Chapter 7. Using the Test Administrator Interface with Summative Assessments
General Steps to Take When Administering Summative Assessments

This chapter describes the steps to take before and after administering the Smarter Balanced Summative Assessments, California Science Test (CAST), and California Spanish Assessment (CSA).

- The scripts that are to be read to students taking the Smarter Balanced and CAST are found in Chapter 8: Scripts for Administering Smarter Balanced Summative Assessments and the California Science Test to Students. These scripts, which are in English, are to be read after you have logged on to the Test Administrator Interface.

- The scripts for administering the CSA are in Chapter 9: Scripts for Administering the California Spanish Assessment to Students. These scripts, which are in Spanish, are to be read after you have logged on to the Test Administrator Interface.

**Warning:** The English scripts in chapter 8 are to be used only for the Smarter Balanced and CAST. The Spanish scripts in chapter 9 are to be used only for the CSA. Do not use the Spanish scripts to administer the Smarter Balanced or CAST to Spanish speaking English learners.

Establishing Appropriate Testing Conditions

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

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

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

**Additional Required Resources**

### Smarter Balanced for English Language Arts/Literacy (ELA)

During administration of the Smarter Balanced for ELA, students may have access to and use of the following additional required resources for computer adaptive test (CAT) items:

- Headphones are required for the listening portion of the ELA assessment and for students requiring text-to-speech.
- Scratch paper should be provided for note taking if necessary. Only plain paper or lined paper is appropriate for ELA.

During administration of the Smarter Balanced for ELA, students may have access to and use of the following additional required resources for performance tasks (PTs):

- Headphones are required for some performance tasks and for students requiring text-to-speech.
- Scratch paper should be provided for note taking if necessary. Only plain paper or lined paper is appropriate for ELA.

### Smarter Balanced for Mathematics

During administration of the Smarter Balanced for Mathematics, students may have access to and use of these additional required resources for CAT items:

- Headphones are required for students requiring text-to-speech and for students requiring Audio Glossaries.
- An embedded calculator is available for some mathematics items in grades six and above. A non-embedded calculator may only be used by students with a documented accommodation in an IEP or Section 504 plan per guidance provided in the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines.
- Scratch paper is required for all grades.
- Graph paper is required for grades six and above and can be used on all mathematics assessments.

### CAA for ELA

During administration of the CAA for ELA, students may have access to and use of the following additional required resources:

- While headphones are permissible, the CAA for ELA is administered one on one; it is recommended that the audio component be played on the device’s or external speakers so that the test examiner may listen along with the student.
CAA for Mathematics
During administration of the CAA for Mathematics, students may have access to and use of the following additional required resources:

- While headphones are permissible, the CAA for Mathematics is administered one on one; it is recommended that the audio component be played on the device’s or external speakers so that the test examiner may listen along with the student.
- Graph paper can be used on all mathematics assessments.

CAST
During administration of the CAST, students may have access to and use of the following additional required resources:

- Headphones are required for students requiring text-to-speech, audio glossaries, or both.
- An embedded calculator will be available for all items—students in grade five will use a four-function calculator; and students in grade eight, ten, eleven, or twelve will use a scientific calculator.
- Scratch paper (plain, lined, or graph) that is blank on both sides is required for all grades as a non-embedded universal tool.

CSA
During administration of the CSA, students may have access to and use of the following additional required resources:

- Headphones are required for the listening items of the assessment and for students requiring text-to-speech.
- Scratch paper should be provided for note taking if necessary. Only plain paper or lined paper is appropriate.
Tasks to Complete Prior to Summative Test Administration

Resources in This Subsection:

- California Department of Education (CDE) California Longitudinal Pupil Achievement Data System (CALPADS) web page—https://www.cde.ca.gov/ds/sp/cl/

- Local educational agency (LEA) CAASPP coordinators, CAASPP test site coordinators, test administrators, and test examiners should verify that students are provided the opportunity to practice on the training test and practice test prior to testing.
  - It is highly recommended that all students be provided the opportunity to practice on the training test and practice test prior to testing. This allows students the opportunity to become familiar with all of the item types, the universal tools, buttons, and any allowable designated supports and accommodations. Practice and training tests are found on the CAASPP Online Practice and Training Tests Portal web page.

- LEA CAASPP coordinators and CAASPP test site coordinators should ensure all test administrators and test examiners have logon information that can be used for the Test Administrator Interface.
  - Because there is a two-step authentication process used when logging on to the systems used in CAASPP testing, test administrators and test examiners should log on to the Test Administrator Interface prior to actual test administration using the device and web browser that will be used during testing. The system will send a code, via email, to the username (email address) entered for the test administrator or test examiner user. A new code is sent once for each device and web browser combination.

- LEA CAASPP coordinators, CAASPP test site coordinators, test administrators, and test examiners should verify, update, or verify and update student demographic information and test settings.
  1. Each student must be correctly assigned to his or her LEA, school, and grade in TOMS. CAASPP test site coordinators, test administrators, and test examiners will need to work with LEAs to ensure demographic student information in CALPADS is current, including Statewide Student Identifiers (SSIDs).
2. In addition to the correct demographic student information in CALPADS, CAASPP test site coordinators, test administrators, and test examiners should verify that all students have accurate test settings configured in TOMS, including designated supports and accommodations (embedded and non-embedded) for each content area prior to testing.

3. Only CALPADS coordinators may add, modify, or delete student demographic information in CALPADS. Note that CALPADS updates may take between 24 and 48 business hours to process in TOMS, and another 24 business hours to process between TOMS and the test delivery system.

4. LEA CAASPP coordinators and CAASPP test site coordinators may also set embedded and non-embedded designated supports in TOMS for any student for which the need has been determined and accommodations for students who require them as part of an IEP or Section 504 plan. Test administrators and test examiners may view student information; however, test administrators and test examiners cannot add, upload, or modify student information. Within the Test Administrator Interface, a test administrator or test examiner may change the default font size and turn off universal tools prior to the start of the test.

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

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

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

Each student will log on to the test delivery system using his or her first name, SSID, and a test session ID. Prior to starting a test session, test administrators and test examiners must have a record of each student’s first name and SSID. This information must be provided to each student to complete the logon process for the Smarter Balanced, CAST, and CSA. The test examiner completes the logon process for a
student taking the California Alternate Assessments (CAAs) for ELA, mathematics, and science.

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

Student information is confidential; therefore, the cards or papers with this information must be kept secure until used during a test session. The loss of logon information is considered a security incident at the local level and does not need to be reported in the Security and Test Administration Incident Reporting System.

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

- **CAASPP test site coordinators** should ensure that test administrators and test examiners have the additional required resources described in the *Establishing Appropriate Testing Conditions* subsection available for student use during test administration.

- **LEA CAASPP coordinators** should ensure CAASPP test site coordinators understand protocols in the event a student moves to a school within a new LEA or a school within the same LEA.

  When students move within the state, their data record must be updated with the student’s new school and district (if necessary) codes in CALPADS at least 48 hours before the student begins or resumes testing in the new school or LEA. The CDE [CALPADS](#) web page contains links to CALPADS system documents, updates, and other useful information for maintaining student data.

- **CAASPP test site coordinators or test examiners** should download the necessary versions of the CAA *Directions for Administration (DFA) for ELA and Mathematics* by selecting the [Secure Materials] button and then the [CAA Secure Materials] button in TOMS. Finally, select the [CAA for ELA and Math] button.

  The *DFAs* include the script and prompts for the test examiners to use throughout testing, providing administration guidance to test examiners for every possible test routing outcome, based on the staged design of the test. Each *DFA* contains both ELA and mathematics for a grade. *DFAs* can be printed out and used as hard copies or accessed as PDFs on the test examiner’s electronic device. All *DFAs* used for the CAA include secure content and must be stored or destroyed according to appropriate test security procedures.
• CAASPP test site coordinators or test examiners should download the necessary versions of the CAA for Science embedded PT DFAs by first selecting the [Secure Materials] button then the [CAA Secure Materials] button in TOMS. Finally, select the [CAA for Science] button.

The CAA for Science field test is administered via an online performance task that is administered after related concepts have been taught. Embedded PT DFAs can be downloaded and either accessed on the test examiner’s device or printed out and used as a hard copy. Embedded PT DFAs should be treated as secure materials and must be destroyed securely immediately after use according to appropriate test security procedures.
Use the Summative Test Administrator Sites

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

Overview of the Test Administration Sites

Sites for Test Administrators and Test Examiners

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

This section describes the test administration sites for test administrators and test examiners. Throughout the rest of this user guide, “Test Administrator Site” refers to both the Test Administrator Interface and Test Administrator Training Site.
**Warning:** Do not use the Test Administrator Interface for practice. To practice administering tests, use the Test Administrator Training Site. Both Test Administrator Sites have the same functionality, but the available tests are different. Tests provided in the Test Administrator Interface are summative, and students’ scores on the Smarter Balanced assessments, California Alternate Assessments (CAAs), California Science Test (CAST), and California Spanish Assessment (CSA) will be transmitted to the California Department of Education (CDE).

**Test Delivery Application**

The test delivery application delivers California’s online CAASPP assessments. The following sections describe highlights of online testing in general and the test delivery application in particular.

The test delivery application consists of practice sites and summative testing sites. The features of the questions in the practice sites function identically to the summative testing sites, although the practice and training tests themselves are not adaptive, and students have the option of selecting their own designated supports and accommodations.

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

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

Resources in This Subsection:
- CAASPP Portal website—http://www.caaspp.org/

Types of Access
Access to the practice and summative testing sites depends on your user role and web browser.

- Test administrators and test examiners can use any supported web browser to access either the Test Administrator Training Site or the Test Administrator Interface.
- Students, test administrators, test examiners, and parents/guardians can use a supported web browser or secure browser to access the Student Training Site as guests. Students can also sign in to a practice test session created by a test administrator or test examiner.
- Students use a secure browser to access the student testing application.

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

Using the Single Sign-on System

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

SSO is designed to ease the logon process and simplify navigation between systems. SSO integrates the following systems:
Using the Test Administrator Interface with Summative Assessments | Use the Summative Test Administrator Sites

- TOMS
- Test Administrator Interface
- Test Administrator Practice and Training Site
- Interim Assessment Hand Scoring Site
- Online Reporting System
- Completion Status Reports

Reminder: Access to each system and its features is dependent on the access provided by your user role.

Warning: Although navigating to another system is easy, it is important to understand how the system operates in order to avoid unintended consequences of switching systems.

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

Logging On to the Single Sign-On System

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

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

   ![Figure 2. Buttons on CAASPP.org](image)

3. Enter your username—which is your email address—in the username field next to the [Email Address] person icon and your password in the Password field next to the [Password] lock icon in the Logon web form (shown in Figure 3), and then select the [Secure Logon] button.
• The username and password are case sensitive.

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

```
Logon

Email Address

Password

Forgot Your Password?

Secure Logon

First Time User?
If you have not received your activation e-mail or if your link has expired, you may request a new link.

Request one now

The California assessment system is provided by Educational Testing Service for use by California LEAs.
For best performance, download the latest version of Internet Explorer, Firefox, Chrome, or Safari.
By using or accessing this site, you agree to the Terms and Conditions of Use.
```

Figure 3. Logon web form

4. If this is the first time you are logging on using a particular web browser or device, the Enter Code web form appears (refer to Figure 4). This form appears the first time a particular web browser and device combination is used for logon or if cookies or cache had been deleted.
Using the Test Administrator Interface with Summative Assessments

Use the Summative Test Administrator Sites

a. Retrieve the code included in the system email that was sent.
b. Enter the code in the Enter Emailed Code field. This step must be taken within 15 minutes of the email’s receipt. If it is not taken within 15 minutes, skip to step d.
c. Select the [Submit] button.
d. If the code expired, select the [Resend Code] button for a new code and repeat these steps to enter the new code.

5. If you are associated with multiple institutions, an “Important!” message, such as the one in Figure 5, appears when you log on. You must select the appropriate institution from the drop-down list in this message and select the [Go] button. You may select only one institution at a time.

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

Note: For information about logging off of the Test Administrator Site, refer to the subsection Logging Off.
About Usernames and Passwords

Your username is the email address associated with your account in TOMS. When you are added to TOMS, you receive an email containing a temporary password and a logon link for the CAASPP single sign-on system. To activate your account, you must log on within 30 minutes of receiving the email. You do this by entering the code you receive via email after you enter your username and temporary password and then updating your password.

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

1. Use an internet browser to go to the CAASPP Portal.
2. Select the [Test Operations Management System (TOMS)] button. The Logon web form, shown in Figure 6, appears.

![Logon web form]

3. Select the [Forgot Your Password?] link if you have forgotten your username or password or the [Request one now] link that answers the question “Do you need a new temporary password?” in the “First Time User?” section of the Logon web form to reset your temporary password.
4. Enter your email address on the Password Reset web form shown in Figure 7, and then select the [Submit] button.
If you did not receive an email containing a temporary password, check your spam folder to make sure your email system or program did not categorize it as junk mail. If you still do not receive an email, contact your CAASPP test site coordinator to make sure you have been assigned a TOMS user role.

The email you receive expires after 30 minutes.

**Test Administrator Site Layout**

Figure 8 displays the layout of the Test Administrator site during an active test session.
Essential Features
The following are essential features in the Test Administrator Site:
1. Session ID
2. [Select Tests] button
3. [Approvals] button
4. Students in Your Operational Test Session table

Table 14 provides an overview of the major features available in the Test Administrator Site.

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

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

The CDE can send statewide alerts that appear as pop-up messages on the Test Administrator Site. To view a record of active alert messages, such as the sample in Figure 9, select [Alerts] in the Test Administrator Site banner.

Figure 9. Record of alerts

Creating a Test Session

Provide Student Logon Information

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

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

For students taking the CAAs for English language arts/literacy (ELA), mathematics, and science, the test examiner must log the student on to the test delivery system to begin.

Student information is confidential; therefore, the cards or papers with this information must be kept secure until used during a test session and must be securely shredded (destroyed) when testing has been completed.
About Test Settings (Universal Tools, Designated Supports, and Accommodations)

In the test delivery application, “test settings” include embedded universal tools, designated supports, and accommodations, as well as non-embedded designated supports and accommodations. Thus, “test settings” is used throughout this user guide to refer to all embedded and non-embedded universal tools, designated supports, and accommodations, unless otherwise indicated.

Test administrators and test examiners may view student test settings in the Test Administrator Interface. Test settings are grouped into categories. The resources displayed differ by content area.

- Presentation
- Literacy Assistance Resources
- Integration with Assistive Technology
- Visual Assistance Resources
- Auditory Assistance Resources
- Concentration Assistance Resources
- General Testing Resources

Students’ test settings must be reviewed prior to starting a test session.

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

How to Start a Test Session

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

1. The Test Selection window, shown in Figure 10, color-codes tests and groups them into various categories. For example, the Smarter Balanced Summative Assessments are likely found in the second category and are colored in red. A test group, such as “Smarter Balanced Summative Assessments,” may include one or more subgroups. All test groups and subgroups appear collapsed by default.
Figure 10. Operational Test Selection window

2. To select tests for the session, do one of the following:
   - To expand a collapsed test group, select the [Plus] plus-sign icon (or [Expand All])
   - To collapse a test group, select the [Minus] minus-sign icon (or [Collapse All]).
   - To select individual tests, mark the checkbox for each test you want to include.
3. Select the [Start Operational Session] button (indicated in Figure 11).
4. You will receive a warning letting you know that you are about to administer a summative assessment. If you select [OK] (indicated in Figure 12), you can either continue with the test administration or exit from the Test Administrator Interface if you selected a summative assessment unintentionally.
5. Make a note of the test session ID and then inform students of it.

- The session ID is automatically generated upon selecting [OK] in the previous step; it is circled in Figure 8.

- Write the session ID on a place where all students taking a Smarter Balanced assessment or the CAST can clearly refer to it. If you are administering the CAAs for ELA or mathematics, make a note of it to enter into the test delivery system on behalf of the student.

Notes:

- Write down the session ID in case you accidentally close the browser window or need to transfer your session to another device and must return to the active test session. If this is the case, you will enter the session ID on the new device, after which the session on the original device will be locked out. (Refer to Transferring a Test Session for complete instructions on how to transfer a test session to a new device.)

- You may have only one session open at a time.

- You cannot reopen closed sessions, but students can resume a test opportunity in a new session.

- Once the LEA’s selected testing window is open, a test administrator or test examiner with a user role permitting access to all CAASPP summative and interim assessments will have all assessments available for selection. Proceed with caution to ensure that you are selecting the correct assessment type.

- Only users assigned the Test Administrator & Test Examiner role will have access to the California Alternate Assessments (CAA) test category.

To add tests to an active test session:

1. In the upper-right corner of the Test Administrator Site (to the right of the Session ID indicated in Figure 13), select [Select Tests].

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

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

Note: You can only add tests individually when the session is active. You cannot remove tests from an active session.
How to Approve Students for Testing

After students sign in and select tests, you must verify that their settings and any designated supports, and accommodations are correct before approving them for testing. When students are awaiting approval, the [Approvals] button next to the Session ID becomes active and appears to bounce until you select it. The number next to this button indicates how many students are awaiting approval (refer to Figure 13).

![Figure 13. Students awaiting approval](image)

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

To approve students for testing:

1. Select the [Approvals (#)] button. The Approvals and Student Test Settings window appears, displaying a list of students grouped by test (refer to Figure 14).

   ![Figure 14. Approvals and Student Test Settings window](image)

2. To check a student’s test settings, select the [Details] eye icon for that student (indicated in Figure 14). The student’s information appears in the Test Settings window (refer to Figure 15). This window groups test settings by their area of need.
   a. Review the list to ensure that students are taking the correct test (summative or interim), the correct content area (mathematics, English language arts/literacy [ELA], science, or Spanish) and the correct portion of a test (computer adaptive test [CAT] or performance task [PT]).
Note: Administering a summative test instead of an interim test is a testing irregularity and needs to be addressed in the Security and Test Administration Incident Reporting System. Administering an interim test instead of a summative test is not a testing irregularity but will require students to retest at a later time to complete summative testing.

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

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

d. Take one of the following steps; buttons are shown in Figure 15.

- To confirm the settings, select [Set] at the top of the student’s Test Setting screen. You must still approve the student for testing (refer to step 5).

- To confirm the settings and approve the student, select the [Set & Approve] button.

- To return to the Approvals and Student Test Settings window without confirming settings, select [Cancel].
3. Repeat step 2 for each student in the list.

   **Note:** The Approvals and Student Test Settings window does not automatically refresh. To update the list of students awaiting approval, select the [Refresh] button at the top of the window (shown in Figure 14).

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

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

5. If you want to approve students directly from the Approvals and Student Test Settings window, do one of the following:
Using the Test Administrator Interface with Summative Assessments | Use the Summative Test Administrator Sites

- To approve individual students, select the [Approve] check mark [✓] icon in the Actions column for each student.
- To approve all students displayed in the list, select [Approve All Students].

**How to Monitor Student Testing**

A test administrator may also use the Test Administrator Interface to view the testing progress of any student; because the CAA is administered one on one, it is not necessary for a test examiner to monitor student progress in this way. This screen will not show test questions or scores but will let the test administrator know how many questions have been delivered to each student out of the total number possible (e.g., question 4/44), although the student will not always receive the number of questions shown. For example, a student might see only 42 of the 44 possible questions.

The *Student Status* column is called out in Figure 16. Student sessions can be sorted by selecting any of the linked column heads.

![Figure 16. Monitoring student status in the Test Administrator Interface](image)

Table 15 describes the columns in the *Student Status* table. To sort the table by a given column, select that column header.
### Table 15. Columns in the *Students in Your Operational Test Session* Table

<table>
<thead>
<tr>
<th>Column</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Name</strong></td>
<td>The first and last name of the student in the session (as it appears in the California Longitudinal Pupil Achievement Data System [CALPADS] and TOMS).</td>
</tr>
<tr>
<td><strong>SSID</strong></td>
<td>This column displays the SSID associated with the student (in CALPADS and TOMS).</td>
</tr>
<tr>
<td><strong>Opp #</strong></td>
<td>Opportunity number for the student’s selected test. <em>Each student has only one opportunity for each summative test.</em></td>
</tr>
<tr>
<td><strong>Test</strong></td>
<td>Name of the test the student selected.</td>
</tr>
<tr>
<td><strong>Status</strong></td>
<td>Current status for each student in the session. The numbers (#/#) listed after the status show the student’s progress while he or she is taking the test. The first number is the number of items the student has answered. The second number is the total number of items that will be administered. Note that due to the adaptive nature of CAT assessments, this number may change during testing and may differ between students.</td>
</tr>
</tbody>
</table>
| **Test Settings** | This column displays one of the following:  
**Standard:** Default test settings are applied for this test opportunity; there were no additional test settings assigned in TOMS for this student.  
**Custom:** One or more of the student’s test settings or universal tools, designated supports, or accommodations differ from the default settings.  
To view the student’s settings for the current test opportunity, select [Details] [🔗]. |
| **Actions**  | The icons in this column allow you to perform an available action for an individual student’s test.  
Select the [Pause] button to pause a student’s test. When a test pauses, this column displays an information button that opens a pop-up message explaining how the test became paused. *For more information, refer to the Pause Rules subsection for information on pause time limits and students’ ability to review previously answered items.*  
When a student approved for and assigned the print-on-demand accommodation requests a printout of a reading passage or other test material, a [Print] button will appear in this column. Select the [Print] button to review and authorize or deny the student’s request. For more information, refer to the subsection *How to Approve Print Requests.* |
Table 16 describes the codes in the Status column of the Students in Your Operational Test Session table.

<table>
<thead>
<tr>
<th>Status</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Started</td>
<td>The student started the test and is actively testing.</td>
</tr>
<tr>
<td>Review</td>
<td>The student visited all questions and is currently reviewing answers before completing the test.</td>
</tr>
<tr>
<td>Reported</td>
<td>The test passed quality assurance and is undergoing further processing.</td>
</tr>
<tr>
<td>Paused*</td>
<td>The student’s test is paused. The time listed indicates how long the test has been paused.</td>
</tr>
<tr>
<td>Expired*</td>
<td>The test was not completed by the end of the testing window and the opportunity expired.</td>
</tr>
<tr>
<td>Pending*</td>
<td>The student is awaiting approval for a new test opportunity.</td>
</tr>
<tr>
<td>Suspended*</td>
<td>The student is awaiting approval to resume a test opportunity.</td>
</tr>
<tr>
<td>Started</td>
<td>The student started the test and is actively testing.</td>
</tr>
<tr>
<td>Review</td>
<td>The student visited all questions and is currently reviewing answers before completing the test.</td>
</tr>
</tbody>
</table>

* Statuses marked with an asterisk (*) appear when the student is not actively testing. The student’s row grays out in such cases.

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

**How to Pause a Student’s Test**

You can pause a student’s test via the Actions column in the Students in Your Test Session table (refer to Figure 8). For information about pause rules, refer to the subsection Pause Rules.

To pause an individual student’s test:

1. In the Actions column, select the [Pause] parallel line [ ■ ] icon for that student.
2. Select [Yes] to confirm. The test administrator or test examiner logs the student off, and an information button appears in the Actions column.
How to Look Up Students

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

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

To perform a quick search:

1. In the banner at the top of the Test Administrator Interface (Figure 16), select the [Student Lookup] button.
2. Enter a student’s full SSID in the SSID field and select [Submit SSID]. Search results appear below the search field (refer to Figure 17).

![Figure 17. Student Lookup: Quick Search](image-url)
To perform an advanced search:

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

2. Select [Search]. Search results appear below the search fields (refer to Figure 18).

3. To view a student’s information, select the [Details] icon in the Details column.

Figure 18. Student Lookup: Advanced Search
How to Approve Print Requests

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

Students using the print-on-demand tool can request printouts of test passages and questions. When students send print requests, the request notification appears in the Students in Your Test Session table (refer to Figure 8). The print-on-demand accommodation is available by preapproval only after the LEA CAASPP coordinator contacts the California Technical Assistance Center.

To approve print requests:

1. Select the [Print] icon in the Actions column of the Students in Your Test Session table. The Student Print Request window appears (Figure 19).

![Figure 19. Student Print Request window](image)

2. Review the print request and take one of the following actions in the Student Print Request window (Figure 19):
   a. To approve the request, select the [ Approve] check mark icon in the Action column. A cover sheet appears in a new browser window.
   b. To deny the request, select the [ Deny] “X” icon in the Action column. In the window that appears, enter a brief reason for denying the request and select the [Deny] button. Do not proceed to step 3.

3. In the new window, select [Print] to open the printer dialog box.
4. Select [OK] to print the requested test elements.
Viewing Approved Requests
You can view a list of every print request you approved during the current session.

To view approved requests:

1. Select [Approved Requests] from the banner at the top of the Test Administrator Interface. The Print Requests window opens (refer to Figure 20), listing print requests by student.
2. If you want to print the list of approved requests, select the [Print] button (indicated in Figure 20).

![Figure 20. Print Requests window](image)

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

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

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

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

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

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

How to Stop a Test Session

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

Warnings:

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

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

To stop a test session:

1. In the upper-right corner of the Students Awaiting Approval screen, select the [Stop] stop sign icon (refer to Figure 13). A confirmation message appears.

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

How to Log Off the Test Administrator Site

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

To log off the Test Administrator Site:

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

2. In the warning message, select [Yes]. The front page of the CAASPP Portal website appears.
Alert: Navigating away from the Test Administrator Site will also log you off. Logging off while a session is in progress stops the session. If you need to access another online application while administering tests, open it in a separate web browser tab or window.

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

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

Testing Over Multiple Sessions or Days
Refer to the Duration and Timing Information subsection for estimated testing times and estimated test durations.

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

If the test administrator intends to administer the test over the course of multiple days for a student or group of students, he or she may ask students to pause at a designated point. For most tests, there is nothing built into the system to prevent students from progressing from one section of the test to another. In those cases, the test administrator should give the students clear directions on when to pause. For example, test administrators may designate a certain amount of time for testing. Likewise, the end of Part 1 of the ELA PT might be a logical stopping point. This guidance may be written on a dry-erase board, chalkboard, or another place to which students can easily refer. Students will receive a notification when they reach the end of the segment, like the notification shown in Figure 21.
When testing is resumed on a subsequent day, the test administrator will need to start a new test session and provide a new session ID. When instructing the students to log on, test administrators should read the unitalicized sections of the general script (SAY boxes) to the students from the beginning.

**CAAs**

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

**Transferring a Test Session**

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

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

The test delivery application ensures that you can only administer a test session from one web browser at a time. If you move a test session to a new device, you cannot simultaneously administer the session from the original web browser or device.

These instructions apply to both the Test Administrator Interface and Test Administrator Training Site. Additionally, you cannot transfer a session from the Test Administrator Interface to the Test Administrator Training Site or vice versa.
To transfer a test session to a new device or web browser:

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

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

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

**Test Expiration**

**CAT Items**

A student’s CAT remains active until the student completes and submits the test or **45 calendar days** after the student has begun the test, whichever occurs first. However, it is recommended that students complete the CAT items portion of the test within **five days** of starting the designated content area.

**PT**

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

**Note:** If a student starts the test near the end of the testing window, the student must finish before the administration window officially closes. The test will automatically end on the last day of the scheduled administration window, even if the student has not finished.
Following Test Administration

Destroying Test Materials

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

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

Reporting Testing Improprieties, Irregularities, and Breaches

Resources in This Subsection:

- Security Incidents and Appeals Procedure Guide web document—

Throughout testing, ensure that all test security incidents were reported in accordance with the guidelines in the Test Security section in this manual (that is, local educational agency CAASPP coordinators or CAASPP test site coordinators must follow the CAASPP Security and Test Administration Incident Reporting System process in the Test Operations Management System.)
Chapter 8. Scripts for Administering Smarter Balanced Summative Assessments and the California Science Test to Students
Scripts for Administering Smarter Balanced Summative Assessments and the California Science Test to Students

Test Directions Overview

Notes:

- These instructions on how to begin a test session apply to administration of the Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics, the California Science Test (CAST).
- The scripts that are read to students are in English for the Smarter Balanced and CAST. You must read the correct script for the test you are administering.
- The Directions for Administration of the California Alternate Assessments (CAAs) for ELA and Mathematics and the embedded performance tasks (PTs) for the CAA for Science, which include directions, can be downloaded from the password-protected Test Operations Management System (TOMS).

Tasks

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

Before you administer a test session, verify that the following tasks have been completed:

- Verify the security of the testing environment prior to beginning a test session. (Refer to the subsection Security of the Test Environment.)
  - Student seats are arranged in a way so they cannot see each other’s answers.
  - All displayed instructional materials (e.g., vocabulary charts, periodic tables, etc.) are covered or taken down.
  - Post “TESTING IN PROGRESS—DO NOT DISTURB” signs outside of the testing room.
- Ensure that students do not have access to digital, electronic, or manual devices (e.g., cellphones, smart watches) during testing.
- Make sure each testing device or workstation has headphones.

These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST only. Do not use these instructions for administration of the CSA. The Directions for Administration of the CAAs for ELA and Mathematics and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.
☐ Verify that students have access to and use of the additional required resources specific to each assessment and content area (e.g., scratch paper for all tests, headphones for ELA, graph paper for mathematics grades six and above). Refer to the subsection Additional Required Resources for a complete list.

☐ **Recommended:** Launch secure browsers on all testing devices before students sit down to test.

**Note:** With the exception of students in grades six and above with a documented accommodation in an IEP or Section 504 plan to use a non-embedded calculator on a mathematics assessment or students in grades five and eight and high school taking a science assessment, students are expected to use the embedded calculator for calculator-allowed questions on the mathematics and science tests.

To ensure that all students are tested under the same conditions, the test administrator should adhere strictly to the script for administering the test unless a student is assigned the non-embedded designated support for Simplified Test Directions. The script can be found in the shaded boxes on pages in chapter 8. When asked, the test administrator should answer questions raised by students but should never help the class or individual students with specific test items. **No test items can be read to any student for any content area, unless the student is assigned a Read-Aloud non-embedded designated support or accommodation as listed in the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines.**

Please remember that the script must be followed exactly and used each time a test is administered, except for students who are assigned the Simplified Test Directions non-embedded designated support as described in the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines.

If the class is resuming a test and the test administrator is sure that all students are able to log on without hearing the logon directions again, the test administrator may skip the italicized portions of the directions.

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

These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST only. **Do not use these instructions for administration of the CSA.** The Directions for Administration; of the CAA for ELA and Mathematics and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.
The test administrator should try to maintain a natural classroom atmosphere during the test administration. Before each test begins, he or she should encourage students to do their best.

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

These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST only. Do not use these instructions for administration of the CSA. The Directions for Administration of the CAAs for ELA and Mathematics and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.
Administer an Online Test Session

WARNING

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

Online Assessments:

- **Red**—Smarter Balanced Summative Assessments
- **Indigo**—California Alternate Assessments (CAA)
- **Brown**—California Science Test (CAST)
- **Green**—Smarter Balanced Interim Assessments
- **Mint**—California Spanish Assessment (CSA)

Online Practice and Training Tests:

- **Pink**—Smarter Balanced practice tests
- **Purple**—Smarter Balanced training tests
- **Teal**—CAAs for English language arts/literacy (ELA) and mathematics training tests
- **Blue**—CAAs for ELA and mathematics practice tests
- **Gray**—CAST training tests
- **Orange**—CAST practice test
- **Green**—CSA training tests

If a test administrator has mistakenly selected and administered the summative assessment when intending to administer an interim assessment or practice or training test, the local educational agency (LEA) California Assessment of Student Performance and Progress (CAASPP) coordinator or CAASPP test site coordinator must report the incident using the CAASPP Security and Test Administration Incident Reporting System (STAIRS)/Appeals process.

These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST only. **Do not use these instructions for administration of the CSA.** The Directions for Administration; of the CAAs for ELA and Mathematics and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.
Open the Test Administrator Interface and Approve Students for Testing—All Assessments

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

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

**Warning: Check students’ information and test settings before test sessions.**

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

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

**Beginning an Assessment**

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

The basic workflow for administering online tests is as follows:

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

These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST only. Do not use these instructions for administration of the CSA. The Directions for Administration of the CAAs for ELA and Mathematics and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.
5. The test administrator stops the test session and logs off.

For information about the testing process from a student’s perspective, refer to the subsections  
Signing In to the Student Testing Site and Features of the Student Testing Application.

Warning: These instructions are for the administration of the Smarter Balanced Summative Assessments and the CAST only. Using these instructions to administer a different assessment is a security incident that must be reported using the STAIRS/Appeals process.

1. Test Administrator  Navigate to the CAASPP Portal on a web browser.

2. Test Administrator  Select the [Test Administrator Interface] button, as shown in Figure 22.

![Test Administrator Interface for All Online Tests]

3. Test Administrator  Log on to the Test Administrator Interface using your sign-in credentials, as shown in Figure 23.

These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST only. Do not use these instructions for administration of the CSA. The Directions for Administration; of the CAAs for ELA and Mathematics and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.
Scripts for Administering Smarter Balanced Summative Assessments and the California Science Test to Students
| Administer an Online Test Session

4. Test Administrator

If you are associated with multiple institutions, an “Important!” message appears when you log on. You must select the appropriate institution from the drop-down list in this message and select the [Go] button, as shown in Figure 24. You may only select one institution at a time. You will only be able to administer tests available for the selected institution. In order to select a different institution, you must log off and then log back on.

These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST only. **Do not use these instructions for administration of the CSA.** The Directions for Administration of the CAAs for ELA and Mathematics and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.
5. Test Administrator

The **Test Selection** window, as shown in Figure 25, color-codes tests and groups them into various categories. A test group, such as “Smarter Balanced Summative Assessments,” may include one or more subgroups. All test groups and subgroups appear collapsed by default. **The summative assessments are always found in the second category.**

![Operational Test Selection window](image)

**Figure 25. Operational Test Selection window**

6. Test Administrator

To select tests for the session, do one of the following:

a. To expand a collapsed test group, select the [Plus] plus-sign [+] icon (or [Expand All]).

b. To collapse a test group, select the [Minus] minus-sign [−] icon (or [Collapse All]).

c. To select individual tests, mark the checkbox for each test you want to include.

These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST only. **Do not use these instructions for administration of the CSA.** The *Directions for Administration; of the CAA for ELA and Mathematics* and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.
d. To select all the tests in a test group, mark the checkbox for that group.

7. **Test Administrator**  
Select the [Start Operational Session] button, as shown in Figure 26.

![Operational Test Selection screen](image)

**Figure 26. Operational Test Selection screen**

8. **Test Administrator**  
If you are administering a Smarter Balanced assessment, there will be a warning letting you know that you are about to administer a summative assessment. If you select [OK], as shown in Figure 27, you can either continue with the test administration or exit from the Test Administrator Interface if you selected a summative assessment unintentionally.

These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST only. **Do not use these instructions for administration of the CSA.** The Directions for Administration of the CAAs for ELA and Mathematics and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.
9. Test Administrator

Inform students of the test session ID. The session ID is automatically generated upon selecting [OK] in the previous step. Write the session ID, as shown in Figure 28, on a place to which all students can clearly refer.

![Session ID on the Test Administrator Interface](image)

Figure 28. Session ID on the Test Administrator Interface

10. Test Administrator

Read the following SAY box.

<table>
<thead>
<tr>
<th>SAY:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Today, you will take the [ Smarter Balanced—insert grade, ELA/mathematics, and CAT/PT; or California Science Test—insert grade five, eight, or high school] test. You will be given a test session ID that is required to start the test. Before logging on, let’s go over some test rules.</strong></td>
</tr>
<tr>
<td><strong>You must answer each question on the screen before selecting NEXT. If you are unsure of an answer, provide what you think is the best answer. If you would like to review that answer at a later time, mark the question for review before going on to the next question. You may go back and change the answer during this test session.</strong></td>
</tr>
</tbody>
</table>

These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST only. Do not use these instructions for administration of the CSA. The Directions for Administration; of the CAAs for ELA and Mathematics and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.
You may pause at any point in the test by selecting PAUSE rather than NEXT after answering a question. Please raise your hand if you need a break and ask permission before selecting PAUSE.

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

**SAY:**

If you pause your test for more than 20 minutes, you will not be able to go back and change your answers to any questions, even the ones you marked for review. You may check your answers to any questions before you pause your test.

12. Test Administrator  Read the following SAY box for the mathematics computer adaptive test (CAT) in grades six through eleven, the California Science Test (CAST), and the English language arts/literacy (ELA) performance task (PT) only.

**SAY:**

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

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

**SAY:**

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

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

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

14. Student  Log on to the Student Testing Site through the secure browser.

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

SAY:

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

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

SAY:

Now select SIGN IN. Once you have successfully logged on, you will see a screen with your first name and other information about you. If all of the information on your screen is correct, select YES to continue. If any of the information is incorrect, please raise your hand and show me what is incorrect.
15. **Student** Sign in using the *Student Sign In* web form, as shown in Figure 29.

![Student Sign In web form](image)

**Figure 29. Student Sign In web form**

16. **Test Administrator** Ensure that all students have successfully entered their information.

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16. **Student**  
Verify identity by selecting [No] or [Yes], as shown in Figure 30.

![Is This You? screen](image)

**Figure 30. Is This You? screen**

17. **Test Administrator**  
Inform students of the test type (for example, ELA CAT, Mathematics PT, science) in which they are participating today.

**17. Student**  
Select the test to take.

**SAY:**

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

**Note:** Only the tests that the test administrator selected for the test session for which students are eligible are selectable by students. The sample shown in Figure 31 is from the practice and training test interface.

These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST only. **Do not use these instructions for administration of the CSA.** The *Directions for Administration; of the CAAs for ELA and Mathematics* and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.
18. **Student**  Select the test to take, as shown in Figure 31.

![Figure 31. Your Tests selection screen](image)

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19. **Student**  Wait for the test administrator’s approval, as shown in Figure 32.

![Figure 32. Waiting for TA Approval dialog box](image)

20. **Test Administrator**  Approve students to test by selecting the [Approve] check mark [✔️] icon in the *Actions* column for individual students or the [Approve All Students] button, as shown in Figure 33, for each group of tests. Select the [Details] eye [👀] icon, as shown in Figure 34, to view the student’s settings for the current test. “Custom” in the *Details* column indicates the student has been assigned test settings.

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

These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST only. **Do not use these instructions for administration of the CSA.** The *Directions for Administration; of the CAAs for ELA and Mathematics* and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.
21. **Test Administrator**  Have students run the sound check. Then, have students who are using the speech-to-text resource in any assessment run a sound check.

[The *Is This Your Test?* screen capture has been deleted.]

Figure 35. Placeholder caption

[Another instance of the *Is This Your Test?* screen capture has been deleted.]

Figure 36. Placeholder caption

[The *Text-to-Speech Sound Check* screen capture has been deleted.]

Figure 37. Placeholder caption

These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST only. **Do not use these instructions for administration of the CSA.** The *Directions for Administration of the CAAs for ELA and Mathematics* and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.
These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST only. **Do not use these instructions for administration of the CSA.** The *Directions for Administration; of the CAAs for ELA and Mathematics* and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.
21. **Student** If beginning a test with text-to-speech, complete the audio checks with headphones. Test with text-to-speech audio check, as shown in Figure 38.

These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST only. **Do not use these instructions for administration of the CSA.** The *Directions for Administration of the CAAs for ELA and Mathematics* and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.
22. Test Administrator  If audio issues occur, do the following:

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

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

23. Test Administrator  Tell students how to take the test.

**SAY:**

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

If you want to see your test settings right now, you can select the VIEW TEST SETTINGS button.

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

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22. **Student**  Select [Begin Test Now], as shown in Figure 39, to begin testing.

![Instructions and Help screen](image)

Figure 39. *Instructions and Help* screen

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

These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST only. **Do not use these instructions for administration of the CSA.** The *Directions for Administration of the CAAs for ELA and Mathematics* and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.
**Monitoring Student Progress**

**Test Selection**

It is very important that test administrators monitor student progress throughout the test session. This includes verifying that students are participating in the appropriate content area and type of test (CAT, CAST, or PT). The test administrator monitors the test each student is taking by referring to the *Students in Your Operational Test Session* table in the Test Administrator Interface, shown in Figure 40. Note that the list of student names can be sorted by linked (underlined) column headings.

In the event a student is taking an incorrect test, the test administrator should pause the student’s test. The test administrator should then instruct the student to log off and log on again to select the correct test. The *Test* column is called out in Figure 40.

![Figure 40. Monitoring student progress in the Test Administrator Interface](image)

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

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

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

### Test Security

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

### Student Directions During Testing

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

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

These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST only. **Do not use these instructions for administration of the CSA.** The *Directions for Administration of the CAAs for ELA and Mathematics* and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.
If the test administrator notices that a student is off task, the test administrator may say the following statement to the student, **verbatim**, to keep him or her focused.

**SAY:**

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

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

**SAY:**

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

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

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

- If the test administrator is using the Test Administrator Interface and navigates to TOMS or the Test Administrator Practice or Training site, the session will stop, and all students in the session will be logged off. The session cannot be resumed. A new session will have to be created, and the students will have to log on to the new session to resume testing. When starting a new session, give the new session ID to the students so they can log on and resume testing.

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

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

**Ending a Test Session**

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

**SAY:**

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

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

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

**SAY:**

If you need additional time let me know.

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Read ONLY to Students in Grade Eleven Taking Smarter Balanced Summative Assessments:

⚠️ **Alert:** Students in grade eleven taking a computer adaptive test (CAT) will get an additional question at the end of their test sessions for both English language arts/literacy (ELA) and mathematics, such as is shown in Figure 41. This question appears where students are reminded of any test questions flagged for review.

- This question is not part of the assessment, but is presented to allow students the option of selecting whether or not they will share their scores on the CAASPP Smarter Balanced Summative Assessments with the California State University (CSU) system and participating California Community Colleges (CCC) as part of the Early Assessment Program (EAP). If you are administering a test to students in grade eleven, please read the text in the next box. Otherwise, skip the text in that box and continue with the test administration.

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

These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST only. **Do not use these instructions for administration of the CSA.** The *Directions for Administration; of the CAAs for ELA and Mathematics* and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.
Scripts for Administering Smarter Balanced Summative Assessments and the California Science Test to Students

Administer an Online Test Session

These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST only. Do not use these instructions for administration of the CSA. The Directions for Administration of the CAAs for ELA and Mathematics and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.

Figure 41. Sample EAP question for the CAASPP Smarter Balanced for ELA

SAY: EAP SECTION—READ TO STUDENTS IN GRADE ELEVEN ONLY

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

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

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

END OF EAP SECTION

Continue Reading to ALL Students:

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

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

SAY:

This test session is now over. If you have not finished, select PAUSE, and you will be able to finish at another session.

[For the CAT portion and CAST only if the length of time pausing the test is greater than 20 minutes, e.g., the student will continue testing on another day]

SAY:

Remember, if you are not finished and need to pause your test for more than 20 minutes, you will not be able to go back to the questions from this test session.

These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST only. **Do not use these instructions for administration of the CSA.** The *Directions for Administration; of the CAAs for ELA and Mathematics* and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.
including questions marked for review. You will also not have access to the notes you entered in the Digital Notepad.

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

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

**Logging Off**
Use caution when logging off the Test Administrator Interface as this will log you off of other related systems (e.g., Completion Status, Interim Assessment Hand Scoring, and TOMS). To log off the Test Administrator Interface, select the [Logout] button in the top-right corner of the screen on the Single Sign-On system banner (shown in Figure 42).

**Figure 42. Single Sign-On system banner**
Your session will be closed, and you will be directed to the CAASPP Portal after you log off. You will not be able to resume the test session.

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

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

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Troubleshoot Issues During Testing

Resource in This Subsection:


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

Resolving Secure Browser Error Messages

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

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

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

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

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