CALIFORNIA
Assessment of Student Performance and Progress

caaspp

California Assessment of
Student Performance and Progress

Paper-Pencil Testing
Test Administration Manual for Smarter Balanced Summative Assessments

2018-19 Administration

English Language Arts/Literacy
Summative Assessment
Mathematics Summative Assessment

ETS

Measuring the Power of Learning.™

California Assessment of Student Performance and Progress Paper-Pencil Testing Test Administration Manual

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Table of Acronyms and Initialisms in the *Paper-Pencil Testing Test Administration Manual for Smarter Balanced Summative Assessments*

Term	Meaning
ASL	American Sign Language
CAAs	California Alternate Assessments
CAASPP	California Assessment of Student Performance and Progress
CALPADS	California Longitudinal Pupil Achievement Data System
CalTAC	California Technical Assistance Center
CAST	California Science Test
CCC	California Community Colleges
CDE	California Department of Education
CDS	County-District-School
CCR	California Code of Regulations
CSU	California State University
EAP	Early Assessment Program
EL	English learner
ELA	English language arts/literacy
IEP	individualized education program
ISAAP	Individual Student Accessibility Profile
LEA	local educational agency
NTE	Not tested medical emergency
ORS	Online Reporting System
PDA	personal digital assistant
PGE	Parent/Guardian exemption
PT	performance task
SSID	Statewide Student Identifier
STS	Standards-based Tests in Spanish
TOMS	Test Operations Management System

California Support for the CAASPP Assessments

> **Resources in This Section:**
> - California Assessment of Student Performance and Progress (CAASPP) Portal website—http://www.caaspp.org/
> - CAASPP Forms web page—http://www.caaspp.org/administration/forms/

The CAASPP Portal is the home for all CAASPP System assessments, including Smarter Balanced assessment administration information, as well as for information on paper-pencil test administration.

> **Note:** Requests for paper-pencil versions of the Smarter Balanced online summative assessments were due to the California Technical Assistance Center (CalTAC) by October 1, 2018, for the 2018–19 CAASPP administration.

For questions regarding the online and paper-pencil testing or for additional assistance:

- Local educational agency (LEA) CAASPP coordinators should contact CalTAC by phone at 800-955-2954, by email at caltac@ets.org, or by using the chat function linked on the CAASPP Portal.
- CAASPP test site coordinators should contact their LEA CAASPP coordinator.
- Test administrators and other school personnel should contact their CAASPP test site coordinator.

CalTAC is open from 7 a.m. to 5 p.m. Pacific time Monday through Friday. During these hours, staff will respond promptly to calls.

When contacting CalTAC, provide the representative with as much detail as possible about the problem that was encountered. CalTAC may be contacted by LEA CAASPP coordinators for the following issues:

- Student information is incorrect or missing in the Test Operations Management System (TOMS).
- You have not received the paper-pencil testing materials you ordered.

You may use the CalTAC Contact Log for LEA CAASPP Coordinators, a Microsoft Word form that has been posted to the CAASPP Forms web page, for your internal use in tracking the questions and issues associated with your calls to CalTAC.

Chapter 1. Introduction

> **Resources in This Section:**
> - *Accessibility Guide for California Assessment of Student Performance and Progress (CAASPP) Online Testing*—http://www.caaspp.org/rsc/pdfs/CAASPP.accessibility-guide.2018-19.pdf
> - *CAASPP Online Test Administration Manual* web document— http://www.caaspp.org/rsc/pdfs/CAASPP.online_tam.2018-19.pdf

This manual provides an overview of the summative assessment administration and supplements the *CAASPP Online Test Administration Manual*. Use this document to familiarize yourself with the general rules for testing, how to prepare for the assessment, and what your students will experience when participating in the assessment. Test administrators should become familiar with this document well in advance of the test administration date so materials for distribution to students are prepared and made available prior to the administration of the test.

1.1 What's New

CAASPP System of Assessments

Smarter Balanced Summative Assessments

- Paper-pencil Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics are no longer offered with the exception of braille and large-print special versions and if needed for students whose need is included in an individualized education program or Section 504 plan. These can be ordered from the California Technical Assistance Center.
- Pre-identification labels are no longer available. Student information should be marked directly on answer booklets.
- Student results are entered into the Data Entry Interface (DEI) by an employee of the local educational agency (LEA) who has signed a CAASPP security affidavit.

Accessibility Resources

Refer to the appendix A for a complete description of universal tools, designated supports, and accommodations used in CAASPP Smarter Balanced paper-pencil testing.

Smarter Balanced

- "Medical device" is a new non-embedded designated support for all assessments. It is indicated using option W in Box A3 on answer booklets.

- Burmese is now among the embedded translation glossaries available as a designated support for the mathematics assessment. It is indicated using option O in Box A4 on answer booklets.

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

- STAIRS incident reports are filed using TOMS.
- Appeals are requested using TOMS.
- A new STAIRS incident type is available for instances when an error is made entering student responses in the DEI.

1.2 Resources

Resources in This Section:

- *Accessibility Guide for California Assessment of Student Performance and Progress (CAASPP) Online Testing*—http://www.caaspp.org/rsc/pdfs/CAASPP.accessibility-guide.2018-19.pdf
- CAASPP Manuals and Instructions web page—http://www.caaspp.org/administration/instructions/
- *CAASPP Security and Test Administration Incident Procedure Guide*—http://www.caaspp.org/rsc/pdfs/CAASPP.stairs-appeals-guide.2018-19.pdf
- California Department of Education (CDE) California Longitudinal Pupil Achievement Data System (CALPADS) web page—https://www.cde.ca.gov/ds/sp/cl/
- CDE Matrix One: California Assessment of Student Performance and Progress Accessibility Resources web document—https://www.cde.ca.gov/ta/tg/ai/documents/caasppmatrixone0918.docx
- CDE Student Accessibility Resources web page—https://www.cde.ca.gov/ta/tg/ca/accesssupport.asp
- Data Entry Interface (DEI) website—http://www.caaspp.org/dei/
- *DEI User Guide* web document—http://www.caaspp.org/rsc/pdfs/CAASPP.ppt-dei-user-guide.2018-19.pdf
- Materials Return Instructions web document—http://www.caaspp.org/rsc/pdfs/CAASPP.materials-return.2018-19.pdf
- *TOMS Pre-Administration Guide for CAASPP Testing* web document—http://www.caaspp.org/rsc/pdfs/CAASPP.TOMS-pre-admin-guide.2018-19.pdf

Refer to the additional resources in Table 1 before administration of the paper-pencil versions of the Smarter Balanced Summative Assessments. All resources are linked on the CAASPP Manuals and Instructions web page. In addition, paper versions of resources marked with an asterisk (*) were shipped to local educational agencies (LEAs) for distribution to test sites.

Table 1:   Additional Resources

Resource	Description
CALPADS resources	The CDE CALPADS web page contains links to CALPADS system documents, updates, and other useful information for maintaining student data.
Test Operations Management System (TOMS) Pre-Administration Guide for CAASPP Testing	The *TOMS Pre-Administration Guide for CAASPP Testing* provides instructions for the processes necessary to assign LEA and school users and test administrations, as well as student data for various aspects of CAASPP testing (test assignments, test settings, condition codes).
CAASPP Security and Test Administration Incident Procedure Guide	The *CAASPP Security and Test Administration Incident Procedure Guide* includes information about how LEA CAASPP coordinators can submit a report using the STAIRS/Appeals process and enter appeals for summative assessments in TOMS.
	Refer also to the STAIRS/Appeals Process for Summative Assessments web page on the CAASPP Portal for additional information and links to STAIRS resources.
Matrix One: California Assessment of Student Performance and Progress Accessibility Resources	The CDE Matrix One web document is an important source of information for determining the assignment of designated supports and accommodations to students.

Resource	Description
Usability, Accessibility, and Accommodations Guidelines	The *Usability, Accessibility, and Accommodations Guidelines* focus on universal tools, designated supports, and accommodations for the Smarter Balanced assessments. The *Guidelines* are intended for school-level personnel and decision-making teams, particularly individualized education program (IEP) and Section 504 teams, as they prepare for and implement CAASPP assessments. The *Guidelines* provide information for classroom teachers, English language development educators, special education teachers, and instructional assistants to use in selecting and providing universal tools, designated supports, and accommodations for those students who need them during the administration of the assessments. The *Guidelines* are also intended for assessment staff and administrators who oversee the decisions that are made in instruction and assessment. The CAST and CSA follow similar guidelines. The *Usability, Accessibility, and Accommodations Guidelines* for Smarter Balanced testing can be found on the CDE [Student Accessibility Resources](#) web page.
[*Data Entry Interface User Guide*](#)	The *DEI User Guide* describes how to enter student responses into the DEI.
[*Materials Return Instructions*](#)	This how-to guide contains instructions for packaging and returning paper-pencil materials for scoring.

1.3 Test Administration Roles and Responsibilities

> **Resources in This Subsection:**
>
> - *CAASPP Online Test Administration Manual,* Chapter 1 CAASPP Testing Overview web document—http://www.caaspp.org/rsc/pdfs/CAASPP.online_tam.2018-19.Chapter-1.pdf

Refer to [Chapter 1 CAASPP Testing Overview](#) of the *CAASPP Online Test Administration Manual* for the user roles associated with CAASPP testing.

1.4 Ensuring Test Security

> **Additional Resources:**
> - *CAASPP Online Test Administration Manual,* Chapter 3 Test Security web document—http://www.caaspp.org/rsc/pdfs/CAASPP.online_tam.2018-19.Chapter-3.pdf
> - Materials Return Instructions web document—http://www.caaspp.org/rsc/pdfs/CAASPP.materials-return.2018-19.pdf
> - *Paper-Pencil Testing Test Administration Manual for Smarter Balanced—* Appendix B CAASPP Incident Reporting Process

The security of the summative assessment instruments and the confidentiality of student information are vital to maintaining the validity, reliability, and fairness of the results.

All test items and test materials are secure and must be appropriately handled. Secure handling protects the integrity, validity, and confidentiality of summative assessment items, prompts, and student information. Any deviation in test administration must be reported as a test security incident to ensure the validity of the summative assessment results.

> **Warning:** Test materials must be used within **three weeks** after the CAASPP test site coordinator opens the shipping carton.

Smarter Balanced materials are copyright protected. Smarter Balanced Summative Assessments, whether online or paper-pencil, are SECURE materials. In addition, cell phones and nontesting-related electronic devices are NOT PERMITTED in the testing location. Images, descriptions of the tests, and images of the testing location while tests are being administered may not be shared using cell phones or other technology.

Refer to appendix B for the process used to report test administration incidents for the Smarter Balanced paper-pencil assessments.

Establishing Appropriate Testing Conditions

CAASPP test site coordinators and test administrators will need to work together to determine the most appropriate testing option(s) and testing environment based on the number of students in each testing grade and the estimated time needed to complete each test. Testing students in classroom-sized groups is preferable. Establishing classroom-sized groups reduces test fear and anxiety for the students and facilitates monitoring and control for the test administrators.

The test administration should be conducted in a secure 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.

Table 2 through Table 5 describe security requirements for the test environment during various stages of testing. The test environment refers to all aspects of the testing situation while students are testing and includes what a student can see, hear, or access (including access via technology).

Before Testing

Table 2.   Requirements of the Test Environment Before Testing

Requirement	Description
Instructional materials removed or covered	Instructional materials **must be removed or covered, including but not limited to** information that might assist students in answering questions that is displayed on bulletin boards, chalkboards or dry-erase boards, or on charts (e.g., wall charts that contain literary definitions, maps, mathematics formulas, etc.).
Student seating	Students must be seated so there is enough space between them to minimize opportunities to look at each other's work—for example, students may be assigned staggered seating or be seated in every other chair or workstation position—or they should be provided with table-top partitions.
Signage	If helpful, place a "TESTING—DO NOT DISTURB" sign on the door or post signs in halls and entrances rerouting hallway traffic in order to promote optimum testing conditions. CAASPP test site coordinators or test administrators should post the "Unauthorized Electronic Devices May Not Be Used at Any Time During the Testing Session" signs so that they are clearly visible to all students. A master of this sign can be downloaded from the Manuals and Instructions web page on the CAASPP Portal.

During Testing

Table 3.   Requirements of the Test Environment During Testing

Requirement	Description
Quiet environment	Provide a quiet environment void of talking or other distractions that might interfere with a student's ability to concentrate or might compromise the testing situation.
Student supervision	Students are actively supervised by a trained test administrator or test examiner and are prohibited from access to unauthorized electronic devices that allow availability to outside information, communication among students or with other individuals outside the testing environment, or photographing or copying test content. This includes any device with cellular, messaging, or wireless capabilities, but is not limited to cell phones, smart watches, personal digital assistants, tablets, iPods, cameras, and electronic translation devices.
Access to allowable resources only	Students must only have access to and use of those allowable resources (refer to *Establishing Appropriate Testing Conditions* in chapter 7 of the CAASPP Online Test Administration Manual) that are permitted for each specific test (or portion of a test). This includes access to medical devices, which may be integrated into other technology devices. Use of such devices may require additional monitoring to maintain test security.
Access to assessments	Unauthorized staff or other adults must not be in the room during testing. Only students who are testing can view items. Based on the item type (i.e., performance tasks [PTs]), trained test administrators may also have limited exposure to items in the course of properly administering the assessments; however, even test administrators and other trained staff may not actively review or analyze any test items.

During and After Testing

Table 4. Requirements of the Test Environment During and After Testing

Requirement	Description
No access to responses	LEA CAASPP coordinators, CAASPP test site coordinators, test administrators, and other staff are not permitted to review student responses or students' notes on scratch paper.
No copies of test materials	Unless needed as a print-on-demand or braille accommodation, no copies of the test items, stimuli, reading passages, PT materials, or writing prompts may be made or otherwise retained.
No access to digital, electronic, or manual devices	No digital, electronic, or manual device may be used to record or retain test items, reading passages, or writing prompts. Similarly, these materials must not be discussed with or released to anyone via any media, including fax, email, text message, social media websites, etc.
No retaining, discussing, or releasing test materials	Descriptions of test items, stimuli, printed reading passages, or writing prompts must not be retained, discussed, or released to anyone.
No reviewing, discussing, or analyzing test materials	LEA CAASPP coordinators, CAASPP test site coordinators, test administrators, and other staff may not review, discuss, or analyze test items, stimuli, reading passages, or writing prompts at any time, including before, during, or after testing. Student interaction with a test administrator during a test is limited to necessary communication (such as permission to leave the room). Students may not discuss or share test items, stimuli, reading passages, or writing prompts with anyone during or after testing.
Keeping all test materials secure at all times	Test booklets, answer booklets, scratch paper, and documents with student information must be kept in a securely locked room or locked cabinet that can be opened only with a key or keycard by staff responsible for test administration.

After Testing

Table 5.   Requirements of the Test Environment After Testing

Requirement	Description
No test materials used for instruction	Test items, stimuli, reading passages, or writing prompts must not be used for instruction.
Destroy test materials securely	Printed test items or passages, including embossed braille printouts and scratch paper, must be collected at the end of each test session and then immediately shredded. For the PT, if a student needs to take the PT in more than one session, scratch paper may be collected at the end of each session, securely stored, and made available to the student at the next PT testing session. Once the student completes the PT, scratch paper must be collected and immediately shredded to maintain test security.
Return materials securely	Return materials according to the instructions on the Materials Return Instructions.
Maintain security while entering student results into the Data Entry Interface (DEI)	LEA staff entering student results into the DEI should be in a private location, away from students. Staff entering information must have a signed *Test Security Affidavit* on file at the test site and must have either a Test Administrator, Test Examiner, or Test Administrator & Test Examiner user role in the online California Assessment Systems.

1.5 Verifying Student Information

Test administrators should verify student information upon completion of the summative assessment. However, it is important for anyone with access to this information to remember that students' personal information is confidential. If materials containing student names are distributed to students, these materials must be collected before the students leave the testing room and must be either securely stored to be used in a subsequent test session or shredded. Personal information includes any information that could potentially identify a student, including student name, Statewide Student Identifier, birthdate, etc.

1.6 Schedule for Testing

> **Additional Resources:**
> - CAASPP TOMS web page—http://www.caaspp.org/administration/toms/
> - Materials Return Instructions web document—http://www.caaspp.org/rsc/pdf/CAASPP.materials-return.2018-19.pdf
> - *Paper-Pencil Testing Test Administration Manual for Smarter Balanced*—Appendix B CAASPP Incident Reporting Process
> - *TOMS Pre-Administration Guide for CAASPP Testing* web document—http://www.caaspp.org/rsc/pdfs/CAASPP.TOMS-pre-admin-guide.2017-18.pdf

Table 6 and Table 7 describe the schedule for administration of the Smarter Balanced paper-pencil tests for LEA CAASPP coordinators and CAASPP test site coordinators respectively.

Table 6: Smarter Balanced Paper-Pencil Test Schedule—LEA CAASPP Coordinator

Activity	Timeline
Access the Test Administration Summary in TOMS for the specific LEA testing dates.	As needed
Make sure all student data from the California Longitudinal Pupil Achievement Data System appear correctly in TOMS and have the appropriate test(s) configured. Refer to the *TOMS Pre-Administration Guide for CAASPP Testing* for more information about assigning tests to students.	No fewer than 15 working days before the materials shipping date
Receive paper materials from the testing contractor.	10 to 20 working days before each test administration period
Take inventory of cartons. LEA CAASPP coordinators should notify the Educational Testing Service California Technical Assistance Center (CalTAC) using the contact information on the inside front cover of this manual of any discrepancy in the number of cartons received.	Within 2 working days of delivery to the LEA
Distribute materials to the test sites.	5 to 10 working days before the first testing day of each test administration period
Contact CalTAC to order supplemental materials.	As necessary

Activity	Timeline
Ensure that student responses are entered into the Data Entry Interface (DEI).	Within 5 days of student test completion
Ship all Smarter Balanced scorable and nonscorable materials to the Processing Center.	No more than 5 working days after completing testing for each administration period

Table 7:   Smarter Balanced Paper-Pencil Test Schedule—CAASPP Test Site Coordinator

Activity	Timeline
Receive paper materials from the LEA CAASPP coordinator. **Please note that you *must* use materials within three weeks of opening the cartons.**	5 to 10 working days before the first testing day of each administration period
Take inventory of all materials and notify the LEA CAASPP coordinator of any missing or incorrect materials.	Within 2 days of delivery to the test site
Distribute and collect: • Smarter Balanced English language arts/literacy *Student Answer Booklets*, grades three through eight and grade eleven • Smarter Balanced mathematics *Student Answer Booklets*, grades three through eight and grade eleven	Each day of testing (These are secure documents.)
Enter student responses into the DEI.	Within 5 days of student test completion
Return all scorable and nonscorable materials to the LEA CAASPP coordinator after all testing is complete.	2 working days after completing testing for each administration period

Chapter 2. General Test Administration Information

This section provides an overview of the paper-pencil testing environment and guidelines for test administration. Use this section to become familiar with what students will experience in accessing the assessments, to learn how to prepare for the assessments, and to review general rules for paper-pencil testing. Information about the Practice and Training tests, test pauses, and test resumptions is also included in this section. Test administrators should become familiar with this section well in advance of the start of testing.

2.1 Student Participation

Participation of Students with Disabilities and English Learners

Consistent with the Smarter Balanced testing plan, all students, including students with disabilities, English learners (ELs), and ELs with disabilities, should have equal opportunity to participate in the Smarter Balanced Summative Assessments.

All students enrolled in grades three through eight and grade eleven are required to participate in the Smarter Balanced English Language Arts/Literacy (ELA) Summative Assessment and the Mathematics Summative Assessment except:

- Students with the most significant cognitive disabilities who meet the criteria for a state-selected or state-developed alternate assessment based on alternate achievement standards (approximately 1 percent or fewer of the student population).

- ELs who are within their first 12 months of enrollment in a U.S. school as determined on or after April 15 of the previous school year have a one-time exemption from the **Smarter Balanced for ELA** assessment (*California Code of Regulations,* Title 5, Section 851.5[a]), although they may opt to take the ELA assessment along with the required mathematics assessment. These students may instead participate in California's English language proficiency assessment, the English Language Proficiency Assessments for California, consistent with state and federal policy.

2.2 Preparation for the Assessment

Before administering the assessment, make sure you have the following materials available for each student:

- A test booklet
- An answer booklet
- At least two sharpened No. 2 pencils
- Blank scratch paper

- Graph paper (grades six, seven, eight, and eleven)
- Calculator (grades six, seven, eight, and eleven—refer to the Calculator Use Guidelines subsection)

2.3 General Rules for the Paper-Pencil Assessment

This section provides a brief overview of the general test administration rules for different portions of the assessment.

Test items and performance tasks (PTs) will be presented as separate sessions. For example, grades six through eleven mathematics tests include a session in which students may use calculators and other sessions where calculators are not allowed. Students may not return to a test session once it has been completed.

The student test booklets and answer booklets are secure. Maintaining the security of all test materials is crucial to obtaining valid and reliable student results. Therefore, test materials must be kept in locked storage, except during actual test administration. It is the responsibility of all individuals who administer the test to follow security procedures.

Allowable Calculators by Grade for the Mathematics Assessment

Students in grades six, seven, eight, and eleven are able to use calculators for Sessions 2 and 3. See the Table 8 for allowable calculator types. Students in grades three, four, and five are not permitted to use any calculators.

For Sessions 2 and 3, calculators with the following maximum functionality are acceptable for use. Table 8 lists allowable calculators for each grade level:

Table 8: Allowable Calculators for Mathematics

Grade	Calculator Type	Calculator Description
Grades 3–5	NO CALCULATORS PERMITTED	NO CALCULATORS PERMITTED
Grade 6	Four-function Calculator	Four-function with square root and percentage functions
Grades 7 and 8	Scientific Calculator	A scientific calculator with exponents, trigonometry, and logarithmic functionalities
Grade 11	Graphing Calculator	A graphing calculator with similar functionalities to a TI-84

Calculator Use Guidelines

- Grades three, four, and five: **NO** calculator may be used for any portion of the test.
- Grades six, seven, eight, and eleven: The first session of each test is a noncalculator session. Be sure that no calculators are available until students begin working on Session 2.

- Items are placed in the noncalculator section when students are expected to be able to perform the skill without a calculator or if a particular calculator would provide an unfair advantage for a student.

- Test administrators are responsible for ensuring and verifying that calculators that have the ability to store functions and equations (e.g., a graphing or a scientific calculator) have the memory cleared before and after each mathematics assessment.

- Calculators cannot have Internet connectivity or be able to connect to anyone inside or outside of the classroom during testing.

- Students cannot use a calculator on a laptop or other portable computer, pocket organizer, cell phone, device with a typewriter-style keyboard, electronic writing pad, or pen-input device unless a particular assistive device is required for a student and is specified on his or her individualized education program.

- No calculators with QWERTY keyboards are allowed.

Testing Times

Table 9 and Table 10 contain the estimated times it will take most students to complete the Smarter Balanced Paper-Pencil Test in both content areas at all grade levels. This information is for scheduling purposes only, as the **assessments are not timed**.

Table 9: Assessment Sequence—English Language Arts/Literacy

ELA	Session 1	Session 2	Session 3 (PT)
Number and duration of sessions	Recommendations: • Administered in one session • Approximate session duration: 90–120 minutes	Recommendations: • Administered in one session • Approximate session duration: 15–30 minutes	The PT is presented in two parts. Recommendations: • Administered in two sessions corresponding to Parts 1 and 2 of the PT • Approximate session durations: 35–40 minutes for Part 1 and 70–85 minutes for Part 2

| ELA	Session 1	Session 2	Session 3 (PT)
Breaks within sessions (Note: Online pause rules do not apply.)	A student may be provided breaks within a test session as needed.	A student may be provided breaks within a test session as needed.	A student may be provided breaks within a test session as needed.
Total Duration	90–120 minutes	15–30 minutes	Approximate session durations: 35–40 minutes for Part 1 and 70–85 minutes for Part 2

Table 10:   Assessment Sequence—Mathematics

Mathematics	Session 1	Session 2	Session 3 (PT)
Number and duration of sessions	Recommendations: • Administered in one session • Approximate session duration: 15–90 minutes	Recommendations: • Administered in one session • Approximate session duration: 15–90 minutes	Recommendations: • Administered in one session • Approximate session duration: 15–90 minutes
Breaks within sessions (Note: Online pause rules do not apply.)	A student may be provided breaks within a test session as needed.	A student may be provided breaks within a test session as needed.	A student may be provided breaks within a test session as needed.
Total Duration	15–90 minutes	15–90 minutes	Recommendation: • Student completes the PT in one day.

Recommended Order of Test Administration

The assessments are comprised of three sessions for ELA and three sessions for mathematics. The PT (Session 3) for ELA contains two parts.

Smarter Balanced recommends that students take the non-PT portions of the test (Sessions 1 and 2) and the PT (for ELA, this is two parts, Parts 1 and 2) on separate days. For both ELA and mathematics, the order of administration should be Session 1 and Session 2, followed by the PT (for ELA, this is PT Part 1 and then PT Part 2). Local educational agencies or schools may opt to administer in a different order if needed.

Recommended Order of Test Administration, ELA

Session 1 → Session 2 → PT Part 1 (Research Questions) → PT Part 2 (Full-Write)
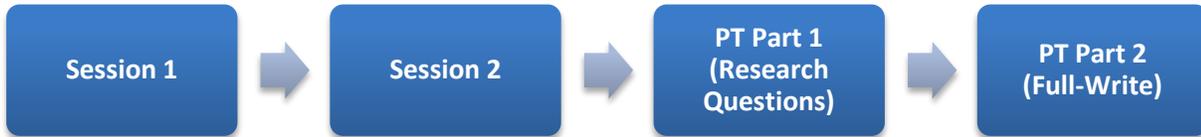
Recommended Order of Test Administration, Mathematics

Session 1 → Session 2 → Performance Task

2.4 Early Assessment Program (EAP)

The Early Assessment Program (EAP) is a joint program of the California Department of Education, California State University (CSU), and participating California Community Colleges (CCC). The EAP provides students with an early indicator of their readiness for college-level written communication and mathematics/quantitative reasoning prior to starting their senior year. The EAP is now embedded in the California Assessment of Student Performance and Progress (CAASPP) grade eleven ELA and mathematics assessments.

Students taking the grade eleven CAASPP ELA and mathematics assessments will automatically be participating in the EAP by responding to questions that are part of the Smarter Balanced Summative Assessments. To determine students' placement in appropriate coursework once they have been admitted, students may voluntarily release their grade eleven CAASPP ELA, mathematics, or both ELA and mathematics results to the CSU and CCC; these results will not be used for admissions.

At the end of the Smarter Balanced grade eleven ELA and mathematics tests, students will be asked whether or not they want to release their results to the CSU and CCC. This question is asked at the end of each test; each content area result must be authorized individually (e.g., authorization for the ELA results does not automatically confer authorization for the mathematics results). If the student does not check the box after a particular test, then results will not be shared for that content-area assessment. Students may voluntarily share results of one or both assessments.

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

2.5 Directions for Completing the Student Demographic Page

Using Scripts

The test administrator should verify the security of the testing environment prior to beginning a test session. (Refer to the subsection Ensuring Test Security.) Test administrators must ensure that students do not have access to digital, electronic, or manual devices during testing.

To ensure that all students are tested under the same conditions, the test administrator should adhere strictly to the script for administering the test. These instructions can be found in the boxes in bold on the following pages. When asked, the test administrator should answer questions raised by students but should never help the class or individual students with specific test items. No test items may be read to any student for any content area, unless specified as an accommodation in the *Usability, Accessibility, and Accommodations Guidelines.*

Please remember that the script must be followed exactly and used each time a test is administered.

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. If the test administrator makes a mistake in reading a direction, the test administrator should stop and say, "I made a mistake. Listen again." Then the direction should be reread.

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

Filling Out the Student Data Grid—English

The student data grid is located on the front cover of the paper-pencil form. Figure 1 shows a sample student data grid.

In the sections that describe the student data grid, the material to be read aloud to the students is printed in boldface and is preceded by the word "SAY." All other information is for the test administrator and should not be read to the students.

Figure 1. Sample student data grid

Before you begin, print the following information on the board: Names of the test administrator, school, and LEA. The test administrator's name is the name of the person administering the test.

Deliver these instructions to all students:

SAY

Please follow these steps to complete the Student Data Grid on the front of your *Student Answer Booklet*. **On the front page of your** *Student Answer Booklet,* **find Section 1 at the top, "Student Name." In that box, print your first and last name. In the box "Test Administrator," print my name. In the box "School," print the name of our school. In the box "LEA," print the name of our school district.**

SAY

We will now complete Sections 2 through 5. In Section 4, fill in the circle next to your gender (Female or Male). Turn to the section "Statewide Student Identifier" in Section 5. Print your Statewide Student Identifier starting in the first box on the left. Fill in the corresponding circles under the numbers you have printed. If you do not know your Statewide Student Identifier, please raise your hand.

Pause and provide Statewide Student Identifiers to students who have their hands raised.

Proceed to the instruction box for Date of Birth.

SAY

Find the Date of Birth section in Section 2. In the column below the space labeled "Month," fill in the circle next to the month in which you were born.

Pause.

SAY

In the space labeled "Day," print the numerals of the day on which you were born. If there is only one numeral in your day of birth, print a zero before the numeral. For example, if your day of birth is the seventh, you would print the numerals zero and seven. In the two columns below, fill in the circles for the numerals of the day on which you were born. Fill in only one circle in each column.

Pause.

SAY

There are three columns for the year in which you were born. Mark the circle for "19" or "20" in the first column. In the next two columns, fill in the circles for the numerals of the year in which you were born. Fill in only one circle in each column.

Pause.

SAY

In Section 3, complete the top row with your last name, first name, and middle initial. Each of the boxes in which you have written the letters of your name has a column of circles below it. In the first column, fill in the circle that has the same letter as the first letter of your last name. Repeat the process for each of the other letters in your name. Mark only one circle in each column. For each empty space in the name section, fill in the blank circle in the top row.

To ensure accurate student identification, the Date of Birth section must be completed correctly. Make sure each student has filled in the correct circles for the month, day, and year of birth. The space labeled "Statewide Student Identifier" in Section 5 may be filled in by the test administrator before or after the test administration, but is not required.

For Students in Grade Eleven Only

EAP SECTION—READ TO STUDENTS IN GRADE ELEVEN ONLY

SAY

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, mark the "Do Not Release" circle. If you are considering or plan to enroll at CSU or CCC, mark the "Release" circle. Your Smarter Balanced results for this test will be provided to both institutions by selecting the Release circle. If you do not select to release your results, you may be requested to provide a copy of your results to the campus at a later time. Even if you have already answered this question at the end of an ELA or mathematics test you have already taken, you need to answer it for this test to have the EAP results of both tests reported.

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

END OF EAP SECTION

Filling Out the Back Page

The test administrator may fill in the school's County-District-School (CDS) code in Section 6 and complete Sections A3 Designated Supports and Accommodations and A4 Designated Supports for English Learners (ELs) before or after the test administration if applicable. An indication is needed for special conditions and designated supports and accommodations students use. Refer to Figure 2 for a sample of the back page of the *Student Answer Booklet* and appendix I for a list of codes for Sections A3 and A4.

When the students have completed the student data grid, turn to the appropriate page in this document for test directions and begin test administration.

Figure 2. Sample back page

Chapter 3. After Testing

> **Additional Resources:**
> - California Assessment of Student Performance and Progress Manuals and Instructions web page—http://www.caaspp.org/administration/instructions/
> - Data Entry Interface (DEI) website—http://www.caaspp.org/dei/
> - *DEI User Guide* web document—http://www.caaspp.org/rsc/pdfs/CAASPP.ppt-dei-user-guide.2018-19.pdf
> - Materials Return Instructions web document—http://www.caaspp.org/CAASPP.materials-return-instructions.2018-19.pdf
> - *Paper-Pencil Testing Test Administration Manual for Smarter Balanced*—Appendix B CAASPP Incident Reporting Process
> - *Paper-Pencil Testing Test Administration Manual for Smarter Balanced*—Appendix F Guideline for Student Response Entry into the Data Entry Interface

3.1 Enter Student Responses in the DEI

> **Warning: All responses must be entered for a student before the local educational agency's (LEA's) selected testing window ends.** If a student moves to a different LEA after testing, or exits the testing LEA before the results are entered into the DEI, the original LEA has to reenroll the student and complete the data entry.

All student responses must be entered into the DEI prior to materials return. Follow the instructions in the *DEI User Guide* web document to log on, enter responses, and submit a student's assessment. Refer to appendix F for guidelines for entering responses. Student results cannot be scored and reported until they have been entered.

3.2 Assemble Materials for Return

After student results are entered into the Data Entry Interface, they must be returned to the testing contractor. **Do not return materials until you have entered student responses.**

☐ After testing has been completed, prepare materials to be returned to the CAASPP test site coordinator.

☐ Check to make sure that all answer booklets have been removed from inside the test booklets.

☐ Check answer booklets and test booklets to make sure there are no sticky notes, staples, pins, paper clips, or tape of any kind on all pages. Check that no scratch paper was left inside the answer booklets. Remove any extraneous material.

☐ Complete the student-identifying information and return test booklets for all enrolled students, including those who do not participate in the English language arts/literacy and/or mathematics summative assessment and for whom tests will be invalidated.

☐ Return the stack of test and answer booklets to the CAASPP test site coordinator.

☐ Bundle all unused materials together and return them to your CAASPP test site coordinator.

☐ Bundle together all of the scratch paper. This material is to be destroyed securely according to your school's policy. Do **not** dispose of the scratch or graph paper by placing it in the trash.

3.3 Instructions for CAASPP Test Site Coordinators

CAASPP test site coordinators and local educational agency CAASPP coordinators must package and return secure Smarter Balanced paper-pencil test materials according to the instructions in the Materials Return Instructions they received with their shipments. This document is also posted on the CAASPP Manuals and Instructions web page.

Chapter 4. Appendices

Appendix A: Universal Tools, Designated Supports, and Accommodations

> **Additional Resources:**
> - California Assessment of Student Performance and Progress (CAASPP) Online Test Administration Manual, Chapter 4 Administration Preparation and Planning web document—http://www.caaspp.org/rsc/pdfs/CAASPP.online_tam.2018-19.Chapter-4.pdf
> - CAASPP Smarter Balanced Translated Test Directions web page—http://www.caaspp.org/ta-resources/directions.html
> - California Department of Education (CDE) Student Accessibility Resources web page—https://www.cde.ca.gov/ta/tg/ca/accesssupport.asp
> - CDE Matrix One: California Assessment of Student Performance and Progress Accessibility Resources web document—https://www.cde.ca.gov/ta/tg/ai/documents/caasppmatrixone0918.docx
> - *Test Operations Management System (TOMS) Pre-Administration Guide for CAASPP Testing*—Instructions for requesting an unlisted resource in Chapter 5 Student Test Settings web document—http://www.caaspp.org/rsc/pdfs/CAASPP.TOMS-pre-admin-guide.2018-19.Chapter-5.pdf

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

The Smarter Balanced *Guidelines* apply to **all** students. They emphasize an individualized approach to the implementation of assessment practices for those students who have diverse needs and participate in large-scale content assessments. The *Guidelines* focus on universal tools, designated supports, and accommodations for the Smarter Balanced assessments of English language arts/literacy (ELA) and mathematics. At the same time, the *Guidelines*

support important instructional decisions about and the connection between accessibility and accommodations for students who participate in the Smarter Balanced assessments.

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

Definitions

The summative assessments allow for accommodations. Accommodation resources are defined in Table 11.

Table 11:   Definitions for Universal Tools, Designated Supports, and Accommodations

Type	Definition
Accommodations	Accommodations are changes in procedures or materials that increase equitable access during the Smarter Balanced Summative Assessments. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Accommodations are available for students with documented IEPs or Section 504 plans. Consortium-approved accommodations do not compromise the learning expectations, construct, grade-level standard, or intended outcome of the assessments.
Designated Supports	Designated supports for the Smarter Balanced Summative Assessments are those resources that are available for use by any student for whom the need has been indicated by an educator (or team of educators with parent/guardian and student). It is recommended that a consistent process be used to determine these supports for individual students. Designated supports need to be identified prior to assessment administration.
Universal Tools	Universal tools are available to all students based on student preference and selection.

Available Universal Tools, Designated Supports, and Accommodations

For the Smarter Balanced paper-pencil assessments, the Smarter Balanced *Guidelines* should be used to guide the use of all available universal tools, designated supports, and accommodations. Table 12, Table 13, and Table 14 list and describe the resources available for the Smarter Balanced paper-pencil assessments along with considerations for planning and administration.

Table 12: List and Description of Universal Tools Available to All Students

Universal Tools	Description
Breaks	Breaks may be given at predetermined intervals or after completion of sections of the assessment for students taking a paper-based test. Sometimes students are allowed to take breaks when individually needed to reduce cognitive fatigue they experience during heavy assessment demands. The use of this universal tool may result in the student needing additional overall time to complete the assessment. Upon their return from a break, students should not be permitted to review their responses from any section of the test other than the one they are taking currently. **(Note: Online pause rules do not apply.)**
English dictionary (for ELA performance task [PT] full-writes)	An English dictionary may be provided for the full-write portion of an ELA PT. A full-write is the second part of a PT. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
English glossary	Grade- and context-appropriate definitions of specific construct-irrelevant terms are provided with test materials for a student's test form. Only glossaries provided with the test materials may be used. (LEA CAASPP coordinators may request glossaries from the California Technical Assistance Center. Glossaries are available for mathematics only.)
Highlighter	Students may use a tool for marking desired text, item questions, item answers, or parts of these with a color.
Mark for review	Students may note items for further review after completing other items. Marks may be made in the test booklet, to avoid stray marks in the answer booklet that may interfere with scoring.
Scratch paper	Scratch paper to make notes, write computations, or record responses may be made available. Only plain paper or lined paper is appropriate for ELA; graph paper is required beginning in sixth grade and may be used on all mathematics sessions. A student may use an assistive technology device for scratch paper as long as the device is certified. **Sessions 1 and 2:** All scratch paper must be collected and securely shredded at the end of each session to maintain test security. **PTs:** For PTs, if a student needs to take the performance task in more than one session, scratch paper may be collected at the end of each session, securely stored, and made available to the student at the next PT testing session. Once the student completes the PT, the scratch paper must be collected and securely shredded to maintain test security.

Universal Tools	Description
Strikethrough	Students may cross out answer options in their test booklets.
Thesaurus (for ELA PT full-writes)	A thesaurus contains synonyms of terms that students can use while interacting with text included in the assessment. A full-write is the second part of a PT. The use of this universal tool may result in the student needing additional overall time to complete the assessment.

Table 13:   List and Description of Designated Supports

Designated Supports	Description
Bilingual dictionary	Student may use a bilingual/dual-language word-to-word dictionary as a language support (ELA PT full-write only).
Magnification	Students may use magnifying devices or take a large-print version of the test.
Medical Device	The student may access to an electronic device for medical purposes.
Read aloud (for ELA reading passages, grades 6–8 and grade 11; students with visual impairments in grades 3–8 and grade 11 who do not yet have adequate braille skills)	Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in both English and Spanish on the CDE Student Accessibility Resources web page. All or portions of the content may be read aloud.
Read aloud (for reading passages)	Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in both English and Spanish on the CDE Student Accessibility Resources web page. All or portions of the content may be read aloud.
Read aloud (for mathematics items)	Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in both English and Spanish on the CDE Student Accessibility Resources web page. All or portions of the content may be read aloud.
Scribe (for ELA nonwriting items and mathematics) (Refer also to Accommodations for writing)	Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified and must follow the administration guidelines provided on the CDE Student Accessibility Resources web page.
Separate setting	The test location is altered so the student may be tested in a setting different from that made available to most students.

Designated Supports	Description
Simplified Test Directions	The test administrator simplifies or paraphrases the test directions according to the Simplified Test Directions guidelines.
Translations (glossaries)	Translated glossaries are a language support. Translated glossaries are provided for selected construct-irrelevant terms for mathematics. Glossary terms are listed by item and include the English term and its translated equivalent.
Translated test directions	Translation of test directions is a language support available prior to beginning the actual test items. Students can access test directions in another language. As an embedded designated support, translated test directions are automatically part of the stacked translation designated support. Refer to the CAASPP [Smarter Balanced Translated Test Directions](#) web page for a list of translated test direction student resource sheets.

Table 14:   List and Description of Accommodations

Accommodations	Description
100s Number Table	A paper-based table listing numbers from 1–100 available from Smarter Balanced for reference is located in [appendix G](#) of this manual. This non-embedded accommodation resource needs to be downloaded and printed prior to test administration from the *Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines* on the CDE [Student Accessibility Resources](#) web page.
Abacus	This tool may be used in place of scratch paper for students who typically use an abacus.
Alternate response options	Students with some physical disabilities (including both fine and gross motor skills) may need to use the alternate response options accommodation to respond to test items.
American Sign Language (ASL)	Test content is translated into ASL. An ASL human signer signs the listening portions of the test.
Braille	Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform). Contracted and noncontracted braille is available; Nemeth code is available for mathematics. Please note that the answer booklets will not be brailled. Administrators must transcribe student responses into the paper-pencil answer booklets.
Calculator (for calculator-allowed sessions only)	Students needing a special calculator, such as a braille calculator or a talking calculator, may use a calculator.

Accommodations	Description
Multiplication table (grade 4 and above mathematics items)	A single-digit (1–9) multiplication table may be used by students with a persistent calculation disability. This non-embedded accommodation resource needs to be downloaded and printed prior to test administration from the *Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines* on the CDE Student Accessibility Resources web page. The multiplication table is located in appendix H of this manual.
Read aloud (mathematics)	Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in both English and Spanish on the CDE Student Accessibility Resources web page. All or portions of the content may be read aloud.
Scribe (Refer also to Designated Supports for nonwriting ELA; mathematics)	Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified and must follow the administration guidelines provided on the CDE Student Accessibility Resources web page*.*

Unlisted Resources

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

Matrix One includes a list of unlisted resources that have already been identified (Table 15). These and other unlisted resources can be requested in TOMS.

Table 15.   Identified Non-Embedded Unlisted Resources

Unlisted Resource	ELA Reading	ELA Writing	ELA Listening	Mathematics
American Sign Language	Yes	Yes	Yes	Yes
100s Number Table	N/A	N/A	N/A	Yes (grade 3)
Bilingual dictionary	Yes	N/A	N/A	Yes
Calculator (used on nonallowed items)	N/A	N/A	N/A	Yes (grades 6–8 and grade 11)
Calculator	N/A	N/A	N/A	Yes (grades 3–5)
English dictionary	Yes	N/A	Yes	Yes

Unlisted Resource	ELA Reading	ELA Writing	ELA Listening	Mathematics
Math tools (i.e., non-embedded ruler, non-embedded protractor)	N/A	N/A	N/A	Yes
Multiplication table	N/A	N/A	N/A	Yes (grade 3)
Signed Exact English	Yes	Yes	Yes	Yes
Thesaurus	Yes	N/A	Yes	Yes
Translations (not provided by Smarter Balanced)	Yes	Yes	Yes	Yes
Translated word lists	Yes	Yes	Yes	Yes

Appendix B: California Assessment of Student Performance and Progress (CAASPP) Program Incident Reporting Process

Additional Resources:

- *California Assessment of Student Performance and Progress (CAASPP) Online Test Administration Manual,* Chapter 3 Test Security web document— http://www.caaspp.org/rsc/pdfs/CAASPP.online_tam.2018-19.Chapter-3.pdf
- *Security Incidents and Appeals Procedure Guide* web document— http://www.caaspp.org/rsc/pdfs/CAASPP.stairs-appeals-guide.2018-19.pdf
- *CAASPP Security and Test Administration Incidents Reporting System (STAIRS)/ Appeals Process for Summative Assessments* web page— http://www.caaspp.org/stairs/

Testing Breaches

A test administration event that poses a threat to the validity of the test. Breaches require **immediate** attention and escalation **via telephone—**if the breach is due to social media exposure on the part of a student or adult, the LEA CAASPP coordinator contacts CalTAC; for all other breaches, the LEA CAASPP coordinator must contact the CDE**.** Following the call, the CAASPP test site coordinator or LEA CAASPP coordinator must report the breach using the online STAIRS/Appeals process in the Test Operations Management System (TOMS) within 24 hours.

Examples may include such situations as exposure of secure materials or a repeatable security or system risk. These circumstances have external implications. (Example: Test administrators modifying student answers, or test items shared in social media.)

Test Security Incident

Testing irregularities are incidents that may compromise the reliability and validity of test results. The following information and procedures are provided to assist in identifying incidents and notifying the California Department of Education (CDE).

Education Code Section 60611 states: "A local educational agency, district superintendent of schools, or principal or teacher of any elementary or secondary school, including a charter school, shall not carry on any program for the sole purpose of test preparation of pupils for the statewide pupil assessment system or a particular test used in the statewide pupil assessment system. Nothing in this section prohibits the use of materials to familiarize pupils with item types or the computer-based testing environment used in the California Assessment of Student Performance and Progress."

The following are four categories of test security incidents reported for the Smarter Balanced paper pencil tests. Refer to the *Security Incidents and Appeals Procedure Guide* for additional information about CAASPP test security and additional information about these security incident types.

1. Exposure of secure materials

2. Student cheating or access to unauthorized devices—for example, cell phones—during testing

3. Test validity

4. Data entry issue

Report Test Security Incidents and Issues

The local educational agency (LEA) CAASPP coordinator is responsible for notifying the CDE **within 24 hours,** via the online STAIRS/Appeals, of any incidents that occur before, during, or after testing. The CAASPP test site coordinator is responsible for immediately notifying the LEA CAASPP coordinator of any security breaches or testing irregularities that occur in the administration of the test. [*California Code of Regulations, Title 5* Section 859(e)]

The online STAIRS/Appeals process, which is available in TOMS, must be used to provide the required information to the CDE when a test security incident is confirmed. The form includes the opportunity to securely upload a spreadsheet containing Statewide Student Identifiers (SSIDs) of the students involved in the incident in cases involving 11 or more students. **Do not upload student names, only SSID numbers.**

Additionally, if there is an issue entering the student's responses in the Data Entry Interface (DEI) that requires that some or all of the student's responses be reentered, a STAIRS report is filed to request either a Re-Open or Reset Appeal.

The LEA CAASPP coordinator or CAASPP test site coordinator submitting the form will receive an email that includes the details that were entered into the STAIRS web form and instructions. If an Appeal is required—as would be in an incident involving the DEI—it is requested in TOMS when the incident is reported. These instructions will also be presented on the *STAIRS* form when the incident is submitted.

Note that students may finish their tests if the security incident is identified during testing. The student will receive a score report. LEAs are to deal with cheating in accordance with their local policy.

Coordinator Procedures

The CAASPP test site coordinator:

- Receives notification of an incident

- Reviews the information provided and verifies that an incident has occurred

- Contacts the LEA CAASPP coordinator and provides all pertinent information *or* fills out and submits the online *CAASPP STAIRS/Appeals* web form, if this is the procedure established for the LEA, if the incident has not been reported by the CAASPP test site coordinator, and if the incident is not a breach (Instructions for access can be found on the STAIRS/Appeals Process for Summative Assessments web page.)

The LEA CAASPP coordinator:

- Receives notification of an incident from the CAASPP test site coordinator

- Reviews the information provided and verifies that the occurrence is a reportable incident

- In the case of a breach, notifies CalTAC for social media breaches and the CDE for all other breaches immediately

- Reports the incident using the STAIRS/Appeals process, if this is the procedure established for the LEA (Instructions for access can be found on the STAIRS/Appeals Process for Summative Assessments web page.)

- Responds to and assists the CDE and test security personnel as requested

- Keeps any documentation associated with the test security incident for one year

Appendix C: Item Types

Item and Response Types

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

Smarter Balanced has produced resources for teachers and students to use to get ready for the test, including sample items at the beginning of the test. The sample items will be administered by test administrators prior to the beginning of Session 1 of each test; completing these items will provide students with an opportunity to view and practice each of the item types.

Summary of Item Types and How to Provide Responses

Table 16 lists the different item types and briefly describes each one.

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

Table 16:   Item and Scoring Types

Item Types	Brief Description of Item Type
Multiple-choice, single-correct response	3- and 4-option multiple-choice
Multiple-choice, multiple-correct response	Multiple-options selected responses
Grid in	Numeric values entered in a grid
Two-part multiple-choice, with evidence-based responses	4-option multiple-choice followed by another 4–6 option multiple-choice using evidence
Matching-table response	Respond to a series of 2–4 statements/questions and mark response for each
Short-text response	A brief written response of one or two paragraphs
Full-write	A multiparagraph written response or essay
Constructed-response items	Write equation, plot points, fill in tables, explanations, etc.

Appendix D: Frequently Used Terms

> 📝 **Additional Resources:**
>
> - California Assessment of Student Performance and Progress (CAASPP) Portal website—http://www.caaspp.org/
> - CAASPP Manuals and Instructions web page—http://www.caaspp.org/administration/instructions/
> - *CAASPP Security and Test Administration Incidents Reporting System (STAIRS)/ Appeals Process for Summative Assessments* web page— http://www.caaspp.org/stairs/
> - CAASPP Test Operations Management System (TOMS) web page— http://www.caaspp.org/administration/toms/
> - California Department of Education (CDE) Student Accessibility Resources web page—https://www.cde.ca.gov/ta/tg/ca/accesssupport.asp

Table 17 defines terms that are specific to the Smarter Balanced assessments.

Table 17: Frequently Used Terms

Term	Definition
Accommodation	Accommodations are changes in procedures or materials that increase equitable access during the Smarter Balanced assessments. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Accommodations are available for students with documented individualized education programs or Section 504 plans. Approved accommodations do not compromise the construct, grade-level standards, or intended outcome of the assessments. Refer to the Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines,* linked on the California Department of Education (CDE) Student Accessibility Resources web page, for complete information.

Term	Definition
Appeal	Authorized users—local educational agency (LEA) CAASPP coordinators and CAASPP test site coordinators—may submit and view requests for resetting or re-opening the Data Entry Interface (DEI) to correct or reenter student responses. To request an appeal, an incident must be submitted using the Security and Test Administration Incident Reporting System (STAIRS)/Appeals process; Appeals are also submitted through the Test Operations Management System (TOMS).
Break	A student may be provided breaks within a test session as needed. The number of items per session can be flexibly defined based on the student's need. Students may move about the classroom or take a short break outside to refocus. Students can take breaks during performance task (PT) test sessions. Please refer to the *Testing Times* and *Recommended Order of Test Administration* subsections for more information about estimated testing times and the recommended order of testing. Upon their return from a break, students should not be permitted to review their responses from any section of the test other than the one they are taking currently.
CAASPP Test Site Coordinator	School staff member responsible for monitoring the test schedule, process, and test administrators. California Assessment of Student Performance and Progress (CAASPP) test site coordinators are also responsible for ensuring that test administrators have been appropriately trained and that testing is conducted in accordance with the test security and other policies and procedures established by the Smarter Balanced Assessment Consortium and the CDE. CAASPP test site coordinators must have a signed *CAASPP Test Security Agreement* on file with the local educational agency (LEA) CAASPP coordinator.

Term	Definition
Designated Supports	Designated supports for the Smarter Balanced Summative Assessments are those resources that are available for use by any student for whom the need has been indicated by an educator (or team of educators working with the parent/guardian and student). Refer to the Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines,* linked on the CDE [Student Accessibility Resources](#) web page, for complete information.
Educator – District	LEA personnel granted access by the LEA CAASPP coordinator to assessment results in the Online Reporting System (ORS) for the entire LEA.
Educator – Test Site	LEA or school personnel granted access to assessment results in the ORS for an entire school.
Educator – Roster	LEA or school personnel granted access to both assessment results in an associated roster in the ORS. Rosters of students are created and assigned to the user by the LEA CAASPP coordinator or test site coordinator. Note that unless the user has been assigned to a student roster, he or she cannot access any student results in the ORS.
Full-write	A component of the English language arts/literacy (ELA) performance task that requires the student to develop an informative or explanatory, narrative, or opinion or argumentative multiparagraph piece of writing for which he or she engages the full writing process.
Interim Assessment Administrator Only	LEA or school personnel responsible for administering only the interim assessments to students.
Item	A test question or stimulus presented to a student to elicit a response.
LEA CAASPP Coordinator	LEA-level staff member who is responsible for the overall administration of the summative assessments in an LEA. LEA CAASPP coordinators should ensure that the CAASPP test site coordinators, test administrators, and test examiners in their LEAs are appropriately trained and aware of policies and procedures. LEA CAASPP coordinators are designated by their district superintendents or the administrator of their independently testing charter school and must have a signed *CAASPP Test Security Agreement* on file with the California Technical Assistance Center.

Term	Definition
Performance Task	A PT is an item type designed to provide students with an opportunity to demonstrate their ability to apply their knowledge and higher-order thinking skills to explore and analyze a complex, real-world scenario. It is a required portion of the test. (Note that there are no PTs for the online California Alternate Assessments [CAAs] for ELA and mathematics.)
Re-open	A specific appeal for summative assessments in the Appeals System. For the Smarter Balanced paper-pencil test, reopening a student's test is done when an error was made entering one or more—but not all—of a student's responses in the DEI and selected responses must subsequently be reentered.
	Permission for a Re-open is initiated by first reporting an incident and then submitting an Appeal using the online STAIRS/Appeals process in TOMS. Refer to the *Security and Test Administration Incidents and Appeals Procedure Guide* for more information on the Appeals process.
Reset	A specific appeal for summative assessments in the Appeals System. For the Smarter Balanced paper-pencil test, resetting a student's test is done when an error was made entering a student's responses in the DEI and all responses must subsequently be reentered.
	Permission for a Reset is initiated by first reporting an incident and then submitting an Appeal using the online STAIRS/Appeals process in TOMS. Refer to the *Security and Test Administration Incidents and Appeals Procedure Guide* for more information on the Appeals process.

Term	Definition
Session	A time frame in which students actively test in a single sitting. The length of a test session is determined by building or LEA administrators who are knowledgeable about the periods in the building and the timing needs associated with the assessment. Smarter Balanced recommends that session durations range between 40 and 120 minutes for the online Smarter Balanced Summative Assessments. However, all online CAASPP assessments, including the CAAs, are not timed, and an individual student may need more or less time overall. Further, individual students will have unique needs regarding the length of a test session. ***Note:*** *A test session does not need to end when a segment ends.*
STAIRS/Appeals Process	The STAIRS/Appeals process is the means by which LEAs and schools report a test security incident or other testing issue that interferes with the administration and completion of the summative assessments and then, if required, submit an Appeal request. The first step is reporting the incident using the STAIRS/Appeals process in TOMS*;* an Appeal cannot be requested without the submission of this web form. The system returns an email with a summary of the information submitted that the recipient should retain for at least a year. The STAIRS/Appeals process is used to report incidents that occur with summative assessments only.
Statewide Student Identifier (SSID)	A unique, nonpersonally identifiable number linked to a given individual student within the California public kindergarten through grade twelve educational system. SSIDs are used to maintain data on individual students, such as linking students to statewide assessment scores and tracking students in and out of schools and LEAs in order to determine more accurate dropout and graduation rates.
Stimulus/Stimuli	Material or materials used in the test context that form the basis for assessing the knowledge and skills of students. Many items or tasks for the assessments include a stimulus along with a set of questions to which the student responds. Stimulus materials are used in ELA and mathematics assessments to provide context for assessing the knowledge and skills of students, and are diverse.

Term	Definition
Test Administrator	LEA or school employee responsible for administering summative assessments in a secure manner in compliance with the policies and procedures outlined in the *Online Test Administration Manual*, which is linked on the CAASPP Manuals and Instructions web page on the CAASPP Portal. Test administrators are required to have a signed *CAASPP Test Security Affidavit* on file with their CAASPP test site coordinator.
Test Operations Management System (TOMS)	The management system used for the CAASPP assessments. This is the system through which users interact with and inform the test delivery system. This management system provides administrators with the tools to add and manage users and students participating in the Smarter Balanced assessments, including assigning tests and student test settings and user roles. This system uses a role-specific design to restrict access to certain tools and applications based on the user's designated role. The *TOMS Pre-Administration Guide for CAASPP Testing* is available on the CAASPP TOMS web page on the CAASPP Portal.
Testing Breach	A security event that poses a threat to the validity of the summative assessments. Examples may include such situations as a release of secure materials or a security or system risk. These circumstances have external implications for the Consortium, the CDE, or both, and may result in a decision to remove the test item(s) from the available secure bank. The LEA CAASPP coordinator must report the breach immediately by calling either CalTAC at 800-955-2954 if the breach is due to social media exposure on the part of a student or adult or the CDE at 916-445-8765 for all other breaches. In addition, he or she must report the incident using the STAIRS/Appeals process within 24 hours. For more information on how to proceed using the STAIRS/Appeals process when an incident has occurred, please refer to the subsection appendix B of this manual and the *Security and Test Administration Incidents and Appeals Procedure Guide*.

Term	Definition
Testing Impropriety	An unusual circumstance that has a low impact on the individual or group of students who are taking summative assessments and has a low risk of potentially affecting student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level. For specific details on how to proceed when an incident has occurred, please refer to appendix B.
Testing Irregularity	An unusual circumstance that impacts an individual or group of students who are taking summative assessments and may potentially affect student performance on the tests, test security, or test validity. These circumstances can be corrected and contained at the local level. For specific details on how to proceed when an incident has occurred, please refer to appendix B.
Universal Tools	Universal tools are available to **all** students based on student preference and selection. Refer to the Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines,* linked on the CDE Student Accessibility Resources web page, for complete information.

Appendix E: Administering the Braille Version of the Summative Assessment

The directions in this manual also apply to the administration of the braille versions of the summative assessments. Additional braille instructions are as follows:

- References to specific page numbers in the *Student Test Booklet* may be incorrect for the braille version. To supply the correct page numbers and other references, test administrators should review—prior to testing—all test materials that accompany the *Braille Test Booklet.*

- Follow the procedures in the General Test Administration Information section in this manual regarding the marking of demographic information and other coding. Additionally, the student's name, test administrator, and school must be printed on the front cover of each *Braille Test Booklet.*

- Indicate in Section A3 on the back page of the *Student Answer Booklet* and in the Data Entry Interface (DEI) when entering student responses that the student was administered the braille version by marking circle G.

- Because extra time may be needed for administering the braille version, it is recommended that students be tested individually or in a small-group setting.

- The student responses must be transcribed onto the *Student Answer Booklet* exactly as provided by the student if they are being entered into an answer booklet. When a student using braille responds by pointing to the answers or giving a verbal response in English only, the test administrator is permitted during the course of test administration to fill in student responses on the *Student Answer Booklet.* When a student using braille responds by using a braille writer or marking answers in the *Test Booklet,* the procedures for transcribing student responses detailed in the Guidelines for Transcription of Student Responses section of this manual should be followed. In each instance, the test administrator must provide written affirmation to the California Assessment of Student Performance and Progress test site coordinator that student responses have been completed on the *Student Answer Booklet* with fidelity. Under no circumstances should a student's answer be altered or edited—**to do so is a direct violation of test security.**

- Keep the transcribed *Student Answer Booklet* with the other used *Student Answer Booklets* from the student's class.

Appendix F: Guidelines for Student Response Entry into the Data Entry Interface

All student responses must be entered into the Data Entry Interface (DEI). Additionally, students with disabilities have the option to use accommodations for providing responses on this assessment. These accommodations allow students with disabilities to provide oral responses, taped responses, or written responses on paper besides the answer booklet provided with the assessment. These responses are then transcribed onto the *Student Answer Booklet* so they can be scored. The following guidelines must be followed to ensure accurate and fair transcription of student responses:

- All test materials and student responses are to be considered secure and confidential.

- Transcribers should be impartial and have no vested interest in student scores.

- Personnel entering student responses into the DEI must have a signed *CAASPP Test Security Affidavit* on file at the test site.

- Transcriptions of student responses must be identical to what the student provides, including grammar, punctuation, and spelling. If a student provides an incomplete response, the transcription must match that incomplete response exactly.

- When transcription is complete, student responses must be packaged for return to the testing contractor. Do *not* dispose of student responses by placing them in the trash.

- Only persons who know braille should transcribe braille responses.

- For braille, transcriptions should be proofread by a second impartial party to confirm accuracy. For cases where students have provided a graphic in a response, two transcribers should collaborate to transfer the response.

Appendix G: 100s Number Table

A paper-based table listing numbers from 1–100 available from Smarter Balanced for reference. The 100s Number Table is available as a non-embedded accommodation (mathematics) for students with an individual education program or Section 504 plan in grades four through eight and grade eleven. This non-embedded accommodation resource needs to be downloaded and printed prior to test administration from the *Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines,* linked on the CDE Student Accessibility Resources web page, for students requiring this accommodation.

100s Number Table

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

Appendix H: Multiplication Table

A single-digit (1–9) multiplication table is a non-embedded accommodation for **grades four and above** mathematics items. The multiplication table is to be used only for students with a documented and persistent calculation disability (i.e., dyscalculia). This non-embedded accommodation resource needs to be downloaded and printed prior to test administration from the *Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines,* linked on the CDE Student Accessibility Resources web page, for students requiring this accommodation.

MULTIPLICATION TABLE

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

Appendix I: Guide to Answer Booklet Sections A3 and A4

A3 Universal Tools, Designated Supports, and Accommodations

Option	Description
C	The student dictated his or her responses orally or in Manually Coded English or American Sign Language to a scribe (for ELA PT full-writes only).
D	The student used a bilingual dictionary (for ELA PT full-writes only).
E	The student dictated his or her responses orally or in Manually Coded English or American Sign Language to a scribe, an audio recorder, or a speech-to-text converter (for all items except ELA PT full-writes).
F	The student used an alternate response option(s).
G	The student used a braille version of the assessment.
H	The student used a large-print version of the assessment or test items enlarged (not duplicated) to a font size larger than that used on large-print versions.
L	The assessment was administered in a separate setting.
N	The student used an English dictionary (for ELA PT full-writes only).
Q	The student used a calculator on a mathematics assessment (not used for grades three through five).
R	The student used a multiplication table on a mathematics assessment (not used for grade three).
S	The student heard the test administrator simplify or paraphrase the test directions.
T	The student used the 100s Number Table on a mathematics assessment (not used for grade three).
U	The student used speech-to-text.
W	The student had access to an electronic device for medical purposes.
X	The student used an abacus on the mathematics assessment.
Y	The student heard reading passages read aloud on an ELA assessment.
Z	The student heard the test administrator read test questions, answer options, or passages aloud.

A4 English Learner Test Variations (Additional Universal Tools and Designated Supports for English Learners)

Option	Description
A	The student heard the test directions printed in the *Directions for Administration* "SAY" boxes translated into the student's primary language. The student asked clarifying questions about the test directions in the student's primary language.
D	The student used a translation glossary or word list (English-to-Spanish). Glossaries or word lists shall not include definitions, parts of speech, or formulas. Glossaries or word lists may not be used on any reading or language assessments.
E	The student used a translation glossary or word list (English-to-Arabic). Glossaries or word lists shall not include definitions, parts of speech, or formulas. Glossaries or word lists may not be used on any reading or language assessments.
F	The student used a translation glossary or word list (English-to-Cantonese). Glossaries or word lists shall not include definitions, parts of speech, or formulas. Glossaries or word lists may not be used on any reading or language assessments.
G	The student used a translation glossary or word list (English-to-Filipino–Tagalog or Ilocano). Glossaries or word lists shall not include definitions, parts of speech, or formulas. Glossaries or word lists may not be used on any reading or language assessments.
H	The student used a translation glossary or word list (English-to-Korean). Glossaries or word lists shall not include definitions, parts of speech, or formulas. Glossaries or word lists may not be used on any reading or language assessments.
I	The student used a translation glossary or word list (English-to-Mandarin). Glossaries or word lists shall not include definitions, parts of speech, or formulas. Glossaries or word lists may not be used on any reading or language assessments.
J	The student used a translation glossary or word list (English-to-Eastern Punjabi). Glossaries or word lists shall not include definitions, parts of speech, or formulas. Glossaries or word lists may not be used on any reading or language assessments.

Option	Description
K	The student used a translation glossary or word list (English-to-Western Punjabi). Glossaries or word lists shall not include definitions, parts of speech, or formulas. Glossaries or word lists may not be used on any reading or language assessments.
L	The student used a translation glossary or word list (English-to-Russian). Glossaries or word lists shall not include definitions, parts of speech, or formulas. Glossaries or word lists may not be used on any reading or language assessments.
M	The student used a translation glossary or word list (English-to-Ukrainian). Glossaries or word lists shall not include definitions, parts of speech, or formulas. Glossaries or word lists may not be used on any reading or language assessments.
N	The student used a translation glossary or word list (English-to-Vietnamese). Glossaries or word lists shall not include definitions, parts of speech, or formulas. Glossaries or word lists may not be used on any reading or language assessments.
O	The student used a translation glossary or word list (English-to-Burmese). Glossaries or word lists shall not include definitions, parts of speech, or formulas. Glossaries or word lists may not be used on any reading or language assessments.