fill multiple blanks from a drop-down list for credit.
Numeric	The student responds by selecting a single entry box with a numeric value. The numeric value may contain decimals or a slash line to represent a fraction.

Type of Item	Brief Description of How to Respond
Grid	These items consist of a table with descriptions or characteristics, which the student then selects a box in a column or row for true-and-false or yes-or-no type of questions. • Single Select—The student marks a single cell in a table for credit. • Multiple Select—The student marks two or more cells in a table. The question might only allow one selection per row or column but it might also have no restrictions in the number of cells a student can mark.
Zones	These items have answer choices that are predefined "hotspots" on an image, word, or phrase within a sentence. When the student selects a spot, the selection is highlighted, shaded, or outlined in red. • Single Select—The student selects one zone for credit. • Multiple Select—The student selects two or more zones for credit.
Graph	These items allow students to plot points, lines, multisegment lines, or any combination of these on a graph. A Graph may have points or lines that appear when the graph first displays that the student cannot manipulate, or it may be interactive, and the student must manipulate them to respond.
In Line Text Choices	These items present a short passage or a paragraph that contains underlined words or phrases. These underlined words or phrases represent the choices a student can select. • Single Select—The student selects one term or phrase. • Multiple Select—The student selects two or more terms or phrases.
Bar-Picturegraph/Histogram	These items present a bar graph to the student to manipulate the bar height to represent an answer. • Single Select—The student manipulates one graph bar. • Multiple Select—The student manipulates two or more graph bars.

Type of Item	Brief Description of How to Respond
Composite	These items require a test taker to respond to a stimulus by using multiple item types in a single item with multiple response portions. Scoring is dependent on which item type combination is selected, and the raw weights for each part are combined to give an item score.
Match (drag-and-drop)	These items require the student to move objects such as words or images by selecting and dragging the objects into a specific order or to a specific location in a table, passage, or image. • Single Select—The student drags and drops a single choice into the appropriate location. • Multiple Select—The student drags and drops two or more choices into the appropriate locations. **Note:** Some of the questions in this test require "dragging and dropping" objects into certain designated areas on the screen. Most items were designed to snap into place; however, some were not. For the items that do not snap into place, please take care that you or your student are dropping the object precisely into the intended area(s) to ensure accurate system scoring. The object cannot overlap border lines or the edges of the intended area(s), and should rest squarely in the intended area(s). If your student is doing the dragging and dropping, please help your student ensure objects are dropped fully within the intended area.

Technical Skills to Access Embedded Resources

To access some of the embedded resources (such as strikethrough, highlighter, American Sign Language videos, and text-to-speech) that are available to help work through these item types, students may need to access the **context menu.** Please note the method to access the context menu is dependent on the student's device type. Devices and methods are shown in Table 25.

Table 25. Context Menu for Selecting with the Right Mouse Button

Device Type	Method to Access the Context Menu
Windows-based desktop or laptop (two-button mouse)	Select with the right mouse button.
Mac OS-based desktop or laptop (one-button mouse)	Hold down the [**Ctrl**] key on keyboard and then select with the mouse button.

Device Type	Method to Access the Context Menu
iPad tablet (touchscreen)	Tap on the menu in the upper-left corner of the secure browser application.
Android-based tablet (touchscreen)	Tap on the menu in the upper-left corner of the secure browser application.
Chromebook (trackpad)	Hold down the [**Alt**] key on the keyboard and tap the trackpad.

Appendix C: Practice and Training Tests

Resources in This Section:

- California Assessment of Student Performance and Progress (CAASPP) Online Practice and Training Tests Portal web page—http://www.caaspp.org/practice-and-training/

- *Accessibility Guide for CAASPP Online Testing* web document— http://www.caaspp.org/rsc/pdfs/CAASPP.accessibility-guide.2018-19.pdf

- CAASPP Test Administrator and Test Examiner Resources for the Online Practice and Training Tests web page—http://www.caaspp.org/ta-resources/practice-training.html

- *Practice and Training Test User Guide* web document— http://www.smarterbalanced.org/wp-content/uploads/2015/09/PracticeAndTrainingTest_UserGuide.pdf

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In preparation for the test and to expose students to the various online assessment item-response types in English language arts/literacy (ELA), mathematics, and science (refer to **appendix B** for item types), it is **highly recommended** that all students access the practice and training tests. Each resource offers students a unique opportunity to experience a test in a manner similar to what they will be presented with on the CAASPP assessments and prepares students for testing. These resources will not be automatically scored; however, for reference, scoring guides are available on the Test Administrator and Test Examiner Resources for the Online Practice and Training Tests web page.

Overview of the Practice Tests

Practice tests can be administered in one of two ways:

- Using the same procedures as the operational tests, with the Test Administrator Interface, secure browser, and individual student logon information.

- Using a standard supported web browser to access the practice tests directly, without use of the Test Administrator Interface or secure browser.

Smarter Balanced and California Science Test (CAST) Practice Tests

The online practice tests allow educators and students to experience a full grade-level test and gain insight into the CAASPP online assessments. The practice tests, which are not adaptive, otherwise mirror the summative assessments but are not scored, although answer keys and scoring rubrics are available. Each grade-level test includes a variety of item response types and difficulty levels—approximately 30 items each in ELA and mathematics and 32 items in science. Additionally, there is an ELA and mathematics performance task at

each grade level (three through eight and eleven) and three science performance tasks (PTs) in grades five and eight and high school.

The practice test also includes a comprehensive reflection of embedded universal tools, designated supports, and accommodations, which should also be provided to students with any non-embedded universal tools, designated supports, and accommodations as allowed on the summative assessments.

California Alternate Assessment (CAA) for ELA and Mathematics Practice Tests

The CAA practice tests for ELA and mathematics allow students and test examiners to become familiar with grade-level CAA test questions. The practice tests provide a sample of the question types and grade-level content that appear on the CAA operational tests. There is a grade-specific CAA practice test available for each tested grade (three through eight and high school) and content area (ELA, mathematics, and science).

Practice tests for ELA and mathematics can be accessed either through the secure browser or through a standard internet browser.

California Spanish Assessment (CSA) Practice Tests

The CSA practice tests allow educators and students to become familiar with grade-level CSA test questions. The practice tests provide a sample of the question types and grade-level content that appear on the CSA operational tests. There is a grade-specific CSA practice test available for each of grades three through eight and one for all high school grade levels.

Practice tests can be accessed either through the secure browser or through a standard internet browser.

Overview of the Training Tests

Smarter Balanced, CAST, and California Spanish Assessment (CSA) Training Tests

The training tests are designed to provide students and educators with an opportunity to quickly familiarize themselves with the software and navigational tools that they will use on the CAASPP assessments. The training tests are organized by grade bands (grades three through five, six through eight, and eleven). Each test contains fewer than 10 questions.

On the student Training Test website, the questions were selected to provide students with an opportunity to practice a range of item response types. The training tests do not contain PTs. Similar to the practice tests, the training tests include all embedded universal tools, designated supports, and accommodations. Note that the text-to-speech functionality is available *only* when using the training tests through the secure browser. The student training test site may be used by anyone. Students can log on as guests or use their first name and Statewide Student Identifier (SSID). Students who log on using their credentials may log on

to a guest session or a proctored training session with a training session ID set up through the Tests Administrator Training Test website.

For the CAST, there are training tests available in grades five and eight and high school. It is accessed in the same manner as described previously.

CAAs

An online training test in each of the ELA, mathematics, and science content areas is available to provide a sample of question functionality and response types. The training tests are not grade-specific and not meant to be used to measure content knowledge.

Used in conjunction with a *CAA Training Test DFA*, these training tests can help both test examiners and students become familiar with the testing format, interface, functionalities, and accessibility resources available for the CAAs in order to establish the most optimal testing environment for students.

The training tests can also be used to help test examiners determine whether they will need to enter responses into the testing interface for the student on the operational tests.

Training tests for CAAs can be accessed either through the secure browser or through a standard internet browser.

Test Administrator and Test Examiner Logon for the Practice and Training Tests

The Test Administrator Training Test site provides an opportunity for test administrators to practice setting up a test session using a practice test or training test. Access to the Test Administrator Training Test site requires the same logon credentials used to access the Test Administrator Interface. This site may only be used by authorized LEA CAASPP coordinators, CAASPP test site coordinators, test administrators, and test examiners. Note that braille practice tests and training tests can only be accessed through the Test Administrator Training site by the test administrator using a standard web browser and can be accessed by a student also using a standard web browser.

For additional information about how to set up a practice test or training test session, visit the [Test Administrator and Test Examiner Resources for the Online Practice and Training Tests](#) website.

> ⚠️ **Warning: Do NOT use the live (operational) student interface or Test Administrator Interface for practice.** Doing so constitutes a test security incident (breach). For all Training Test sessions, use the Test Administrator Training site and the practice tests or training tests.

It is ***highly recommended*** that ***all*** students access the training tests before taking a summative assessment. The training tests will be especially beneficial for those students who

have not previously participated in online testing. Teachers are encouraged to conduct a group walk-through of a practice or training test with their students to promote familiarity with the testing format and basic test rules and to allow for free and open communication on the testing process and content (refer to the *General Test Administration Information* subsection). This walk-through of the practice and training tests provide opportunities for test administrators to describe the limitations to the support they will be able to provide and the verbal interactions they can have with students during each live test session.

Appendix D: Secure Browser for Testing

> **Resources in This Section:**
> - Secure Browsers website—http://ca.browsers.airast.org/

Guidelines

While the secure browser version 10.3 is an integral component of test security, test administrators and test examiners perform an equally important role in preserving test integrity. In addition to the guidelines put forth by the Smarter Balanced Assessment Consortium, the California Department of Education (CDE), and individual local educational agencies (LEAs) or schools, test administrators and test examiners should be aware of these guidelines and employ the necessary precautions while administering online tests:

Close External User Applications.

Prior to administering the online assessments, test administrators, test examiners, or other assigned staff should check all devices that will be used and close all applications except those identified as necessary by the school technology coordinator. After closing these applications, the test administrator or test examiner should open the secure browser on each device.

The secure browser and Student Interface automatically detect certain applications that are prohibited from running on a device while the secure browser is open. The secure browser will not allow a student to log on if the secure browser detects that a forbidden application is running on the device. A message will also display that lists the forbidden application(s) that needs to be closed.

> **Warning:** If a forbidden application is launched in the background while the student is already in a test, the student will be logged off and a message—"A forbidden program has started, and you will be logged out. Ask your Test Administrator for assistance."—will display. The student will have to close the forbidden application, reopen the secure browser, and log on to continue working on the assessment. This would be considered a test security incident and should be reported using the online Security and Test Administration Incident Reporting System (STAIRS)/Appeals process in the Test Operations Management System.

Avoid Testing on Devices with Dual Monitors.

Systems that use a dual-monitor setup typically display an application on one monitor screen while another application is accessible on the other screen.

Students should not take online assessments on devices that are connected to more than one monitor except in extremely rare circumstances such as when a test administrator or test

examiner is administering a test via read-aloud and wants to have a duplicate screen to view exactly what the student is viewing for ease of reading aloud. In these rare cases where a dual monitor setup is allowed, Smarter Balanced requires that the monitors be set up to "mirror" each other. School technology coordinators can assist test administrators and test examiners in setting up the two monitors to ensure they mirror each other rather than operate as independent monitors.

In these cases, all security procedures must be followed and the test administered in a secure environment to prevent others from hearing the questions or viewing the student or test administrator or test examiner screens.

Disable Screen Savers and Timeout Features.

On all testing devices, be sure to disable any features that display a screen saver or log users off after a period of inactivity. If such features activate while a student is testing, the secure browser logs the student off the test. The student must log on to the secure browser to resume testing.

Secure Browser Error Messages

Possible error messages displayed by the open-source secure browser are shown in Table 26.

Table 26. Secure Browser Error Messages

Message	Description
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.
Unable to Establish a Connection with the Test Delivery System	If a device fails to establish a connection with the test delivery system, a message will be displayed. This is most likely to occur if there is a network-related problem. The causes may include an unplugged network cable or a firewall not allowing access to the site.

Force-Quit Commands for Secure Browsers

In the rare event that the secure browser or test becomes unresponsive and you cannot pause the test or close the secure browser, users have the ability to "force quit" the secure browser.

To force the secure browser to close, use the following keyboard commands. (Reminder: This will log the student off the test he or she is taking. When the secure browser is opened again, the student will have to log back on to resume testing.)

⚠ **Warning: You are strongly advised against using the force-quit commands, as the secure browser treats this action as an abnormal termination. The secure browser hides features such as the Windows taskbar; if the secure browser is not closed correctly, then the taskbar may not reappear correctly.**

- These commands should be used only if the [**Close Secure Browser**] button does not work.

📄 **Notes:**

- The force-quit command will log the student off of the test he or she is taking. When the secure browser is opened again, the student will have to log on again to resume testing.

- Users of laptop or netbook devices might also need to press the [**FN**] key before pressing [**F10**].

- Force-quit commands do not exist for the secure browser for iOS, Chrome OS, or Android devices.

Windows

Press [**Ctrl**] + [**Alt**] + [**Shift**] + [**F10**].

Mac OS X

Press [**Ctrl**] + [**Alt**] + [**Shift**] + [**F10**]. The Control key may appear as [**Control**], [**Ctrl**], or [**^**].

Linux

Press [**Ctrl**] + [**Alt**] + [**Shift**] + [**Esc**].

Appendix E: Computer Adaptive Test Pause Rule Scenarios

Pause rule scenarios apply to the Smarter Balanced summative assessments and the California Science Test (CAST).

Scenarios:

1. If the computer adaptive test (CAT) portion of the test or a CAST discrete item block is paused for 20 minutes or less, the student can return to previous test pages and change the response to any item he or she has already answered within a segment.

2. If the CAT portion of the test or a CAST discrete item block is paused for more than 20 minutes, the test will return the student to the last page with unanswered items when the student resumes testing. If a page has both completed items and items to which there is not a complete response, the student may change any answers on that page (i.e., screen). The student may not return to previous pages and cannot change answers to items on previous pages.

   a. Example: A single test page has items 4–10. A student answers items 4–7 and pauses the test for more than 20 minutes. When the student resumes testing, he or she can change answers to items 4–10 but cannot return to items 1–3 on an earlier page.

   b. Example: A page contains items 9–11 and a student answers all of those items before pausing the test for more than 20 minutes. When the student resumes testing, he or she will begin on item 12 and cannot return to items 1–11.

   c. Example: Prior to a pause, a student navigates back to a previous item and deletes his or her answer. The system is then paused while that student is on that particular item. After a pause greater than 20 minutes, the system is designed to place the student on the last unanswered question. In this case, an item to which the student had responded previously is now blank. When the student answers that item and selects [**Next**], the test delivery system proceeds to the next *unanswered* item, skipping items, as those items would have received a response previously.

> **Note:** A constructed response item is considered answered if the student has taken any action within the response area. This includes random keystrokes (e.g., sdkjfasdgi), one or more spaces using the spacebar, selecting anywhere on a Grid Item–Hot Spot item, etc.

Appendix F: Multiplication Table

> **Note:** This page is not intended to be printed for student use during testing.

A single-digit (1–9) multiplication table is a non-embedded accommodation for **grades four and above** mathematics items. The multiplication table is to be used *only* for students with a documented and persistent calculation disability (i.e., dyscalculia). This table can be printed and enlarged, if required, for students with an individualized education program or Section 504 plan requiring this accommodation. It is also available as a PDF on the Student Accessibility Resources and Test Settings web page on the California Assessment of Student Performance and Progress Portal. Use of other multiplication tables is prohibited.

MULTIPLICATION TABLE

×	1	2	3	4	5	6	7	8	9
1	1	2	3	4	5	6	7	8	9
2	2	4	6	8	10	12	14	16	18
3	3	6	9	12	15	18	21	24	27
4	4	8	12	16	20	24	28	32	36
5	5	10	15	20	25	30	35	40	45
6	6	12	18	24	30	36	42	48	54
7	7	14	21	28	35	42	49	56	63
8	8	16	24	32	40	48	56	64	72
9	9	18	27	36	45	54	63	72	81

Appendix G: 100s Number Table

> **Note:** This page is not intended to be printed for student use during testing.

A table listing numbers from 1–100 is a non-embedded accommodation for grades four and above mathematics items. The 100s Number Table is to be used *only* for students with visual processing or spatial perception needs as documented in their individualized education program or Section 504 plan. This table can be printed for students requiring this accommodation; it is available as a PDF on the Student Accessibility Resources and Test Settings web page on the California Assessment of Student Performance and Progress Portal. Use of other 100s number tables is prohibited.

100s Number Table

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Appendix H: LEA CAASPP Coordinator Checklist

Direct Responsibilities

☐ **ACTIVITY: Add users who have signed a California Assessment for Student Performance and Progress (CAASPP) security agreement or a CAASPP security affidavit to the Test Operations Management System (TOMS).**

Estimated Time to Complete: As needed

Target Completion Date: Complete as soon as possible to provide the option to administer interims assessments, if applicable.

Notes and Resources: TOMS Pre-Administration Guide for CAASPP Testing, Chapter 1: Adding and Managing Users

☐ **ACTIVITY: Set up test administration windows for the local educational agency (LEA) and assign schools to it.**

Estimated Time to Complete: As needed

Target Completion Date: Complete by December 1, 2018.

Notes and Resources: TOMS Pre-Administration Guide for CAASPP Testing, Chapter 1: Adding and Managing Users

☐ **ACTIVITY: Verify student test assignments, updating where necessary in TOMS.**

Estimated Time to Complete: Ongoing

Target Completion Date: Complete at least by the start of the selected testing window.

Notes and Resources: TOMS Pre-Administration Guide for CAASPP Testing, Chapter 4: Student Test Assignment

☐ **ACTIVITY: Notify schools when training materials are available.**

Estimated Time to Complete: Complete at least five to six weeks prior to testing.

Target Completion Date: Ongoing

Notes and Resources:

- *Online Test Administration Manual,* chapter 2
- CAASPP Summative Assessment Training Videos and Webcasts web page

☐ **ACTIVITY: Notify schools when administration manuals are available.**

Estimated Time to Complete: As needed

Target Completion Date: Complete at least five to six weeks prior to testing.

Notes and Resources:

- *Online Test Administration Manual,* chapter 2
- CAASPP Manuals and Instructions web page

☐ **ACTIVITY: Communicate California Science Test (CAST) and California Alternate Assessment (CAA) for Science test assignments.**

Estimated Time to Complete: One hour

Target Completion Date: Complete at least five to six weeks prior to testing.

Notes and Resources: *Science Test Administration for High School Students*

☐ **ACTIVITY: Review the *CAA for Science Administration Planning Guides* for the grade levels of the CAA for Science to be administered.**

Estimated Time to Complete: Three to five hours

Target Completion Date: Complete at least five to six weeks prior to testing.

Notes and Resources: CAASPP CAAs web page

☐ **ACTIVITY: Review all Smarter Balanced policy and summative test administration documents.**

Estimated Time to Complete: Three to five hours

Target Completion Date: Complete at least five to six weeks prior to testing.

Notes and Resources: *Online Test Administration Manual,* chapter 2

☐ **ACTIVITY: Review scheduling and testing requirements with CAASPP test site coordinators.**

Estimated Time to Complete: Sixty to 90 minutes

Target Completion Date: Complete at least three to four weeks prior to testing.

Notes and Resources: *Online Test Administration Manual,* chapter 4

☐ **ACTIVITY: Plan and conduct any state-required training for CAASPP test site coordinators and test administrators; retrain as needed.**

Estimated Time to Complete: As needed

Target Completion Date: Complete at least three weeks prior to testing.

Notes and Resources: *None*

☐ **ACTIVITY: Download and communicate CAA version assignments with the test sites.**

Estimated Time to Complete: One hour

Target Completion Date: Complete at least two to three weeks prior to testing.

Notes and Resources:

- CAASPP [CAAs for ELA and Mathematics Version Assignments](#) web page
- CAASPP [CAA for Science Version Assignments](#) web page

☐ **ACTIVITY: Review training modules and schedule training session for CAASPP test site coordinators.**

Estimated Time to Complete: Two to three hours

Target Completion Date: Complete while spaced over two to three weeks prior to testing.

Notes and Resources:

- *Online Test Administration Manual,* [chapter 2](#)
- CAASPP [Summative Assessment Training Videos and Webcasts](#) web page

☐ **ACTIVITY: Review security procedures with CAASPP test site coordinators, test administrators, and test examiners.**

Estimated Time to Complete: As needed

Target Completion Date: Complete at least two to three weeks prior to testing.

Notes and Resources: Online Test Administration Manual, [chapter 3](#)

☐ **ACTIVITY: Work with LEA technology coordinators to ensure timely device setup.**

- **Conduct network diagnostics.**
- **Download the secure browser (beginning late August or early September).**
- **Verify that schools meet the minimum technology requirements.**

Estimated Time to Complete: Five to 10 hours

Target Completion Date: Complete at least two weeks prior to testing.

Notes and Resources: [Technical Specifications and Configuration Guide for CAASPP Online Testing](#)

☐ **ACTIVITY: Work with schools to review and verify California Longitudinal Pupil Achievement Data System (CALPADS) student demographic data in TOMS.**

Estimated Time to Complete: Two to four hours

Target Completion Date: Complete at least two weeks before testing and during testing.

Notes and Resources: TOMS Pre-Administration Guide for CAASPP Testing, [Chapter 5: Student Test Settings](#)

☐ **ACTIVITY: Work with test site coordinators to ensure that consistent processes are used to document the selection and assignment of appropriate accessibility resources for students.**

Estimated Time to Complete: As needed

Target Completion Date: Complete at least two weeks before testing.

Notes and Resources:

- *TOMS Pre-Administration Guide for CAASPP Testing,* Chapter 5: Student Test Settings

- *Accessibility Guide for CAASPP Online Testing*

☐ **ACTIVITY: Work with your test site coordinators to ensure that a request for unlisted resources have been submitted for students who require them.**

Estimated Time to Complete: As needed

Target Completion Date: Complete at least two weeks prior to testing.

Notes and Resources: TOMS Pre-Administration Guide for CAASPP Testing, Chapter 5: Student Test Settings

☐ **ACTIVITY: Perform an equipment needs assessment based on individual student requirements.**

- Work with the CAASPP test site coordinator to identify students who will need specialized equipment for accommodations.

- Communicate with the CAASPP test site coordinators, test administrators, and test examiners to identify the number of headsets needed in order to take the English language arts/literacy (ELA) Listening portions of the assessment. Place order for the number of headsets needed plus extra.

Estimated Time to Complete: One to two hours

Target Completion Date: Complete at least two weeks prior to testing.

Notes and Resources: Students are permitted and encouraged to use their own ear buds or headsets—but local educational agencies (LEAs) and schools should also plan on having some available.

☐ **ACTIVITY: Instruct CAASPP test site coordinators to download (or have test examiners download) the correct version of the secure *CAA Directions for Administration (DFAs)* from TOMS for each grade being tested at the school.**

Estimated Time to Complete: Thirty minutes per manual

Target Completion Date: Complete one to two weeks before testing.

Notes and Resources:

- [TOMS](#) website
- CAASPP [CAA for ELA and Mathematics Version Assignments](#) web page
- CAASPP [CAA for Science Version Assignments](#) web page

☐ **ACTIVITY: Instruct CAASPP test site coordinators to download (or have test examiners download) the correct version of the CAA for Science embedded performance tasks (PTs) for each grade being tested at the school.**

Estimated Time to Complete: Fifteen minutes per task

Target Completion Date: Complete shortly before testing. These files are available starting January 8, 2019.

Notes and Resources: [TOMS](#) website

☐ **ACTIVITY: Enter condition codes NTE (Not tested medical emergency) and PGE (Parent/Guardian exemption) in TOMS as necessary.**

Estimated Time to Complete: As needed

Target Completion Date: Ongoing; submit condition codes before a student has completed testing.

Notes and Resources: [Instructions for Using Condition Codes in TOMS](#) web page

☐ **ACTIVITY: Collect completed CAA for Science embedded PTs from test site coordinators.**

Estimated Time to Complete: As needed

Target Completion Date: Complete by the end of the selected testing window.

Notes and Resources: None

Monitor Administration Activities

☐ **ACTIVITY: Investigate all summative testing improprieties, irregularities, breaches, and incidents reported by test administrators and test examiners.**

- Submit an incident report following the Security of Test Administration Incident Reporting System (STAIRS)/Appeals process.

- File an Appeal in TOMS if directed to do so after following the STAIRS/Appeals process.

Estimated Time to Complete: As needed

Target Completion Date: Ongoing; the deadline for all submissions will be one week after the selected testing window closes.

Notes and Resources:

- *Online Test Administration Manual,* chapter 3
- *Security Incidents and Appeals Procedure Guide*
- CAASPP STAIRS/Appeals Process for Summative Assessments web page

☐ **ACTIVITY: Monitor with the LEA technology coordinator any technical problems to apply resolutions or disseminate information at other school sites prior to testing.**

Estimated Time to Complete: As needed

Target Completion Date: This is ongoing throughout the testing window.

Notes and Resources: *None*

☐ **ACTIVITY: Use the Completion Status system to monitor test completion rates.**

Estimated Time to Complete: As needed

Target Completion Date: This is ongoing throughout the testing window.

Notes and Resources: *Guide to CAASPP Completion Status and Roster Management*

Oversight Responsibilities

☐ **ACTIVITY: Ensure that CAASPP test site coordinators, test administrators, and test examiners in the LEA are appropriately trained and aware of policies and procedures, especially related to security.**

Estimated Time to Complete: As needed

Target Completion Date: Complete at least three weeks prior to testing.

Notes and Resources: *Online Test Administration Manual,* chapter 3

☐ **ACTIVITY: Review school test administration schedules for adequate time and resource planning.**

Estimated Time to Complete: As needed

Target Completion Date: Complete at least three weeks prior to testing.

Notes and Resources: Online Test Administration Manual, chapter 4

☐ **ACTIVITY: Verify that CAASPP test site coordinators, test administrators, and test examiners have reviewed student information in TOMS and are verifying student settings for designated supports and accommodations in TOMS.**

Estimated Time to Complete: As needed

Target Completion Date: Complete at least two weeks prior to testing.

Notes and Resources: TOMS Pre-Administration Guide for CAASPP Testing, Chapter 5: Student Test Settings

☐ **ACTIVITY: You or your designee must be available during your testing window for questions and problem solving.**

Estimated Time to Complete: As needed

Target Completion Date: Complete during your entire testing window.

Notes and Resources: None

☐ **ACTIVITY: Communicate regularly with CAASPP test site coordinators any emerging trends or issues.**

Estimated Time to Complete: As needed

Target Completion Date: Complete during your entire testing window.

Notes and Resources: None

Contact Information

Questions about state policies	Questions about technology and the overall administration procedures
California Department of Education Accommodations, Test Policy, Testing Incidents Name: **CAASPP Office** Phone: **916-445-8765** Email: **caaspp@cde.ca.gov** **California Department of Education Security Breach or Testing Irregularity** Name: **CAASPP Office** Fax: **916-319-0969** Email: **STAIRS@cde.ca.gov**	**California Technical Assistance Center** 800-955-2954 CalTAC@ets.org http://www.caaspp.org/ Hours of operation: Monday through Friday, 7 a.m. to 5 p.m. Pacific time

Appendix I: CAASPP Test Site Coordinator Checklist

Direct Responsibilities

☐ **ACTIVITY: Add local users who have signed a California Assessment for Student Performance and Progress (CAASPP) security affidavit to the Test Operations Management System (TOMS).**

Estimated Time to Complete: As needed

Target Completion Date: Complete as soon as possible to provide the option to administer interims assessments, if applicable.

Notes and Resources: TOMS Pre-Administration Guide for CAASPP Testing, Chapter 1: Adding and Managing Users

☐ **ACTIVITY: Communicate California Science Test (CAST) and California Alternate Assessment (CAA) for Science test assignments.**

Estimated Time to Complete: One hour

Target Completion Date: Complete at least five to six weeks prior to testing.

Notes and Resources: Science Test Administration for High School Students

☐ **ACTIVITY: Attend trainings that your local educational agency (LEA) offers and review all Smarter Balanced policy and test administration documents.**

Estimated Time to Complete: Two to four hours

Target Completion Date: Complete at least three weeks prior to testing.

Notes and Resources:

- *Online Test Administration Manual,* chapter 2
- CAASPP Summative Assessment Training Videos and Webcasts web page

☐ **ACTIVITY: Ensure that all test administrators and test examiners attend your school's or LEA's training and review the self-paced online training modules posted on the Smarter Balanced portal. Review with test administrator the videos ("What is a Computer Adaptive Test?" and "Embedded Universal Tools and Online Features") and encourage them to show these to their students in preparation for the test.**

Estimated Time to Complete: Two to three hours

Target Completion Date: Complete at least three weeks prior to testing.

Notes and Resources:

- *Online Test Administration Manual,* chapter 2
- CAASPP Summative Assessment Training Videos and Webcasts web page

☐ **ACTIVITY: Work with technology personnel to ensure timely device setup:**

- **Conduct network diagnostics.**
- **Download the secure browser.**
- **Verify that your school has met the minimum technology requirements.**
- **Ensure that other technical issues are resolved before and during testing.**

Estimated Time to Complete: Five to 10 hours

Target Completion Date: Complete at least three to four weeks prior to testing.

Notes and Resources: Technical Specifications and Configuration Guide for CAASPP Online Testing

☐ **ACTIVITY: Work with the LEA CAASPP coordinator to ensure that consistent processes are used to document the selection and assignment of appropriate accessibility resources for students.**

Estimated Time to Complete: As needed

Target Completion Date: Complete at least two weeks before testing.

Notes and Resources:

- *TOMS Pre-Administration Guide for CAASPP Testing,* Chapter 5: Student Test Settings

- *Accessibility Guide for CAASPP Online Testing*

☐ **ACTIVITY: Work with your test site coordinators to ensure that requests for unlisted resources have been submitted for students who require them.**

Estimated Time to Complete: As needed

Target Completion Date: Complete at least two weeks prior to testing.

Notes and Resources: TOMS Pre-Administration Guide for CAASPP Testing, Chapter 5: Student Test Settings

☐ **ACTIVITY: Communicate with the test administrators and test examiners to identify the number of headsets needed for each testing site and ensure that the needed number are available at least two weeks prior to the testing window.**

- **Headsets are required for the English language arts/literacy (ELA) computer adaptive test (CAT) assessment to support the Listening portions of the assessment, for students who require text-to-speech, or for students requiring audio glossaries (mathematics only).**

- **Communicate with the LEA CAASPP coordinator to identify the number of headsets needed.**

Estimated Time to Complete: Up to one hour

Target Completion Date: Complete at least two weeks prior to testing.

Notes and Resources: Order the number needed plus extra. Students are permitted and encouraged to use their own ear buds or headsets—but districts and schools should also plan on having some available.

☐ **ACTIVITY: Perform an equipment needs check based on individual student requirements.**

- **Work with test administrators and test examiners to identify students who will need specialized equipment for accommodations.**

Estimated Time to Complete: One to two hours

Target Completion Date: Complete at least two weeks prior to testing.

Notes and Resources: None

☐ **ACTIVITY: Based on the test administration windows, work with test administrators, test examiners, and the LEA CAASPP coordinator to establish a testing schedule.**

Estimated Time to Complete: Two to four hours

Target Completion Date: Complete at least one to two weeks prior to testing.

Notes and Resources: Online Test Administration Manual, chapter 4

☐ **ACTIVITY: Work with test administrators and test examiners to review student information in TOMS before students are tested to ensure that correct student information and test settings for designated supports and accommodations are applied.**

Estimated Time to Complete: Two to four hours

Target Completion Date: Complete at least two weeks prior to testing.

Notes and Resources: TOMS Pre-Administration Guide for CAASPP Testing, Chapter 5: Student Test Settings

☐ **ACTIVITY: Establish a place to test those students who need a separate test setting.**

Estimated Time to Complete: One to two hours

Target Completion Date: Complete at least one to two weeks prior to testing.

Notes and Resources: Usability, Accessibility, and Accommodations Guidelines—linked on the California Department of Education Student Accessibility Resources web page

☐ **ACTIVITY: Download (or have test examiners download) the correct version of the secure *CAA Directions for Administration (DFAs)* from TOMS for each grade being tested at the school.**

Estimated Time to Complete: Thirty minutes per manual

Target Completion Date: Complete one to two weeks prior to testing.

Notes and Resources:

- TOMS website
- CAASPP CAAs for ELA and Mathematics Version Assignments web page

☐ **ACTIVITY: Instruct CAASPP test site coordinators to download (or have test examiners download) the correct version of the CAA for Science embedded performance tasks (PTs) for each grade being tested at the school.**

Estimated Time to Complete: Fifteen minutes per task

Target Completion Date: Complete shortly before testing. Note that these files are available on January 8, 2019.

Notes and Resources:

- TOMS website
- CAASPP and CAA for Science Version Assignments web page

☐ **ACTIVITY: Ensure proper handling of all printed test materials and scratch paper. Collect all test materials on each day of testing to keep in a secure location until after the test session, and then destroy according to the security policy outlined in the *Online Test Administration Manual*.**

Estimated Time to Complete: As needed

Target Completion Date: Complete during and after the testing window.

Notes and Resources: Online Test Administration Manual, chapter 3

☐ **ACTIVITY: Ensure adherence to all security policies.**

- **Read and sign the *CAASPP Test Security Agreement* and submit it to your LEA CAASPP coordinator.**

- **Ensure that all test administrators and test examiners read and sign *CAASPP Test Security Affidavits.***

Estimated Time to Complete: As needed

Target Completion Date: Ongoing

Notes and Resources:

- *Online Test Administration Manual,* chapter 3
- CAASPP Forms web page

☐ **ACTIVITY: Document any summative testing impropriety, irregularity, or breach and report to the LEA CAASPP coordinator immediately after learning of the incident.**

- **Submit an incident report following the Security of Test Administration Incident Reporting System (STAIRS)/Appeals process in TOMS*.***

- **File an Appeal in TOMS if directed to do so after following the STAIRS/Appeals process.**

Estimated Time to Complete: As needed

Target Completion Date: Ongoing

Notes and Resources:

- *Online Test Administration Manual,* chapter 3
- *Security Incidents and Appeals Procedure Guide*
- CAASPP STAIRS/Appeals Process for Summative Assessments web page

☐ **ACTIVITY: Enter condition codes NTE (Not tested medical emergency) and PGE (Parent/Guardian exemption) in TOMS as necessary.**

Estimated Time to Complete: As needed

Target Completion Date: Ongoing; submit condition codes before a student has completed testing.

Notes and Resources: Instructions for Using Condition Codes in TOMS web page

Monitor Administration Activities

☐ **ACTIVITY: Monitor testing progress during the testing window and ensure that all students participate as appropriate, addressing student issues as needed.**

Estimated Time to Complete: As needed

Target Completion Date: Ongoing

Notes and Resources: None

☐ **ACTIVITY: Raise any technical issues with the school technology coordinator for resolution.**

Estimated Time to Complete: As needed

Target Completion Date: Ongoing

Notes and Resources: None

☐ **ACTIVITY: Review, investigate, and report on all potential testing improprieties, irregularities, and breaches reported by test administrators and test examiners. Mitigate incidents when appropriate.**

Estimated Time to Complete: As needed

Target Completion Date: Ongoing

Notes and Resources:

- *Online Test Administration Manual,* chapter 3
- *Security Incidents and Appeals Procedure Guide*
- CAASPP STAIRS/Appeals Process for Summative Assessments web page

☐ **ACTIVITY: Use the Completion Status system to monitor test completion rates.**

Estimated Time to Complete: As needed

Target Completion Date: Complete on an ongoing basis throughout the testing window.

Notes and Resources: Guide to CAASPP Completion Status and Roster Management

Oversight Responsibilities

☐ **ACTIVITY: Verify that test administrators and test examiners have reviewed student information in TOMS and are verifying student settings for designated supports and accommodations in TOMS.**

Estimated Time to Complete: As needed

Target Completion Date: Complete at least one to two weeks prior to testing.

Notes and Resources: TOMS Pre-Administration Guide for CAASPP Testing, Chapter 5: Student Test Settings

☐ **ACTIVITY: Assist test administrators and test examiners in taking proper measures to ensure that students have access only to allowable non-embedded resources during testing.**

Estimated Time to Complete: As needed

Target Completion Date: Complete prior to testing.

Notes and Resources: None

☐ **ACTIVITY: Verify that test administrators and test examiners are adhering to all test security policies and practices.**

Estimated Time to Complete: As needed

Target Completion Date: Complete during testing.

Notes and Resources: Online Test Administration Manual, chapter 3

Contact Information

Questions about the overall administration and state policies	Questions about technology and the overall administration procedures
California Department of Education **Accommodations, Test Policy, Testing Irregularities** Name: **CAASPP Office** Phone: **916-445-8765** Email: **caaspp@cde.ca.gov**	**School Technology Coordinator** Name: _____ Phone: _____ Email: _____ **LEA CAASPP Coordinator** Name: _____ Phone: _____ Email: _____ http://www.caaspp.org/

Appendix J: Test Administrator Checklist

☐ **ACTIVITY: Confirm that you have received your Test Operations Management (TOMS) logon information. You should have received an automated email from TOMS notifying you of how to log on. You will also use this username and password for the online testing system.**

Estimated Time to Complete: As needed

Target Completion Date: Complete at least one to two weeks prior to testing.

Notes and Resources: If you have not received this information, please check your spam or junk email folder to learn if it was mistakenly routed there. If not, check with your CAASPP test site coordinator.

- *TOMS Pre-Administration Guide for CAASPP Testing,* Chapter 2: Passwords, Access, and Logons

☐ **ACTIVITY: Provide students with a walk-through of the training test or practice test for familiarity with navigation of the system and tools.**

Estimated Time to Complete: One hour

Target Completion Date: Complete multiple opportunities prior to testing.

Notes and Resources: Online Test Administration Manual, appendix C

☐ **ACTIVITY: Review all California Assessment of Student Performance and Progress (CAASPP) policy and test administration documents.**

Estimated Time to Complete: One to two hours

Target Completion Date: Complete at least two to three weeks prior to testing.

Notes and Resources: Online Test Administration Manual

☐ **ACTIVITY: Review the training modules and attend school or district training sessions, if any are offered.**

Estimated Time to Complete: Two to three hours

Target Completion Date: Complete at least two to three weeks prior to testing.

Notes and Resources:

- *Online Test Administration Manual,* chapter 2
- CAASPP Summative Assessments Training Videos and Webcasts

☐ **ACTIVITY: Show students the videos "What is a Computer Adaptive Test?" and "Embedded Universal Tools and Online Features."**

Estimated Time to Complete: One hour

Target Completion Date: Complete while spaced over two to three weeks prior to testing.

Notes and Resources: CAASPP 2015–16 Archived Webcasts and Training Videos web page

☐ **ACTIVITY: Perform an equipment needs check based on individual student requirements.**

- **Work with the CAASPP test site coordinator to identify students who will need specialized equipment for accommodations.**

Estimated Time to Complete: One to two hours

Target Completion Date: Complete at least two weeks prior to testing.

Notes and Resources: Students are permitted and encouraged to use their own ear buds or headsets—but local educational agencies (LEAs) and schools should also plan on having some available.

☐ **ACTIVITY: Work with the CAASPP test site coordinator to determine precise testing schedules based on the test administration windows selected by the school schedule.**

- **Make sure your students' test administration schedule includes allowable breaks.**

Estimated Time to Complete: As needed

Target Completion Date: Complete at least one to two weeks prior to testing.

Notes and Resources: *Online Test Administration Manual,* chapter 4

☐ **ACTIVITY: Work with your CAASPP test site coordinator to ensure that each student has a Statewide Student Identifier (SSID) and is registered for an appropriate paper-pencil test as necessary.**

Estimated Time to Complete: Two to four hours

Target Completion Date: Complete at least one to two weeks prior to testing.

Notes and Resources: *None*

☐ **ACTIVITY: Create logon tickets for students that include their legal first name and their SSID. (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.)**

Estimated Time to Complete: Two to four hours

Target Completion Date: Complete at least one to two weeks prior to testing.

Notes and Resources: Online Test Administration Manual, chapter 7

☐ **ACTIVITY: Confirm each student's test settings for designated supports and accommodations in TOMS against his or her individualized education program (IEP), Section 504 plan, or other relevant documentation as appropriate.**

Estimated Time to Complete: Two to four hours

Target Completion Date: Complete at least one to two weeks prior to testing.

Notes and Resources: TOMS Pre-Administration Guide for CAASPP Testing, Chapter 5: Student Test Settings

☐ **ACTIVITY: Ensure that the secure browser has been downloaded to any device(s) on which students will be testing.**

Estimated Time to Complete: One to two hours

Target Completion Date: Complete at least one to two weeks prior to testing *and again* the day before testing or morning of testing.

Notes and Resources: Check with your CAASPP test site coordinator or school technology coordinator if the [**Secure Browser**] icon is missing.

- *Technical Specifications and Configuration Guide for CAASPP Online Testing,* Chapter 4: Secure Browser Configuration

☐ **ACTIVITY: Communicate to students the need for headsets in order to take the English language arts/literacy (ELA) Listening portions of the assessment.**

1. **Identify any students who may not have their own headsets and make arrangements with the school to have headsets available for those students. Counts should be determined prior to testing.**

2. **Also have extra headsets on hand for students who may forget to bring theirs.**

3. **Send reminders to students and parents several days before and the day prior to testing to remind parents that students may bring their own headsets but that headsets will be provided to students without headsets on the day of testing.**

Estimated Time to Complete: As needed

Target Completion Date:

1. Make a count of needed headsets (vs students who have their own) at least three weeks prior to testing and tell your CAASPP test site coordinator the number needed.

2. Three days before testing, remind students to have their headsets available the day of tests.

3. One day before testing, remind students to bring their headsets.

Notes and Resources: Administration of the ELA assessment will contain a listening portion. Students will need ear buds or headsets. Make sure your school has extras available for students who may need them on the day of testing. Have extra headsets on hand in case students forget.

☐ **ACTIVITY: Plan a quiet activity for each test session for students who finish early.**

Estimated Time to Complete: 15–30 minutes

Target Completion Date: Complete the week of testing.

Notes and Resources: The activity should not be related to the test being given. For example, students who finish early may work on assignments for unrelated subjects or read a book.

☐ **ACTIVITY: Prior to administration, check all devices that will be used and close all applications except those identified as necessary by the school's technology coordinator or the student's IEP or Section 504 plan.**

- **Make sure that no device has dual monitors except where required in an IEP or Section 504 plan.**

- **Work with your CAASPP test site coordinator to set system volume prior to students launching the secure browser to ensure students can hear the audio portions of the ELA segment.**

Estimated Time to Complete: One to two hours

Target Completion Date: Complete the morning of testing.

Notes and Resources: The test administrator or test examiner should open the secure browser on each device after closing any unnecessary applications.

☐ **ACTIVITY: Review all guidelines for creating a secure test environment.**

- **Review all security procedures and guidelines in the *Online Test Administration Manual.***

- **Carefully read and sign the test security affidavit.**

Estimated Time to Complete: As needed

Target Completion Date: Complete prior to and during day(s) of testing.

Notes and Resources:

- *Online Test Administration Manual,* chapter 3
- *CAASPP Test Security Affidavit*

☐ **ACTIVITY: Make sure the physical conditions of the testing room are satisfactory.**

- **Make sure that no instructional materials directly related to the content of the assessments are visible.**

- **Students should be seated so there is enough space between them, or provide desktop partitions to minimize opportunities to look at each other's screen.**

- **Actively monitor students throughout the test sessions.**

- **Students who are not being tested may not be in the room where a test is being administered.**

Estimated Time to Complete: As needed

Target Completion Date: Complete the day(s) of testing.

Notes and Resources:

- Make sure students clear their desks and put away all books, backpacks, purses, and other materials not needed for the test.

- Make sure that cell phones, electronic devices of any kind, and other materials not needed for the test are not present in the testing room unless required by a student's IEP or Section 504 plan.

- Ensure that students do not access unauthorized electronic devices (such as cell phones) at any time during testing.

- *Online Test Administration Manual,* chapter 3

☐ **ACTIVITY: On the day of testing, verify that the students have their logon information (first name, SSID, and session ID). Logon tickets are secure testing material until testing is completed; these should be securely destroyed after testing.**

Estimated Time to Complete: As needed

Target Completion Date: Complete the day(s) of testing.

Notes and Resources: Online Test Administration Manual, chapter 7

☐ **ACTIVITY: Administer the Smarter Balanced assessments, following the script and directions for administration. Provide any necessary non-embedded designated supports and accommodations.**

Estimated Time to Complete: As needed

Target Completion Date: Complete the day(s) of testing.

Notes and Resources: Provide students with scratch paper for all test sessions. Also provide students in grades six and above graph paper for the mathematics assessments.

- *Online Test Administration Manual,* chapter 8 (Smarter Balanced Summative Assessments and CAST)
- *Online Test Administration Manual,* chapter 9 (California Spanish Assessment)

☐ **ACTIVITY: Report any summative testing improprieties, irregularities, and breaches to the CAASPP test site coordinator and LEA CAASPP coordinator in writing immediately following an impropriety, irregularity, or breach. The coordinator will report the incident using the online *CAASPP Security and Test Incident Reporting System* form to submit a report and may also call the California Department of Education immediately, when appropriate.**

Estimated Time to Complete: As needed

Target Completion Date: Complete as soon as possible during or immediately following testing.

Notes and Resources: Online Test Administration Manual, chapter 3

☐ **ACTIVITY: Securely dispose of all printed testing materials, including student logon information, print-on-demand documents, and scratch paper.**

Estimated Time to Complete: As needed

Target Completion Date: Complete after testing.

Notes and Resources: Online Test Administration Manual, chapter 3

Contact Information

Questions about the overall administration and state policies	Questions about technology and the overall administration procedures
California Department of Education Accommodations, Test Policy, Testing Irregularities Name: **CAASPP Office** Phone: **916-445-8765** Email: **caaspp@cde.ca.gov**	**School Technology Coordinator** Name: _____ Phone:_____ Email: _____ **CAASPP Test Site Coordinator** Name: _____ Phone:_____ Email: _____ **LEA CAASPP Coordinator** Name: _____ Phone:_____ Email: _____

Appendix K: Test Examiner Checklists

California Alternate Assessments (CAAs) for English Language Arts/Literacy and Mathematics

☐ **ACTIVITY: Confirm that you have received your Test Operations Management (TOMS) logon information. You should have received an automated email from TOMS notifying you of how to log on. You will also use this username and password for the online testing system.**

Estimated Time to Complete: As needed

Target Completion Date: Complete at least one to two weeks prior to testing.

Notes and Resources: If you have not received this information, please check your spam or junk email folder to learn if it was mistakenly routed there. If not, check with your CAASPP test site coordinator.

- *TOMS Pre-Administration Guide for CAASPP Testing,* Chapter 2: Passwords, Access, and Logons

☐ **ACTIVITY: View the CAA Test Administration Tutorial and present the resulting completion certificate to your California Assessment of Student Performance and Progress (CAASPP) test site coordinator or local educational agency (LEA) CAASPP coordinator.**

Estimated Time to Complete: Two to three hours

Target Completion Date: Complete at least two to three weeks prior to testing.

Notes and Resources:

- *Online Test Administration Manual,* chapter 2
- CAASPP CAAs web page

☐ **ACTIVITY: Review all CAASPP policy and test administration documents.**

Estimated Time to Complete: One to two hours

Target Completion Date: Complete at least two to three weeks prior to testing.

Notes and Resources: Online Test Administration Manual

☐ **ACTIVITY: Provide students with a walk-through of the training test or practice test for English language arts/literacy and mathematics for familiarity with navigation of the system and tools.**

Estimated Time to Complete: One hour

Target Completion Date: Complete multiple opportunities prior to testing.

Notes and Resources: Online Test Administration Manual, appendix C

☐ **ACTIVITY: Perform an equipment needs check based on individual student requirements.**

- **Work with the CAASPP test site coordinator to identify students who will need specialized equipment for accommodations.**

Estimated Time to Complete: One to two hours

Target Completion Date: Complete at least two weeks prior to testing.

Notes and Resources: Students are permitted and encouraged to use their own ear buds or headsets—but LEAs and schools should also plan on having some available.

☐ **ACTIVITY: Work with the CAASPP test site coordinator to determine precise testing schedules based on the test administration windows selected by the school schedule.**

- **Make sure your students' test administration schedule includes allowable breaks.**

Estimated Time to Complete: As needed

Target Completion Date: Complete at least one to two weeks prior to testing.

Notes and Resources: Online Test Administration Manual, chapter 4

☐ **ACTIVITY: Work with your CAASPP test site coordinator to ensure that each student to whom you are administering the CAAs has a Statewide Student Identifier (SSID).**

Estimated Time to Complete: Two to four hours

Target Completion Date: Complete at least one to two weeks prior to testing.

Notes and Resources: None

☐ **ACTIVITY: Work with your CAASPP test site coordinator to obtain the correct version of the secure *CAA Directions for Administration (DFAs)* from TOMS for each grade you are administering.**

Estimated Time to Complete: Fifteen minutes

Target Completion Date: One to two weeks prior to testing.

Notes and Resources:

- TOMS website
- CAASPP CAAs for ELA and Mathematics Version Assignments web page

☐ **ACTIVITY: Carefully review the *DFA*(s) for each grade you are administering.**

Estimated Time to Complete: One to two hours

Target Completion Date: Complete prior to administering the online assessments.

Notes and Resources: Downloaded *DFA(s)*

☐ **ACTIVITY: Confirm each student's test settings for designated supports and accommodations in TOMS against his or her individualized education program (IEP), Section 504 plan, or other relevant documentation as appropriate.**

Estimated Time to Complete: Two to four hours

Target Completion Date: Complete at least one to two weeks prior to testing.

Notes and Resources: TOMS Pre-Administration Guide for CAASPP Testing, Chapter 5: Student Test Settings

☐ **ACTIVITY: Ensure that the secure browser has been downloaded to any device(s) on which students will be testing.**

Estimated Time to Complete: One to two hours

Target Completion Date: Complete at least one to two weeks prior to testing *and again* the day before testing or morning of testing.

Notes and Resources: Check with your CAASPP test site coordinator or school technology coordinator if the [**Secure Browser**] icon is missing.

- *Technical Specifications and Configuration Guide for CAASPP Online Testing,* Chapter 4: Secure Browser Configuration

☐ **ACTIVITY: The CAAs for English language arts/literacy (ELA) and mathematics online assessments are to be administered one on one. The test examiner will share use of the testing device with the student. Confirm audio is working on the device, such that both you and the student can hear the audio.**

Estimated Time to Complete: Fifteen minutes

Target Completion Date: Complete before testing.

Notes and Resources: ELA and mathematics assessments contain videos, animations containing audio, or both.

☐ **ACTIVITY: Review all guidelines for creating a secure test environment.**

- **Review all security procedures and guidelines in the *Online Test Administration Manual*.**
- **Carefully read and sign the test security affidavit.**

Estimated Time to Complete: As needed

Target Completion Date: Complete prior to and during day(s) of testing.

Notes and Resources:

- *Online Test Administration Manual,* chapter 3
- *CAASPP Test Security Affidavit*

☐ **ACTIVITY: Make sure the physical conditions of the testing room are satisfactory and that no instructional materials directly related to the content of the assessments are visible.**

Estimated Time to Complete: As needed

Target Completion Date: Complete the day(s) of testing.

Notes and Resources:

- Make sure that cell phones, electronic devices of any kind, and other materials not needed for the test are not present in the testing room unless required by a student's IEP or Section 504 plan.
- Ensure that students do not access unauthorized electronic devices (such as cell phones) at any time during testing.
- *Online Test Administration Manual,* chapter 3

☐ **ACTIVITY: On the day of testing, verify you have the student's logon information (first name, SSID, and session ID).**

Estimated Time to Complete: As needed

Target Completion Date: Complete the day(s) of testing.

Notes and Resources:

- *Online Test Administration Manual,* chapter 7
- *Online Test Administration Manual,* chapter 8
- *Online Test Administration Manual,* chapter 9

☐ **ACTIVITY: Begin the one-on-one test administration with a student by starting with the ELA or mathematics assessment, beginning with the Student Response Check for the content area.**

Estimated Time to Complete: As needed

Target Completion Date: Complete the day(s) of testing.

Notes and Resources: *CAA DFA*

☐ **ACTIVITY: Administer the assessment according to the script in the *DFA*, following the script and directions for administration. Provide any necessary non-embedded designated supports and accommodations.**

Estimated Time to Complete: Sixty to 100 minutes per test

Target Completion Date: Complete the day(s) of testing.

Notes and Resources: Provide students with scratch paper for all test sessions. Also provide students in grades six and above graph paper for the mathematics assessments.

- *Online Test Administration Manual,* chapter 6

☐ **ACTIVITY: Report any summative testing improprieties, irregularities, and breaches to the CAASPP test site coordinator and LEA CAASPP coordinator in writing immediately following an impropriety, irregularity, or breach. The coordinator will report the incident using the online CAASPP Security and Test Incident Reporting System form to submit a report and may also call the California Department of Education immediately, when appropriate.**

Estimated Time to Complete: As needed

Target Completion Date: Complete as soon as possible during or immediately following testing.

Notes and Resources: Online Test Administration Manual, chapter 3

☐ **ACTIVITY: Securely dispose of all printed testing materials, including the *DFA*, print-on-demand documents, and scratch paper.**

Estimated Time to Complete: As needed

Target Completion Date: Complete after testing.

Notes and Resources: Online Test Administration Manual, chapter 3

Contact Information

Questions about the overall administration and state policies	Questions about technology and the overall administration procedures

California Department of Education Accommodations, Test Policy, Testing Irregularities
  Name: **CAASPP Office**
  Phone: **916-445-8765**
  Email: **caaspp@cde.ca.gov**
	School Technology Coordinator
	  Name: _____
	  Phone:_____
	  Email: _____
	CAASPP Test Site Coordinator
	  Name: _____
	  Phone:_____
	  Email: _____
	LEA CAASPP Coordinator
	  Name: _____
	  Phone:_____
	  Email: _____

California Alternate Assessment (CAA) for Science

☐ **ACTIVITY: Confirm that you have received your Test Operations Management (TOMS) logon information. You should have received an automated email from TOMS notifying you of how to log on. You will also use this username and password for the online testing system.**

Estimated Time to Complete: As needed

Target Completion Date: Complete at least one to two weeks prior to testing.

Notes and Resources: If you have not received this information, please check your spam or junk email folder to learn if it was mistakenly routed there. If not, check with your CAASPP test site coordinator.

- *TOMS Pre-Administration Guide for CAASPP Testing,* Chapter 2: Passwords, Access, and Logons

☐ **ACTIVITY: View the CAA Test Administration Tutorial and present the resulting completion certificate to your California Assessment of Student Performance and Progress (CAASPP) test site coordinator or local educational agency (LEA) CAASPP coordinator.**

Estimated Time to Complete: Two to three hours

Target Completion Date: Complete at least two to three weeks prior to testing.

Notes and Resources:

- *Online Test Administration Manual,* chapter 2
- CAASPP CAAs web page

☐ **ACTIVITY: Review all CAASPP policy and test administration documents.**

Estimated Time to Complete: One to two hours

Target Completion Date: Complete at least two to three weeks prior to testing.

Notes and Resources: *Online Test Administration Manual*

☐ **ACTIVITY: Work with the CAASPP test site coordinator to determine testing schedules; make sure your students' test administration schedule includes allowable breaks.**

Estimated Time to Complete: As needed

Target Completion Date: Complete at least one to two weeks prior to testing.

Notes and Resources: *Online Test Administration Manual,* chapter 4

☐ **ACTIVITY: Work with your CAASPP test site coordinator to ensure that each student to whom you are administering the CAA for Science has a Statewide Student Identifier (SSID).**

Estimated Time to Complete: Two to four hours

Target Completion Date: Complete at least one to two weeks prior to testing.

Notes and Resources: None

☐ **ACTIVITY: Ensure that the secure browser has been downloaded to any device(s) on which students will be testing.**

Estimated Time to Complete: One to two hours

Target Completion Date: Complete at least one to two weeks prior to testing *and again* the day before testing or morning of testing.

Notes and Resources: Check with your CAASPP test site coordinator or school technology coordinator if the [**Secure Browser**] icon is missing.

- *Technical Specifications and Configuration Guide for CAASPP Online Testing,* Chapter 4: Secure Browser Configuration

☐ **ACTIVITY: Work with your CAASPP test site coordinator to obtain the CAA for Science embedded PT for each grade you are administering. You will need a separate copy for each student administered.**

Estimated Time to Complete: Fifteen minutes

Target Completion Date: One to two weeks prior to testing. Note that these files are available starting on January 8, 2019.

Notes and Resources: TOMS website

☐ **ACTIVITY: Carefully review the embedded PT.**

Estimated Time to Complete: One to two hours

Target Completion Date: Complete just prior to administering the embedded PT.

Notes and Resources: Downloaded embedded PT(s)

☐ **ACTIVITY: Gather any materials needed, according to guidelines provided in the embedded performance task (PT) and individual student needs and learning styles, and record which materials are used to administer the embedded PT.**

Estimated Time to Complete: Thirty minutes

Target Completion Date: Complete prior to administering the embedded PT.

Notes and Resources: Downloaded embedded PT(s)

☐ **ACTIVITY: Review all guidelines for creating a secure test environment.**

- **Review all security procedures and guidelines in the *Online Test Administration Manual*.**
- **Carefully read and sign the test security affidavit.**

Estimated Time to Complete: As needed

Target Completion Date: Prior to and during day(s) of testing.

Notes and Resources:

- *Online Test Administration Manual,* chapter 3
- *CAASPP Test Security Affidavit*

☐ **ACTIVITY: Make sure the physical conditions of the testing room are satisfactory and that no instructional materials directly related to the content of the assessments are visible.**

Estimated Time to Complete: As needed

Target Completion Date: Complete the day(s) of testing.

Notes and Resources:

- Make sure that cell phones, electronic devices of any kind, and other materials not needed for the test are not present in the testing room unless required by a student's individualized education program or Section 504 plan.

- Ensure that students do not access unauthorized electronic devices (such as cell phones) at any time during testing.

- *Online Test Administration Manual,* chapter 3

☐ **ACTIVITY: Administer the assessment according to the guidelines in the embedded PT. Provide any necessary individualized resources.**

Estimated Time to Complete: Sixty to 100 minutes per test

Target Completion Date: Complete the day(s) of testing.

Notes and Resources: *Downloaded embedded PT*

☐ **ACTIVITY: Securely dispose of all printed testing materials.**

Estimated Time to Complete: Fifteen minutes

Target Completion Date: Complete after testing.

Notes and Resources: *Online Test Administration Manual,* chapter 3

Contact Information

Questions about the overall administration and state policies	Questions about technology and the overall administration procedures
California Department of Education Accommodations, Test Policy, Testing Irregularities Name: **CAASPP Office** Phone: **916-445-8765** Email: **caaspp@cde.ca.gov**	**School Technology Coordinator** Name: _____ Phone: _____ Email: _____ **CAASPP Test Site Coordinator** Name: _____ Phone: _____ Email: _____ **LEA CAASPP Coordinator** Name: _____ Phone: _____ Email: _____