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<tr>
<td>ASL</td>
<td>American Sign Language</td>
</tr>
<tr>
<td>CAASPP</td>
<td>California Assessment of Student Performance and Progress</td>
</tr>
<tr>
<td>CALPADS</td>
<td>California Longitudinal Pupil Achievement Data System</td>
</tr>
<tr>
<td>CalTAC</td>
<td>California Technical Assistance Center</td>
</tr>
<tr>
<td>CAT</td>
<td>computer adaptive test</td>
</tr>
<tr>
<td>CCC</td>
<td>California Community Colleges</td>
</tr>
<tr>
<td>CCR</td>
<td>California Code of Regulations</td>
</tr>
<tr>
<td>CDE</td>
<td>California Department of Education</td>
</tr>
<tr>
<td>CSU</td>
<td>California State University</td>
</tr>
<tr>
<td>EAP</td>
<td>Early Assessment Program</td>
</tr>
<tr>
<td>ELA</td>
<td>English language arts/literacy</td>
</tr>
<tr>
<td>ELs</td>
<td>English learners</td>
</tr>
<tr>
<td>FERPA</td>
<td>Family Educational Rights and Privacy Act</td>
</tr>
<tr>
<td>IEP</td>
<td>individualized education program</td>
</tr>
<tr>
<td>LEA</td>
<td>Local educational agency</td>
</tr>
<tr>
<td>non-PT</td>
<td>non–performance task</td>
</tr>
<tr>
<td>PDA</td>
<td>personal digital assistant</td>
</tr>
<tr>
<td>PT</td>
<td>performance task</td>
</tr>
<tr>
<td>SC</td>
<td>CAASPP Test Site Coordinator</td>
</tr>
<tr>
<td>SSID</td>
<td>Statewide Student Identifier</td>
</tr>
<tr>
<td>SSO</td>
<td>Single-Sign On</td>
</tr>
<tr>
<td>TA</td>
<td>Test Administrator</td>
</tr>
<tr>
<td>TAM</td>
<td>Online Test Administration Manual</td>
</tr>
<tr>
<td>TOMS</td>
<td>Test Operations Management System</td>
</tr>
</tbody>
</table>
OVERVIEW OF THE TEST DELIVERY SYSTEM

Administering test sessions requires Test Administrators (TAs) to use a test administration Web site and students to access a separate student testing Web site.

Students are required to use a secure browser to access the Smarter Balanced tests for English language arts/literacy (ELA) and mathematics. The California Assessment of Student Performance and Progress (CAASPP) implementation of these online tests uses specially developed versions of the secure browsers.

Users may also access the Practice and Training Tests Web site to better familiarize themselves with the online testing experience. These tests can be accessed using the secure browser or a supported Web browser. The list of secure browsers can be found on the Secure Browsers Web page, which is linked on the CAASPP portal at http://caaspp.org/.

Note: The term “test delivery system” is generally used to refer to the operational and practice and training Web sites as a whole.

Types of Summative Tests

There are two types of tests for each content area: performance task (PT) and computer adaptive test (CAT) items, (non–performance tasks [non-PTs]).

A **PT** is a test 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. The PT requires students to compose an extended response. It is a required portion of the test. Prior to the PT, teachers or instructional staff conduct a Classroom Activity for all students in the class to ensure that a lack of understanding of the context of the task does not interfere with a student’s ability to address the content of the task.

A **CAT** includes different types of test questions such as multiple-choice with a single correct option (radio button) or multiple correct options (check boxes) and related stimuli such as passages to hear or read, or items where a response is to be highlighted. The terms non-PT and CAT may be used interchangeably. In a CAT, or non-PT, based on student responses, the computer program selects the difficulty of items throughout the assessment. By adapting to the student as the assessment is taking place, these assessments present an individually tailored set of items to each student and provide more accurate scores for all students across the full range of the achievement continuum.

Note: Item types are described in Appendix B: Item Types in the Online Test Administration Manual, which is linked on the CAASPP Instructions and Manuals Web page at http://caaspp.org/administration/instructions/ and located at http://caaspp.org/rsc/pdfs/CAASPP.online_tam.2015.pdf.

Summative Test Administration

For the Summative test administration, TAs must use the Test Administrator Interface (TA Interface) to create test sessions and monitor students’ online testing progress during the session. Students must use the secure browser to access the Student Testing Site.
Practice and Training Tests Administration

To prepare for the test administration, TAs can create test sessions using the TA Practice and Training Tests site. Students can use the Practice and Training Tests site to practice answering items and navigating through a sample test. Students may use either the secure browser or a supported Web browser to access the Practice and Training Tests.

Key differences between the applications used for the summative tests and Practice and Training Tests are listed in Table 1.

Table 1. Test Delivery System for Test Administrators and Students

<table>
<thead>
<tr>
<th>Test Administrator</th>
<th>TA Interface (for the Interim and Summative tests)</th>
<th>TA Practice and Training Site (for the Practice and Training Tests)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>TAs use this site to:</td>
<td>TAs use this site to:</td>
</tr>
<tr>
<td></td>
<td>• create test sessions for students to log on to and access their grade-level online tests;</td>
<td>• create test sessions for students to log on to and access available Practice and Training tests;</td>
</tr>
<tr>
<td></td>
<td>• verify students’ test settings before approving students for testing;</td>
<td>• verify and edit students’ test settings before approving students for testing;</td>
</tr>
<tr>
<td></td>
<td>• track each testing student’s progress throughout the test; and</td>
<td>• track each testing student’s progress throughout the test; and</td>
</tr>
<tr>
<td></td>
<td>• pause students’ tests.</td>
<td>• pause students’ tests.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student</th>
<th>Student Testing Site/Secure Browser</th>
<th>Practice and Training Tests/Secure Browser</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>Used for taking the Interim and Summative tests.</td>
<td>Used to allow students to become comfortable with the online tests and practice using test tools and settings.</td>
</tr>
<tr>
<td></td>
<td>Students use this site to:</td>
<td>Students can use this site to:</td>
</tr>
<tr>
<td></td>
<td>• log on to a created test session and access online tests;</td>
<td>• log on to a test session (if one is created by a Test Administrator in the TA Practice and Training Site);</td>
</tr>
<tr>
<td></td>
<td>• use tools such as zoom, strikethrough, and highlighting;</td>
<td>• practice answering sample item types that will be available in the online tests;</td>
</tr>
<tr>
<td></td>
<td>• review answers before completing the test (subject to pause and timeout rules); and</td>
<td>• practice using test tools;</td>
</tr>
<tr>
<td></td>
<td>• pause a test if a short break is needed.</td>
<td>• learn how to review answers before completing the test (subject to pause and timeout rules); and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• pause a test if a short break is needed.</td>
</tr>
<tr>
<td>Access</td>
<td>Requires the use of the secure browser.</td>
<td>Requires the use of the secure browser or a supported Web browser.</td>
</tr>
</tbody>
</table>

*Note: Text-to-Speech is available only when using the secure browser.*
<table>
<thead>
<tr>
<th>Student Sites</th>
<th>Student Testing Site/Secure Browser</th>
<th>Practice and Training Tests/Secure Browser</th>
</tr>
</thead>
</table>
| Logon         | Only students can log on to the Student Testing Site.  
**Note:** Students must log on with their first name (legal first name as it appears in CALPADS (California Pupil Achievement Data System), CA-SSID (Statewide Student Identifier), and their TA’s Session ID. | Allows guest logon. This allows students, teachers, families, and others to see what the test delivery system is like and view sample items.  
Also allows students to log on to a test session with their first name, CA-SSID, and training Session ID. |
| Expiration    | All tests expire a certain number of days after they are started according to Smarter Balanced guidelines:  
• Performance task (PT) tests expire 10 calendar days after they are started.  
• All other tests (CAT tests) expire 45 calendar days after they are started or at the end of the test window, whichever comes first.  
Students may start and resume tests in any test session proctored by a Test Administrator in their associated school. | Practice and Training Test opportunities expire at the end of each day. Thus, students must complete a Practice or Training Test in one day, or they will need to start again from the beginning on another date.  
• Students who do not complete a test in one session can resume the test that same day in another session proctored by the same TA.  
• Students who logged on to a guest session with their first name and SSID can resume the test the same day by logging on to another guest session. |
INTRODUCTION TO THIS USER GUIDE

This user guide provides information about the test delivery system, including the Test Administrator (TA) and student applications, in a series of six sections as follows. Appendixes provide additional information on administering online test sessions.

Each section begins on a new page, which allows for ease of printing.

1. **Section I. General Rules of Online Testing** – covers functional rules and limits for online testing
2. **Section II. Accessing the Test Administrator Sites** – explains how to access and log on to the TA Interface and TA Training Site
3. **Section III. Understanding the Test Administrator Interface** – describes the overall layout of the TA Interface and highlights the important tasks and functions
4. **Section IV. Administering Online Tests** – outlines the process for creating test sessions, approving students for testing, and pausing tests
5. **Section V. Understanding the Student Testing Site** – describes the overall layout of an online test, as well as the functions and tools available to students
6. **Section VI. Taking Online Tests (Student View)** – explains how students log on to a test session, complete a test, and submit the test

There are three types of appendixes: appendixes with information on different aspects of how to administer the online tests; appendixes with guidelines related to making the Smarter Balanced tests accessible to all students; and appendixes that describe administration tools. Each appendix begins on a new page, which allows for ease of printing.

**Appendices about test administration**

– Appendix A. Transferring Test Administrator Test Sessions between Computers
– Appendix B. Accessing the Practice and Training Tests

**Appendices about administration tools**

– Appendix C. Keyboard Commands for Students
– Appendix D. Calculators in the Test Delivery System
– Appendix E. Tools for Full-Write Item Types
– Appendix F. Dictionary and Thesaurus Tool
– Appendix G: Multiplication Table

Table 2 contains a key for identifying icons and elements in this Guide.

<table>
<thead>
<tr>
<th>Icon</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>!</td>
<td><strong>Warning:</strong> This symbol appears with text that contains extremely important information regarding actions that may cause errors.</td>
</tr>
<tr>
<td>!</td>
<td><strong>Alert:</strong> This symbol appears with text that contains important information regarding a task.</td>
</tr>
<tr>
<td>Icon</td>
<td>Description</td>
</tr>
<tr>
<td>------</td>
<td>-------------</td>
</tr>
<tr>
<td><img src="image" alt="Note" /></td>
<td><strong>Note:</strong> This symbol appears next to text that contains helpful information.</td>
</tr>
<tr>
<td><img src="image" alt="Reminder" /></td>
<td><strong>Reminder:</strong> This symbol appears next to text that provides a reminder.</td>
</tr>
<tr>
<td><img src="image" alt="Tip" /></td>
<td><strong>Tip:</strong> This symbol accompanies user tips.</td>
</tr>
</tbody>
</table>
| ![Text](image) | Text that appears in gray boxes provides instructions relevant to the task described.  
- Numbered (ordered) lists provide step-by-step instructions.  
- Bulleted lists provide instructions that do not need to be done in a specific order. |
| ![Text](image) | Text in brackets is used to indicate a link or button that is selectable. |

**Additional Resources**

Administration manuals and other related documents for administering California Assessment of Student Performance and Progress (CAASPP) assessments are available on the CAASPP portal at [http://caaspp.org](http://caaspp.org).

Contact your CAASPP Test Site Coordinator (SC) or local educational agency (LEA) CAASPP Coordinator with questions about all aspects of Smarter Balanced online testing in California including testing windows, security requirements, logon/password issues, and your testing schedule.

**A Note about the Figures**

Please note that the figures in this manual were mostly created on a desktop computer using Windows 7. Screens may vary slightly due to different operating systems, browser versions (secure and standard), and devices.
SECTION I. GENERAL RULES OF ONLINE TESTING

Test Administration Policies and Procedures

This user guide does not provide information regarding administrative policies and procedures. Refer to the Online Test Administration Manual to find information on test policies, including how to prepare for online tests. The Online Test Administration Manual is linked on the California Assessment of Student Performance and Progress (CAASPP) Instructions and Manuals Web page at http://caaspp.org/administration/instructions/ and located at http://caaspp.org/rsc/pdfs/CAASPP.online_tam.2015.pdf.

You will need to read the Directions for Administration in the Test Administrator Quick Start Guide to students before they begin their tests. The Quick Start Guide is linked on the Test Administrator Resources Web Page at http://caaspp.org/ta-resources/ and located at http://caaspp.org/rsc/pdfs/CAASPP.ta-quickstart-guide.2015.pdf.

All CAASPP Test Administrators (TAs) are required to read and sign the CAASPP Test Security Affidavit, which is then kept on file with your CAASPP Test Site Coordinator (SC). Contact your SC if you have not received the CAASPP Test Security Affidavit.

Alert: Section 3.0 Ensuring Test Security in the Online Test Administration Manual describes how to ensure the security of the online test. Should you become aware of a testing impropriety, irregularity, or breach, contact your SC or local educational agency (LEA) CAASPP Coordinator for assistance. Section 4.0 Responding to Testing Improprieties, Irregularities, and Breaches and Appendix C: Test Security Chart in the Online Test Administration Manual include information on identifying security situations and provide guidance on what actions to take.

About the Assessments

The Smarter Balanced Summative assessments are available in ELA and mathematics to students in grades three through eight and eleven. Each content area of the online test consists of two test types:

1. a computer adaptive test (CAT), which might also be called a non–performance task (non-PT); and
2. a performance task (PT).

Smarter Balanced, on its Smarter Balanced Assessments Web page at http://www.smarterbalanced.org/smarter-balanced-assessments/, defines the performance tasks as follows:

Performance tasks challenge students to apply their knowledge and skills to respond to complex real-world problems. They can best be described as collections of questions and activities that are coherently connected to a single theme or scenario. These activities are meant to measure capacities such as depth of understanding, writing and research skills, and complex analysis, which cannot be adequately assessed with traditional assessment questions. The performance tasks will be taken on a computer (but will not be computer adaptive) and will take one to two class periods to complete.

In its Creating a Computer Adaptive Test fact sheet (http://www.smarterbalanced.org/wordpress/wp-content/uploads/2014/10/SmarterBalanced-Adaptive-Software.pdf), Smarter Balanced defines a CAT (the non-PT) as follows:
The Smarter Balanced Assessment System includes computer adaptive tests that are customized to each student. During the test, the difficulty of questions changes based on student responses. In this way, adaptive tests provide more precise information about student achievement in less time than a “fixed-form” test in which all students see the same set of questions.

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

Students’ test settings must be reviewed prior to starting a test session. Some test settings cannot be changed after a test has been started (see the next section). A test has started (or resumed) when the student selects the [Begin Test Now] button on the Test Instructions and Help screen (the last logon screen that students see).

In the test delivery system, “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.

Caution: Once any student has started a test and realizes that a required test setting is incorrect or not available (e.g., translation [stacked], text-to-speech, or American Sign Language), the test opportunity may need to be reset (see the next subsection). Refer to the Online Test Administration Manual linked on the CAASPP Instructions and Manuals Web page at http://caaspp.org/administration/instructions/ and located at http://caaspp.org/rsc/pdfs/CAASPP.online_tam.2015.pdf for more information about requesting test resets for Summative assessments.

A student with incorrect information or test settings should not test until his or her student record has been updated in the Test Operations Management System (TOMS). For information on viewing test settings in the TA Interface, see Viewing and Editing Students’ Test Settings.

Test Settings that Require a Test Reset:

The following test settings cannot be changed after a test has been started. If any of these settings must be changed, the test must be reset. (Test reset requests must be submitted in TOMS by the SC or LEA CAASPP Coordinator via the appeals process.)

- American Sign Language
- Braille (braille is a language setting)
- Closed Captioning
- Streamlined Interface (the streamlined interface is a test shell setting)
- Translation (stacked) (for mathematics tests only)

Note: Stacked translations are automatically provided when the selected language is Spanish.

- Translation (Glossary) (for mathematics tests only)

Basic Test Rules

- Students must answer all test items on a page before going to the next page. Some pages contain multiple items. Students may need to use scroll bars to view all content on a page.
• Students may mark (flag) items for review and use the Questions drop-down list to easily return to those items, provided the test has not been paused for more than 20 minutes (see Pause Rules).

• Students may review previously answered items and change their answers only if the test has not been paused for more than 20 minutes (see the Pause Rules section below for exemptions).

• For tests that contain multiple segments, students may not return to a segment after it has been completed.

Pause Rules
The following pause rules apply regardless of whether the student or the Test Administrator pauses the test or there was a technical issue (e.g., power outage or network failure) that resulted in the student being logged off.

• When students have paused a test, they must log back on to resume testing. Upon resumption, students will automatically be directed to the first page that has an unanswered item. Students’ ability to review previously answered items depends on the test they are taking.
  – Computer adaptive tests (CATs) (non-performance tasks [Non-PTs]) are subject to a 20-minute pause limit rule.
  – Performance task (PT) tests do not have a pause limit rule.

• In the event of a technical issue (e.g., power outage or network failure), students’ tests will be paused and the students will be logged off.

The following are additional rules that govern specific scenarios.

Scenarios:
1. If the computer adaptive test (CAT) portion of the test is paused for less than 20 minutes, the student can return to previous test pages and change the response to any item he or she has already answered within a segment.
2. If the CAT portion of the test is paused for more than 20 minutes, the test will return the student to the last page with unanswered items when the student resumes testing. If a page has both answered and unanswered items, the student may change any answers on that page. The student may not return to previous pages and cannot change answers to items on previous pages.
   a. Example: A single test page has items 4–10. A student answers items 4–7 and pauses the test for more than 20 minutes. When the student resumes testing, he or she can change answers to items 4–10 but cannot return to items 1–3 on an earlier page.
   b. Example: A page contains items 9–11, and a student answers all of those items before pausing the test for more than 20 minutes. When the student resumes testing, he or she will begin on item 12 and cannot return to items 1–11.

Performance Task Tests
ELA PT tests contain two parts. Once the first part has been completed, the student cannot return to the items or task(s) in that part. The 20-minute pause limit does not apply to any PT tests.

Computer Adaptive Tests
Students are not permitted to change answers after their test has been paused for more than 20 minutes even if they have marked an item for review. The only exception to this rule is if a student
was in the middle of a page containing multiple test items when the test was paused and at least one item on that page had not yet been answered. Students also cannot return to completed segments.

- If a test is paused and the student resumes testing within 20 minutes, the student is:
  – presented with the test item or passage and associated items he or she was working on when the test was paused or shut down; and
  – permitted to answer previously shown items (both answered and unanswered) within this segment only.

- When a test is paused for 20 minutes or more, the student is:
  – presented with the test page containing the test item(s) he or she was working on when the test was paused (if the page contains at least one unanswered item) OR with the next test page (if all items on the previous test page were answered); and
  – Not permitted to change any previously answered test items (with the exception of items on a page that contain at least one item that was not answered yet).

**About Segmented Tests**

Segmented tests are tests that contain two or more sections. When students complete a segment, they have an opportunity to review the items in the section just completed before moving on to the next segment. Once a segment is completed, students cannot return to it. The following tests have segments:

- PT tests:
  – All English language arts/literacy (ELA) tests contain two segments.

- CATs:
  – All ELA tests contain multiple segments.
  – Mathematics tests contain multiple segments. Some tests contain two segments and others contain four segments. The availability of an online calculator depends on the segment the student is working on at the time.

**Test Timeout (Due to Inactivity)**

As a security measure, students are automatically logged off after 30 minutes of test inactivity. This timeout also results in the test being paused automatically.

Activity is defined as selecting an answer or navigation option in the test (e.g., selecting [Next] or [Back] or using the Questions drop-down list to navigate to another item). Selecting an empty space on the screen is not considered activity.

Before the system logs the student off of the test, a warning message will be displayed on the screen. If the student does not select [OK] within 30 seconds after this message appears, he or she will be logged off.
SECTION II. ACCESSING THE TEST ADMINISTRATOR SITES

The Test Administrator (TA) sites, including the TA Interface and the TA Practice and Training Site, are accessed through the California Assessment of Student Performance and Progress (CAASPP) portal. To log on to either site, you must have an authorized username and password. If you have not yet received an e-mail with your account information, contact your local educational agency (LEA) CAASPP Coordinator or CAASPP Test Site Coordinator (SC) (as applicable).

Switching Between Systems (Single Sign-On System)

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 the Test Operations Management System (TOMS), the TA Interface, TA Practice and Training Site, and Completion Status reports. After logging on, you can switch between systems without having to log on to and off of each system.

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

- TOMS
- TA Interface
- TA Practice and Training Site
- Completion Status reports (forthcoming in spring 2015)

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

The top left corner of your browser contains a drop-down menu listing the above applications. From this menu, select the application (e.g., TOMS) you want to switch to. You will be directed to the main page for that application and will not have to log on again.

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 TA Interface or TA Training Site and you navigate away from it, 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.

Using the Single Sign-on System

1. Open your Web browser and navigate to the CAASPP portal (http://caaspp.org/).
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] 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 1.
3. Enter your username and password in the **Username** and **Password** fields in the **Sign In** Web form, shown in Figure 2, and then select the **[Log In]** button. You will be directed to the system you selected.
   - The username and password are case sensitive.

4. If you are associated with multiple institutions, an “**Important!**” message appears when you log on (see Figure 3). You must select the appropriate institution from the drop-down list in this message and select the **[Go]** button. You may only select one institution at a time.
   - You will only be able administer tests available for the selected institution.
   - In order to select a different institution, you must log off and then log back on.
SECTION III. UNDERSTANDING THE TEST ADMINISTRATOR INTERFACE

This section applies to the test administration sites for Test Administrators (TAs) and is intended as a general overview.

- TAs must use the TA Interface to administer the Summative Smarter Balanced tests.
- TAs must use the TA Practice and Training Site to practice setting up sessions and administering the Practice and Training Tests.

**Warning:** Do not use the Student Testing Site or TA Interface for practice. For all training test sessions, use the TA Practice and Training Site and the Practice and Training Tests.

TA Site Layout

After you log on, you will see the TA Interface (or TA Practice and Training Site), shown in Figure 4. All features and functions are identical between the two, except for the list of available tests.

**Figure 4. TA Interface (sample screen)**

*Essential Tools and Information on Your Screen:*

1. Session ID
2. Test Selection table
3. Pending Approvals Notification and Preview table
4. Tests In Your Test Session table
5. [Log Out] button

**Note:** The Tests in Your Test Session table automatically refreshes every 60 seconds. To manually refresh the page, select the [Refresh Now] button in the header row.
Recognizing the Difference between the TA Sites

The TA Interface and TA Practice and Training Site look similar, though the Practice and Training Site will carry clear indicators that users are operating in an isolated environment. The primary difference is found in the list of available tests. There are also visual reminders present within each site.

Both sites allow TAs to create test sessions, approve students, and monitor their test progress (Summative test, Figure 5; or Training Test, Figure 6) are different. The easiest difference to see is that the Summative tests are identified by the text “Live Tests” and the Practice and Training Tests are identified by the text “Training Test.”

Figure 5. TA Interface banner for Summative tests (sample screen)

Figure 6. TA Practice and Training Site banner for Practice and Training Tests (sample screen)

TA Site Quick Reference

Table 3 provides descriptions of the various buttons and features that appear on the TA Site.

Table 3. TA site features

<table>
<thead>
<tr>
<th>Sections and Buttons</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approvals/Pending Approvals preview section</td>
<td>The [Approvals (#)] button and Preview section show how many students are awaiting approval to begin testing.</td>
</tr>
<tr>
<td>Expand/Collapse</td>
<td>When present, use this button to expand or collapse a specific viewable area of your screen. This feature can be applied to the area containing the Test Selection and Pending Approvals tables and on-screen instructions section.</td>
</tr>
<tr>
<td>Help</td>
<td>Select [Help] to access this TA Reference Guide at any time. A new tab or window will open.</td>
</tr>
<tr>
<td>Log Out</td>
<td>Select [Log Out] to exit the TA Interface. You will be logged off of all online applications, and all students’ tests will be paused.</td>
</tr>
</tbody>
</table>
### Sections and Buttons

<table>
<thead>
<tr>
<th><strong>Sections and Buttons</strong></th>
<th><strong>Description</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Print</strong></td>
<td>This feature allows you to print the list of approved students and their test progress as it is displayed on the screen. To print, select the [Print] button. The regular print window will appear. Select the desired settings and select [OK]. <em>Federal law (the Family Educational Rights and Privacy Act [FERPA]) prohibits the release of any student's personally identifiable information. Any printouts containing student information must be securely stored and then destroyed when no longer needed.</em></td>
</tr>
<tr>
<td><strong>Refresh</strong></td>
<td>The Students in Your Test Session table automatically refreshes every 60 seconds; use this button to manually refresh the table. Refer to Figure 26 to see this button in context.</td>
</tr>
<tr>
<td><strong>Refresh Now</strong></td>
<td>Use this button to manually refresh your screen while monitoring student progress. Use this button on the Approvals screen to refresh your screen while monitoring student progress.</td>
</tr>
<tr>
<td><strong>Session ID</strong></td>
<td>The Session ID is used by students to log on to a test session. Session IDs are unique to each test session. The Session ID links the students who are requesting access to the test session to the TA, who then approves or denies their access requests. Because the Session ID is unique for each test session in the system, it provides an audit trail for students’ tests. The Session ID must be given to students exactly as it appears on the screen (including hyphens).</td>
</tr>
<tr>
<td><strong>Start Session</strong></td>
<td>After the TA has selected the test from the Test Selection table, the [Start Session] button will become active. Select this button to start the session and create the automatically generated Session ID.</td>
</tr>
<tr>
<td><strong>Test Selection</strong></td>
<td>Select the test(s) to include in the test session. A test cannot be removed from the session after it has been added.</td>
</tr>
<tr>
<td><strong>Stop Session</strong></td>
<td>Select this button to end the session. Any students who are still testing will have their tests paused and they will be logged off. You will not be able to resume the current session, and a new session will need to be created for students to finish testing.</td>
</tr>
</tbody>
</table>
| **Student Lookup**      | The Student Lookup tool allows TAs to search for students.  
- Use Quick Search to look up students by CA-SSID (Statewide Student Identifier).  
- Use Advanced Search to find students by local educational agency (LEA), school, grade, and first/last name. |
| **Students In Test Session Table** | This table displays all the students who have entered the test session, the test each student is taking, and his or her progress throughout the test. |

### Student Lookup: Quick Search and Advanced Search

If a student is having trouble logging on, you can use the Student Lookup feature to search for that student by CA-SSID or first or last name.

**Caution:** Any incorrect student information in the required demographic fields must be updated in the California Longitudinal Pupil Achievement Data System by an authorized user. After a student’s updated record appears in the Test Operations Management System, he or she may begin testing.
1. Select the [Student Lookup] button in the top row of the TA Site to open the Search section shown in Figure 7.
2. Enter a student’s CA-SSID.
3. Select [Submit State-SSID]. If the search results in a match, that student’s information will be displayed.

Alert Messages
The Smarter Balanced Assessment Consortium and the American Institutes for Research are able to send out alert messages to all TAs. These alerts will be displayed on the TA Interface. To ensure that you have read these messages, you will need to select [OK] to close the alert. A sample is shown in Figure 9.
Viewing Past Alerts

A record of alert messages that you have read and acknowledged can be viewed by selecting the [Alert Center] icon [ ], which appears at the far right of the single sign-on banner at the top of the TA Interface screen, next to the [Log Out] button, and is circled in Figure 10.

Figure 10. Single Sign-On system banner

Select the icon to open a window that contains alert messages that have not yet expired (each message includes an expiration date); a sample is shown in Figure 11.

Figure 11. Sample past alert

Printing Session Information

This feature allows TAs to print the screen as it currently appears. Doing so can help track which students did not complete their tests and may need to be scheduled for another test session.

1. To print, select the [Print] button. The computer’s standard/default print window will appear.
2. Select the desired print settings and then select [OK].

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: Federal law (FERPA) prohibits the release of any student’s personally identifiable information. Any printouts must be securely stored and then destroyed when no longer needed.
SECTION IV. ADMINISTERING ONLINE TESTS

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 the TOMS Online Student Test Settings User Guide and the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines. Both documents are linked on the CAASPP Instructions and Manuals Web page at http://caaspp.org/administration/instructions/.

*If you have a student whose test settings are incorrect, do not approve him or her for testing.* Contact your local educational agency (LEA) California Assessment of Student Performance and Progress (CAASPP) Coordinator or CAASPP Test Site Coordinator (SC) (as appropriate) to have the student’s information updated in TOMS.

**Accessing the TA Interface**

**Note:** Before you begin, you must enable pop-ups in your browser by turning off your browser’s pop-up blocker. If you do not, you will see an error message. What follows are three common ways to turn off a pop-up blocker:

- **Internet Explorer**
  1. Access “Internet Options.”
  2. Select the Privacy tab.
  3. Uncheck the “Turn on Pop-up Blocker” box.
  4. Select [OK].

- **Mozilla Firefox**
  1. Access “Options.”
  2. Select the Content tab.
  3. Uncheck the “Block pop-up windows” box.
  4. Select [OK].

- **Google Chrome**
  1. Access “Settings”
  2. Scroll to the bottom of the Web page and select the [Show advanced settings...] link.
  3. In the Privacy section, select the [Content settings...] button.
  4. Scroll down to the Pop-ups section.
  5. Select the Allow all sites to show pop-ups radio button.
  6. Select [Done].
  7. Exit the Settings Web page.
The TA must create a test session before students can log on to the Student Testing Site. When a TA creates a test session, a unique Session ID is randomly generated. This Session ID must be provided to the students before they log on. To create a session, follow these steps:

1. **The TA logs on to the TA Interface** by going to the CAASSP portal at [http://caaspp.org/](http://caaspp.org/), selecting the [Test Administrator Interface] button (Figure 12), and then entering the username and password on the Sign In Web form (Figure 13) and selecting [Log In]. (See Section II Accessing the Test Administrator Sites for more information about using the Single Sign-On system.)

2. **The TA creates a test session.** The test selection box is located in the upper-left corner of the screen, shown in Figure 14. To create a test session, the TA may select the test category or grade and subject. This will select available tests, including all grade levels and content areas.

![Figure 12. Test Administrator Interface button](image1)

![Figure 13. Sign In Web form](image2)

![Figure 14. TA Interface (sample screen)](image3)

**Selecting Tests**

Test Administrators will note that both Interim and Summative assessments are being administered using the same test delivery system in 2015. To help ensure the correct selection of tests when student testing sessions are created, the TA Interface has been modified to include required test filter selections. The Administration of the Online Interim Tests Resource Guide is linked on the TA Resources Web page located at [http://caaspp.org/ta-resources/](http://caaspp.org/ta-resources/).

When you log on to the TA Interface, no tests will be automatically listed in the test selection box. TAs will be required to select a Category (Interim or Summative) or both a Grade and Subject. The Smarter Balanced operational tests are **Summative.** Test categories are as follows:
- Smarter Fixed Interim Comprehensive Assessments
- Smarter Fixed Interim Performance Tasks
- Smarter Interim Assessment Blocks

For the Summative assessments, “Smarter Summative Adaptive Tests” are the computer adaptive tests (CATs) (non-performance tasks, or non-PTs); “Smarter Summative Perf Tasks” are the performance tasks (PTs).

Once a selection is made, the filtered test list will display, and you will be able to select one or more tests to include in the session.

1. The TA selects the test category or selects the grade and content area. Select one of the “Summative” tests—“Smarter Summative Adaptive Tests” for a computer adaptive test or “Smarter Summative Perf Tasks” for a PT—from the Category drop-down list, which is highlighted in Figure 15; or select the appropriate grade and content area for the class being tested in the session, which is highlighted in Figure 16. This action has the effect of selecting all tests for the class.

2. The TA begins the test session. To begin, select the [Start Session] button, which is highlighted in Figure 17.
Generating the Session ID

Caution: A test session automatically ends when you manually stop the session or log off of the Test Administrator (TA) Site. While a student can resume a test opportunity in a new session, the test session cannot be resumed. In order for students to resume testing, you will need to create a new test session and give them the new Session ID. Students cannot access previous (closed) test sessions.

1. The TA informs students of the test Session ID. The system-generated Session ID appears in the top-right center of the screen. It is boxed in Figure 18.

   **Figure 18. Generate Session ID (sample screen)**

   TAs should write the test Session ID on the board or another place where students can see it. The test Session ID must be entered as it is written, without extra spaces or characters. Make sure to retain the Session ID until testing is complete. If the student pauses the test during a test session, he or she will need to log back on to the assessment with the same Session ID.

2. The TA informs students of the test session in which they are participating. In addition to the test Session ID, TAs must clearly communicate to students whether they are participating in the performance task (PT) or computer adaptive test (CAT, also called non–performance task [non PT]) in English language arts/literacy (ELA) or mathematics. This will help ensure that students select the correct assessment. If TAs are unsure of which content area or test their students are participating in, they should contact the SC for clarification.

3. The TA may add additional tests. Add additional tests to a session in progress in the same manner as the original test(s). Once you confirm their selection before the test is added by selecting [Yes] in the Test Addition message box (shown in Figure 19), the additional student(s) is/are eligible to test. For security purposes, tests must be added to an in-progress session individually. Multiple tests cannot be selected at the same time once a session is in progress.

   **Figure 19. Test Addition message box**

   Note: While tests may be added to an active test session after it has started, they cannot be removed from the session.
Beginning Testing

**Note:** You may want to write down your Session ID in case you accidentally close your browser or need to transfer your session to another computer.

For information about accidentally closing your browser, refer to [Closing the Browser/Unintentional Exit](#).

For more information about transferring test sessions, refer to [Appendix A, Transferring Test Administrator Test Sessions between Computers](#).

1. **Students log on and select the appropriate test.** Students log on with their First Name, CASSID, and Session ID. Students will then confirm their identity (to verify that they logged on with the correct credentials), and select a test. Students may only select a test for which they have been pre-assigned.

   **Figure 20. Sample Your Tests screen (sample screen)**

   On the *Your Tests* screen, the student will see a number of available tests and be able to select from the available tests. A sample of this screen is shown in Figure 20.

   TAs should direct students to select the appropriate test based on what the TA is planning to administer at that time. The TA should direct students to the content area “ELA” or “Math” and the test type “Summative [content area] Test” (CAT) or “Summative [content area] PT” (PT)

**Viewing Students' Test Settings and Approving Students for Testing**

After you have given the students the Session ID and started the test session, they can begin the logon process. You must approve students before they can begin testing. This process includes viewing each student’s test settings and verifying that they are correct.

**About Student Test Settings**

If a student’s default test settings have not been pre-set in TOMS, the student is automatically assigned the default for each test setting (for that respective test). It is important to note that the default settings can vary by test. Only the test settings available for that test will be displayed on the Approvals and Student Test Settings screen for that student.

Table 4 details the embedded test settings that can be assigned to a student’s test through the TA Interface.

**Warning:** If a student requires a different test setting, and you cannot change it in the TA Interface, the student should not test. The student’s test settings must be updated in TOMS before testing begins.
<table>
<thead>
<tr>
<th>Test Settings</th>
<th>Options</th>
<th>Descriptions and Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td>English (default)</td>
<td>All tests are presented in English. Students whose language is set to Spanish for math tests will view items in both English and Spanish (stacked translation). Test directions will also be translated into Spanish. Students who require tests in braille should have the braille option selected.</td>
</tr>
<tr>
<td></td>
<td>Braille</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spanish (mathematics)</td>
<td>Includes the following Designated Supports:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Translations (stacked); and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Translated test directions</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Sign Language (ASL)</td>
<td>Do not show ASL videos (default)</td>
<td>Allows students to view test content translated into ASL by a human signer.</td>
</tr>
<tr>
<td></td>
<td>Show ASL videos</td>
<td></td>
</tr>
<tr>
<td>Closed Captioning</td>
<td>Off (default)</td>
<td>This accommodation is used for students who are deaf or hard of hearing and who typically access information presented via audio by reading words that appear in synchrony with the audio presentation and may need this support to access audio content.</td>
</tr>
<tr>
<td></td>
<td>On</td>
<td></td>
</tr>
<tr>
<td>Color Contrast</td>
<td>Black on White (default)</td>
<td>By default, tests are presented with black text on a white background. Students who need a different combination of text and background should select the appropriate option.</td>
</tr>
<tr>
<td></td>
<td>Black on Rose</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Medium Gray on Light Gray</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yellow on Blue</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reverse Contrast</td>
<td></td>
</tr>
<tr>
<td>Masking</td>
<td>Masking Not Available (default)</td>
<td>Allows the blocking of content that is not of immediate need or that may be distracting to the student.</td>
</tr>
<tr>
<td></td>
<td>Masking Available</td>
<td></td>
</tr>
<tr>
<td>Permissive Mode</td>
<td>Permissive Mode Disabled (default)</td>
<td>Permissive mode should be enabled for students who require access to accessibility software in order to interact with the test (e.g., screen readers, magnifiers, etc.).</td>
</tr>
<tr>
<td></td>
<td>Permissive Mode Enabled</td>
<td>When permissive mode is disabled, the only application that can be open on the computer is the secure browser.</td>
</tr>
<tr>
<td>Print on Demand</td>
<td>None (default)</td>
<td>Allows student to request printing of items and stimuli. Note: If a student requires items to be printed, and this is not set, you must deny the student and ask your SC to have the LEA CAASPP Coordinator contact the California Department of Education. You must provide the student’s Statewide Student Identifier (SSID) as well as the reason for the request.</td>
</tr>
<tr>
<td></td>
<td>Items</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stimuli</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Items and Stimuli</td>
<td></td>
</tr>
<tr>
<td>Test Settings</td>
<td>Options</td>
<td>Descriptions and Notes</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Print Size</td>
<td>Level 0 (No Zoom) = 1X (default)</td>
<td>The print size the student should have when starting the test. The selected print size becomes the default for all items in that test.</td>
</tr>
<tr>
<td></td>
<td>Level 1 = 1.5X</td>
<td>• The default print size (Level 0—No Zoom) is 14 point for all tests.</td>
</tr>
<tr>
<td></td>
<td>Level 2 = 1.75X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Level 3 = 2.5X</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Level 4 = 3X</td>
<td></td>
</tr>
<tr>
<td>Test Shell</td>
<td>Standard (default)</td>
<td>By default, all tests use the standard interface. This interface is compatible with all supported desktops and tablets. The streamlined interface presents the test in an alternate, simplified format in which the items are displayed below the stimuli. Important: The streamlined interface is not intended to be tablet compatible.</td>
</tr>
<tr>
<td></td>
<td>Streamlined</td>
<td></td>
</tr>
<tr>
<td>Text-to-Speech</td>
<td>No Text-to-Speech (default)</td>
<td>Students with this test setting enabled may listen to the read-aloud of the items and/or stimuli in the assessment. Note: Text-to-Speech is not available in Spanish.</td>
</tr>
<tr>
<td></td>
<td>Items (ELA)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stimuli (ELA)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Stimuli and Items</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(ELA and mathematics)</td>
<td></td>
</tr>
<tr>
<td>Translation (Glossary)</td>
<td>English (default)</td>
<td>Students can open a glossary to view terms presented on the test that may be unfamiliar to them.</td>
</tr>
<tr>
<td></td>
<td>Arabic</td>
<td>By design, all students can access the English glossary word list as a universal tool, unless this is disabled (&quot;No Glossary&quot;) or overridden by another language.</td>
</tr>
<tr>
<td></td>
<td>Cantonese</td>
<td>• If a combination glossary is selected (e.g., English and Arabic or English and Russian), then the student will have access to both.</td>
</tr>
<tr>
<td></td>
<td>Filipino</td>
<td>• If a single glossary is selected (e.g., Mandarin), then the student will only have access to that glossary. The English glossary will not be available.</td>
</tr>
<tr>
<td></td>
<td>Korean</td>
<td>Note: The English glossary is available for both ELA and mathematics tests. Translated glossaries are available for mathematics tests only.</td>
</tr>
<tr>
<td></td>
<td>Mandarin</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Punjabi</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Russian</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spanish</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ukrainian</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vietnamese</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No Glossary</td>
<td></td>
</tr>
</tbody>
</table>

* The default setting for each category is displayed in bold text.

**Viewing and Editing Students’ Test Settings**

The Approvals and Student Test Settings screen, shown in Figure 21, displays each student who is awaiting approval for entry to your session. You will see each student’s name, CA-SSID (Statewide
Student Identifier), current opportunity for the selected test, whether the test settings are standard or custom, and the option to approve or deny each student.

**Important:** This screen does not automatically refresh. Therefore, students logging on to your session after you have already opened the Approvals screen will not appear. To update the list of students awaiting approval, select the [Refresh] button in the top row of the Approvals and Student Test Settings screen. Note that this screen does not refresh automatically; the [Refresh] button must be selected to refresh the table.

**Figure 21. Approvals and Student Test Settings screen (sample screen)**

<table>
<thead>
<tr>
<th>G3E-Summative</th>
<th>Approve All Students</th>
<th>Refresh</th>
<th>Done</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name</td>
<td>StateSSID</td>
<td>Opp #</td>
<td>Test Settings</td>
</tr>
<tr>
<td>Lastname_CA, Firstname_CA</td>
<td>CA-86666600001</td>
<td>1</td>
<td>Standard Settings</td>
</tr>
</tbody>
</table>

**About the Test Settings column:**

- Students with Standard test settings are students whose test settings are set to default.
- Students with Custom test settings are those who have at least one test setting that is not the default. Test settings include color choices, a different print size than the default, text-to-speech, American Sign Language, Translation (Glossary), etc.

For additional information about test settings, refer to [About Student Test Settings](#).

**Viewing a student’s test settings:**

1. Select the [See/Edit Details] button for that student. The screen will change to show the student’s test information.

**Adjusting a student’s test settings and accommodations**

Some of the student’s information on this screen is read-only. Students’ default test settings should be preset in TOMS by the LEA CAAASPP Coordinator or SC (as appropriate). Some test settings are editable on this screen. For more information about editable test settings, refer to Table 4.
Review each student’s information to ensure that he or she has the correct test setting options; a sample is shown in Figure 22. If a student’s settings are incorrect, he or she should not test.

**Warning:** A student who is resuming a test will have the test settings that were established at the time the student began the test. If the settings are not correct when the student starts or resumes the test, the student’s test will need to be reset.

**Important:** Test settings can be modified in the TA Interface for Interim assessments, but will not be modifiable in the interface for the Summative assessments.

Changing/confirming a student’s settings:

1. For each editable test setting, select the correct option.
2. Confirm the test settings.
   a. Select [Set] (not shown) to confirm the selected test settings and return to the list of students awaiting approval. You will still have to approve the student for testing.
   b. Select [Set & Approve] to confirm the selected test settings and approve the student for testing.

**Notification of Students Awaiting Approval (Approvals Preview)**

The right side of the top panel of the TA Interface contains the [Approvals (#)] section, which displays the number of students awaiting approval and a preview list of students’ names and tests.

Once students begin requesting entry to your test session, the [Approvals (#)] preview table will become active. The table will display those students who are awaiting approval. You will see each student’s name and the test he or she selected. Students are able to select only one test. Figure 23 shows what the screen looks like when there are no students awaiting approval. Figure 24 shows the preview table.
Approvals Notification and Preview Table

Figure 23. No students awaiting approval (sample screen)

- [Approvals] button is not selectable
- [Approvals] button says [Approvals (0)]
- Preview table says “No students awaiting approval”

Figure 24. Student awaiting approval (sample screen)

- [Approvals] button is selectable
- [Approvals] button says [Approvals (#)]
- Preview table lists each student and his or her selected test
- Select the [Refresh Now] button to immediately update the list of students awaiting approval. Otherwise, this list refreshes itself every 60 seconds.

Viewing students awaiting approval:

1. Select the [Approvals (#)] button to access the Approvals and Student Test Settings screen.

**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 TOMS before testing begins. For information about test settings, refer to the TOMS Online Student Test Settings User Guide and the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines. Both documents are linked on the CAASPP Instructions and Manuals Web page at [http://caaspp.org/administration/instructions/](http://caaspp.org/administration/instructions/).

If you have a student whose test settings are incorrect, do not approve him or her for testing. Contact your LEA CAASPP Coordinator or SC to have the student’s information updated in TOMS.

**Approving Students for Testing**

2. The TA views and approves students who are waiting for test session approval. After students have selected a test, the TA verifies that each student selected the appropriate test before approving that student for testing.

The right side of the top panel of the TA Interface contains the [Approvals (#)] section, which displays the number of students awaiting approval and a preview list of students’ names and tests.
About Test Names: Tests labeled “Adaptive” are computer adaptive tests (CATs, also known as non–performance tasks [non-PTs]). Tests labeled “PT” are performance task (PT) tests.

About [Refresh Now]: While this view will refresh automatically every 60 seconds, it can be refreshed between automatic refreshes by selecting the [Refresh Now] button.

After selecting [Approvals (#)], a new window will open. The Approvals and Student Test Settings window, shown in Figure 26, will organize students by test name. You may also view this screen after you have confirmed student test settings. On it, you can approve individual students or approve all waiting students at once. The approval process allows TAs to account for every student and verify that the test the student has selected is the right one.

After all students on the list have been approved (or denied), whether individually or all at once, the Approvals screen window will automatically close.

**Figure 26. Approvals and Student Test Settings screen (sample screen)**

- If a student’s test is correct, the TA selects [Approve] for that student.
- If all students’ tests are correct, the TA can select [Approve All Students].
- If a student selected the wrong test, the TA should select [Deny]. The student will be logged off and will need to log on again. Reasons for denial include:
  - The student selected a PT test instead of an adaptive (non-PT) test
  - The student selected a mathematics test instead of an ELA test.

**Note:** You may approve all students who appear in the list. However, subsequent students who log on to the test session after you have opened the Approvals screen will still need to be approved. You must select the [Refresh] button to see newly added students.

**Denying Students Entry in to the Test Session**

Although Test Administrators (TAs) can approve all students at the same time, students must be individually denied entry in to the test session. TAs may deny students for one of the following reasons:

- The student is not supposed to enter the session.
The student’s demographic information is incorrect.

The student’s required test settings are incorrect.

Figure 27. Deny student entry to test session (sample screen)

To deny a student entry in to the test session:

1. On the Approvals screen, select [Deny] for that student.
2. In the pop-up window that appears (shown in Figure 27), enter a brief reason for denying the student.
3. Select the green [Deny] button.

The student will receive a message explaining the reason he or she was denied entry to the session. The student will then be logged off and directed to the Sign In screen.

Monitoring the Test Session

1. TA monitors student progress. It is very important that TAs monitor student progress throughout the test session. This includes verifying that students are participating in the appropriate content area and type of assessment (CAT or PT). The TA monitors the test each student is taking by referring to the Students in Your Test Session table, a sample of which is shown in Figure 28.

Viewing Student Progress During Testing

Figure 28. Tests in Your Test Session table (sample screen)

Note: If a student’s row is grayed out, that student is not actively testing. This occurs when the student’s test is paused or the student has completed and submitted the test. This screen updates automatically every 60 seconds but can be updated manually by selecting the [Refresh Now] button (seen in Figure 25).

The information the Students in Your Test Session table displays for each student in the test session is described in Table 5.
Table 5. Tests in Your Test Session column descriptions

<table>
<thead>
<tr>
<th>Column</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name</td>
<td>The first and last name of the student in the session (if populated in the California Longitudinal Pupil Achievement Data System [CALPADS]/TOMS).</td>
</tr>
<tr>
<td>State-SSID</td>
<td>This column displays the CA-SSID associated with the student (in CALPADS/TOMS).</td>
</tr>
<tr>
<td>Opp # (Opportunity #)</td>
<td>Each student’s record indicates the opportunity number for that student’s subject test. Each student has only one opportunity for each Summative test. Students will have two opportunities for each Interim test.</td>
</tr>
<tr>
<td>Test</td>
<td>The name of the test the student is taking.</td>
</tr>
<tr>
<td>Test Settings</td>
<td>Each student’s test will display one of the following settings:</td>
</tr>
<tr>
<td></td>
<td>• Standard Settings: Indicates that the default test settings are applied for this student’s test opportunity.</td>
</tr>
<tr>
<td></td>
<td>• Custom Settings: Indicates that one or more of the student’s test settings is different from the default settings.</td>
</tr>
<tr>
<td></td>
<td>The [Binoculars] icon displayed in this column is selectable. Select the icon for a student to view his or her test settings.</td>
</tr>
<tr>
<td>Requests</td>
<td>When a student 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 about print requests, refer to the Print on Demand Tool section.</td>
</tr>
<tr>
<td>Student Status</td>
<td>This column lists the current status for each student in the test session.</td>
</tr>
<tr>
<td></td>
<td>• 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. For descriptions of each possible status, refer to Student Statuses During Testing.</td>
</tr>
<tr>
<td>Pause Test</td>
<td>Select the [Pause] button to pause a student’s test. The student will be logged off. Reminder: See the Pause Rules section for information on pause time limits and students’ ability to review previously answered items.</td>
</tr>
</tbody>
</table>

In the event that a student is taking an incorrect assessment, the TA can pause the student’s test. The TA should then instruct the student to log off and log on again to select the correct test.

In the rare event that a student starts an incorrect test unintentionally, 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 (CAT), the TA will need to submit an appeal via TOMS to re-open the test.

Important:
If you are using the TA Interface and you navigate to TOMS or the TA Practice or Training Site, 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. When you start a new session, give the new Session ID to your students so that they can log on and resume testing.

If you accidentally close the TA Interface or TA Training Site while students are still testing, your session will remain open until it times out after 30 minutes. You can open the browser and navigate back to the TA Interface. You will be prompted to enter your active
Session ID.

As a security measure, TAs are automatically logged off after 30 minutes of user inactivity and student inactivity in the session, which will result in closing the test session. If this occurs, you will have to create a new session, and your students will have to log on to the new session to resume testing. When you start a new session, give the new Session ID to your students so that they can log on and resume testing.

**Viewing Student Statuses During Testing**

Statuses that appear in the Student Status column in the Students in Your Test Session table are described in Table 6. The following statuses are listed chronologically as displayed during the testing process.

**Table 6. Chronological Test Statuses during testing**

<table>
<thead>
<tr>
<th>Status</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
<td>The TA has approved the student for the session, but the student has not yet started or resumed the test.</td>
</tr>
</tbody>
</table>
| Started (#/#)| The student has started testing. The number (#/#) after this status indicates how many items the student has answered out of the total number of items on the test.

*This number does not indicate which item or item page the student is actively viewing.*

| Review       | The student has answered all items and is currently reviewing his or her answers before submitting the test for scoring. *Note:* A test with a review status occurs only at the end of the test. A test is not “completed” until the student submits the test. |
| Completed    | The student has submitted the test. No additional action can be taken by the student.                                                        |
| Scored       | The Test Delivery System has processed the student’s responses to items on the test.                                                        |
| Submitted    | The test has been submitted for quality assurance review and validation.                                                                     |

The statuses described in Table 7 may appear when a student is listed in the Students in Your Test Session table but is not actively answering items.

**Table 7. Other test statuses**

<table>
<thead>
<tr>
<th>Status</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denied</td>
<td>The TA denied the student entry into the session. If the student attempts to enter the session again, this status will change to “Pending” until the TA approves or denies the student.</td>
</tr>
</tbody>
</table>
| Paused (#/#) | The student’s test is currently paused. The following scenarios will result in a paused status:

  - The student pauses his or her test by selecting the [Pause] button.
  - The student has been idle longer than 20 minutes, and the test was paused.
  - The TA pauses the student’s test.
  - The TA stops the session.
  - A technical problem with the student’s computer or browser has resulted in a loss of connection to the Test Delivery System.

The time listed with this status indicates how long the student’s test has been in the paused status. |
Pausing a Student’s Test

TAs can pause an individual student’s test using the Pause Test column in the Students in Your Test Session table, shown in Figure 29.

Students whose tests are paused will be logged off and returned to the Sign In screen. If they wish to re-enter the session, they will need to log on and proceed through the approval process again. (If the session has been stopped, the student will need to obtain a new Session ID in order to resume testing.)

**Figure 29. Tests in Your Test Session table**

To pause an individual student’s test:

1. In the Pause Test column, select the [Pause] button for that student.
2. Select [Yes] to confirm that you want the student’s test to be paused.

**Note:** When a student’s test is paused, the status column will display how long the test has been paused (in minutes).

Students taking CATs who pause for more than 20 minutes will not be able to review previously answered items. For more information, see the Pause Rules section.

Stopping a Test Session and Logging Off

**Stopping the Test Session**

Although students’ tests can be resumed, test sessions cannot be resumed. Stopping a session will end the session and automatically pause all students’ tests in that session. The students will be logged off automatically.

**Figure 30. TA Site banner containing [Stop Session] button**

To stop the test session:

1. Select the [Stop Session] button in the upper-left corner of the screen; this button is shown in Figure 30. An Important! box will appear, requesting verification to end the session and log students off.
2. Select [OK] to continue.
Reminder: Because test sessions cannot be resumed, you will need to create a new session if your session has been stopped. When you start a new session, give the new Session ID to your students so that they may log on and resume testing.

Exiting or Logging Off of the TA Interface

Users should exit or log off of the TA Interface only after stopping the test session. Regardless of when or how users log off or navigate away from the TA Interface, student data will not be lost.

Caution: As a security measure, TAs are automatically logged off after 30 minutes of user and student inactivity in the session, which will result the test session being closed.

Reminder: Students whose CATs are paused for more than 20 minutes will not be able to review previously answered items. For more information, see the Pause Rules section.

Closing the Browser/Unintentional Exit

If you accidentally close the browser while students are still testing, your session will remain open until it times out. You may open the browser and navigate back to the TA Interface. You will be prompted to enter your active Session ID. (For more information about transferring a session to another computer or logging back on to an active session, refer to Appendix A. Transferring Test Administrator Test Sessions Between Computers. You must know your current Session ID.)

- If you do not return to the TA Interface and re-enter the active session within 30 minutes, you will be logged off, and all student tests will be paused.

- In the case of an unintentional exit from the TA Interface caused by a system or computer error (such as the Web browser crashing or closing), a network or communication error, power loss, or other event, the 20-minute rule applies.

Test Session Timeout/Automatic Logoff

If you are automatically logged off, the status of your session will change to “closed” and all in-progress tests in the session will be paused. You will need to log back on to the TA Interface, start a new session, and provide the new Session ID to students who need to resume testing.

Logging Off

To log off of the TA Interface (and all other Single Sign-On system applications), select the [Log Out] button in the top-right corner of the screen on the Single Sign-on system banner (shown in Figure 31).

Figure 31. 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 the TA navigates to another site from the TA Interface. If you need to access TOMS or another application, you are encouraged to open a separate browser window and use that window for other applications.

If you unintentionally log off of the TA 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.
SECTION V. UNDERSTANDING THE STUDENT TESTING SITE

This section is designed to familiarize Test Administrators (TAs) with the Student Testing Site. It describes what students see and the tools they have access to while taking the tests. This section will address some of the common questions TAs and students may have.

This section covers the following:

- Test layout
- Online test tools

Test Layout

The sample item page in Figure 32 shows the primary features and tools available to all students.

Figure 32. Sample Item page

About Test Elements

A test page has up to three elements: Banner, Stimulus/Passage section, and Item section.

- **Banner:** The banner contains two rows.
  - Test Information: This row, #1 in Figure 32, displays the current question number(s) contained in a drop-down list (#2), test name, student name, and, called out in #3, a [Help] button [?], and [System Settings] button [ ].
  - Global Menu: This row, #4 in Figure 32, displays the navigation and global test tool buttons.

- **Stimulus/Passage** (not shown): The stimulus/passage section contains the following elements:
  - Stimulus/passage context menu
  - Expand/collapse passage button
  - Stimulus/passage content
• Item: Each item, #5 in Figure 32, contains the following elements:
  – Item number
  – Item context menu
  – Item stem
  – Response area/answer options

Global and Context Menus
The Global and Context Menus allow students to access on-screen tools. These tools can be accessed using a mouse or keyboard shortcuts. For information about keyboard shortcuts, refer to Appendix C, Keyboard Commands for Students.

Global Menu
The Global Menu, shown in Figure 33 (and also as #6 in Figure 32), contains the navigation buttons as well as the global menu tools.

• Navigation buttons ([Back], [Next], [Pause], [Save], [End Test]) appear on the left side of the global menu.
• Test tools (e.g., [Help], [System Settings], [Zoom In], [Zoom Out], [Calculator]) appear on the right side of the global menu.

Figure 33. Sample global menu

To open a test tool in the global menu:

1. Select the button for the tool (e.g., [Calculator]). Most tools will open in a pop-up window.

To use the zoom in and out buttons in the global menu:

1. To make text and images in the test larger, select the [Zoom In] button. The zoom state persists until the [Zoom Out] button is selected. You can do this up to four times (levels). (The global menu will not get larger.)
2. To make the text and images in the test smaller again, select the [Zoom Out] button. You can do this up to four times (levels).

To open the system settings window and adjust the volume:

1. Select the [System Settings] cog wheel button in the upper right corner of the global menu (next to the [Help] button [?]). The System Settings window will open.
2. Move the Volume slider to adjust the loudness of the audio.
3. Select [OK] to save the new volume setting.
Context Menus

Tools such as text-to-speech, highlighter, mark for review, the notepad, and strikethrough, are accessed using context menus, which is a square formed of three horizontally parallel gray lines. These context menus contain the options available for each area of a test item on a page. These areas are called elements.

Elements include passages or prompts, test items, and answer options (A, B, C, and D). Each answer option is a single element. Each element has its own context menu.

The context menu options vary depending on the following:

- The element type (passage or stimulus, item, or answer option)
- The tools available to students (e.g., text-to-speech is available only when using the secure browser)

Figure 34 shows an overview of the elements for multiple-choice/selected response items. An active element, such as one of the active options, would have a light blue border.

**Figure 34. Accessing the context menu**

![Figure 34](image)

Each page in a picture album has 3 rows, and 4 pictures fit in each row. How many pictures fit on each page?

- A. 9
- B. 11
- C. 12
- D. 15

Figure 35 shows a sample context menu for items.

**Figure 35. Sample context menu for items**

![Figure 35](image)

What is the product of 68 and 90?

- A. 612
- B. 1,260
- C. 6,120
- D. 6,300
Figure 36 shows a sample for answer options.

**Figure 36. Sample context menu for answer options**

![Image of a sample context menu for answer options]

**Opening a Context Menu for Passages and Items**

Accessing a context menu no longer depends solely on using the selection with the right mouse button.

**Note:** Functions selected with the right mouse button are still available. Students who prefer to select with the right mouse button may do so.

To open the context menu for a passage or item:

1. Select the [Context Menu] button at the upper right corner of the passage or item. The context menu will open and display the available tools.
2. Select a tool to activate or open it.

**Opening a Context Menu for Answer Options**

Students using a mouse or trackpad may open a context menu by selecting the right mouse button in the area near the answer options, as shown in Figure 36. Opening the context menu permits the student to view available tools, such as Tutorial, Notepad, or Mark for Review for multiple-choice, multi-select, or short text answer options. A sample is shown in Figure 37.

**Figure 37. Context menu for ELA item (sample screen)**

![Image of a context menu for ELA item]

What inference can be made about the narrator's feelings toward the main character, based on the delivery established in the text? Support your answer with details from the text.
Student using a device without a mouse may open the context menu for answer options. The instructions to open the context menu for an answer option using the on-screen button differ depending on device.

### Mouse or Trackpad

1. Select an answer option so that it is “active” (a light blue border will appear around it). **Caution:** This will result in the answer option being selected until the student selects a different option.
2. Select the [Context Menu] button [↩]. The context menu will open.
3. Select a tool to activate or open it.

### Tablets

1. Tap an answer option so that it is “active” (a light blue border will appear around it). **Caution:** This will result in the answer option being selected until the student selects a different option.
2. Tap the [Context Menu] button. The context menu will open.
3. Select a tool to activate or open it.

To open the context menu for an answer option using selection with the right mouse button:

### Two-Button Mouse

1. Select with the right mouse button anywhere on an answer option. The context menu will open.
2. Select a tool to activate or open it.

### Single-Button Mouse (for Use with Mac Computers)

1. Move the mouse to an answer option.
2. On the keyboard, press the [Ctrl] key and select the mouse button. The context menu will open.
3. Select a tool to activate or open it.

### Chromebooks

1. Using the trackpad, move the mouse pointer to an answer option.
2. Press and hold the [Alt] key on the keyboard.
3. Press down on the track pad until it “clicks.” The context menu will open.
4. Select a tool to activate or open it.
Universal Tools Available in Online Tests

This section provides information about the online test tools available to students.

Universal Test Tools

The online tools described in Table 8 are available within all online tests for all students. These tools can be turned off in the TA Interface before students begin testing.

Table 8. Universal Test Tools and Menu Options

<table>
<thead>
<tr>
<th>Test Tool</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>[?] (Help)</td>
<td>To access the Test Instructions and Help screen at any time, select [?].</td>
</tr>
<tr>
<td>[Zoom In] &amp; [Zoom Out]</td>
<td>To shrink or enlarge the font and images, select the [Zoom In] and [Zoom Out] buttons.</td>
</tr>
<tr>
<td>English Glossary</td>
<td>Some words have a light gray dotted outline. These words have synonyms or descriptions. Select these words to open the glossary.</td>
</tr>
<tr>
<td>Context Menu</td>
<td>Description</td>
</tr>
<tr>
<td>Stimulus Expansion Tool</td>
<td>Passages and stimuli can be expanded for easier readability. For more information, see the Stimulus Expansion Tool section on the next page.</td>
</tr>
</tbody>
</table>
| Highlighter           | Highlight a section of text in a passage or test item. 
|                       | • Select text on the screen, select with the right mouse button, and select [Highlight]. The selected text will become yellow. |
|                       | Note: Text in images cannot be highlighted.                                  |
| Mark (Flag) for Review| Open the context menu for an item and select [Mark for Review].              |
| Notepad               | Students may select [Notepad] in the context menu for any item they would like to provide feedback. |
| Strikethrough         | Cross out answer options for selected-response items. 
|                       | Open the context menu for an answer option, and select [Strikethrough]. A thick gray line will appear over the answer option. |
| Tutorial              | In the context menu for an item, select [Tutorial] to view a brief video about the item type (selected-response, constructed-response, etc.). |

ELA Performance Task Test Tools

The following online tools are available for English language arts/literacy (ELA) performance task (PT) tests. (Note: Spell check and Writing tools cannot be turned off.)

Table 9. ELA Performance Task Test Tools

<table>
<thead>
<tr>
<th>Test Tool</th>
<th>Description</th>
</tr>
</thead>
</table>
| Global Notes  | Students may access a notepad throughout the test. This notepad allows students to enter notes for themselves and is not item-specific. 
|               | To open the global notes notepad, select the [Notes] button in the Global Menu bar. |
### Test Tool Reference Guide

<table>
<thead>
<tr>
<th>Test Tool</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dictionary (and Thesaurus)</td>
<td>Students may open the Merriam-Webster dictionary and thesaurus within the test. This tool is available during the second segment of ELA performance task tests.  To open the Dictionary and Thesaurus, select the [Dictionary] button in the Global Menu bar. For more information, refer to <a href="#">Appendix F. Dictionary and Thesaurus Tool</a>.</td>
</tr>
</tbody>
</table>

**Spell check**

For tests that contain writing responses, a spell check is available. For more information, refer to [Appendix E. Tools for Full-Write Item Types](#).

**Writing tools**

For tests that contain writing responses, formatting tools are available. For more information, refer to [Appendix E. Tools for Full-Write Item Types](#).

---

**Mathematics Test Tools: Online Calculator**

In addition to the above universal tools, students also have access to online calculators for mathematics tests:

- **Basic calculator**: grade six
- **Scientific calculator**: grades seven and eight
- **Graphing, Regression, and Scientific calculators**: high school (grade eleven)

Information about using these calculators is available in [Appendix D. Calculators in the Test Delivery System](#).

**Stimulus Expansion Tool**

Some items are associated with a passage or stimulus. Students can expand the passage section so that it takes up a larger portion of the screen, making it easier to read. This action will cover a portion of the items in the right pane.

Students will see an icon in the upper-right corner of the passage section that shows a double arrow (circled in Figure 38).

**Figure 38. [Expand/Collapse Passage] button**

![Sample Passage Title](image)

To expand and collapse the passage section:

- **To expand the section**, select the [Double Arrow] button. The section will expand and cover the items.
- **To collapse the section**, select the [Double Arrow] button again. The section will collapse to its original size, and the items will be visible.

---

**Accessing Tools for Embedded Designated Supports and Accommodations**

The following embedded designated supports and accommodations require students to interact with on-screen buttons and menus:
• American Sign Language
• Masking
• Print on Demand
• Text-to-Speech
• Translation (Glossary)

This section provides information on how students can access these tools. These tools require the appropriate accommodations to be set in the Test Operations Management System (TOMS) by the local educational agency (LEA) California Assessment of Student Performance and Progress (CAASPP) Coordinator or the CAASPP Test Site Coordinator (SC).

**American Sign Language Video Tool**

Students who have the American Sign Language (ASL) accommodation can use the ASL tool to view test content translated into ASL by a human signer. Translations are available for listening passages.

**Warning:** Students who require ASL must have the accommodation enabled in TOMS by the LEA CAASPP Coordinator or SC prior to starting a test opportunity. The ASL accommodation cannot be enabled after a student has started testing.

To access the ASL tool:

1. Open the passage Context Menu, shown in Figure 39.
2. Select [American Sign Language]. The video will open in the lower-left corner of the screen, as shown in Figure 40.
   - The video may be moved to another part of the screen.
   - The video may be paused, resumed, and replayed.

**The English Glossary and the Translation (Glossary) Tool**

The English Glossary tool is a universal tool. All students have access to the English Glossary on ELA and mathematics tests, unless it is disabled in the TA Interface.
The Translation (Glossary) tool is a designated support and must be set in TOMS by LEA CAASPP Coordinators or CAASPP Test Site Coordinators before students begin testing. Translations are available only for mathematics tests.

Both the English Glossary and Translation tool work the same way.

Note: Not all terms with a glossary will display synonyms or phrasal explanations for multiple languages.

To open the glossary for a word or phrase:

1. Select or tap a word that has a dashed line above and below it (e.g., “fit” in the image above). The glossary window will open.
2. If two glossaries are available for the selected word or phrase, two tabs will appear; this can be seen in Figure 41. The active tab is blue. To view the synonym or translation in the other glossary, select that tab.

Masking Tool

Students who have masking as a designated support can use the Masking tool to allow them to focus on one part of the screen at a time. Students who activate the Masking tool can mask as many areas as needed. Figure 42 shows answer options that have been selected for masking. Figure 43 shows those areas masked.

To activate the Masking tool on desktops and laptops (with a mouse or trackpad):
1. In the Global Menu, select the [Masking] button. The button will change color (to orange).
2. Using your mouse, select and drag until the area you want to cover is fully selected. (The preview will have a dashed border.)
3. Release the mouse button. The masked area will become dark gray.
   • As long as the Masking tool is active (button is colored orange), you can mask other areas.
   • To close a masked area, select the [X] button in the upper-right corner.
   • To exit the Masking tool, select the [Masking] button. The button will change color (to green).

   Note: Exiting the Masking tool will not automatically delete any masked areas on the screen.

To activate the Masking tool on tablets:

1. In the Global Menu, tap the [Masking] button. The button will change color (to orange).
2. Using your finger, tap and drag until the area you want to cover is fully selected. (The preview will have a dashed border.)
3. Release your finger. The masked area will become dark gray.
   • As long as the Masking tool is active (button is colored orange), you can add other masked areas.
   • To close the masked area, tap the [X] button in the upper-right corner.
   • To exit the Masking tool, tap the [Masking] button. The button will change color (to green).

   Note: Exiting the Masking tool will not automatically delete any masked areas on the screen.

Print-on-Demand Tool

Students who are granted the print-on-demand accommodation may request printing of reading passages or test items, or both.

Alert: LEA CAASPP Coordinators or SCs may enable print on demand for passages (stimuli) for students in TOMS. If students require print on demand for items, the TA must ask the SC to contact the LEA CAASPP Coordinator, who will need to contact the California Department of Education with the request.

Students who have this accommodation will see the [Print Passage] icon and/or printer icon for each item. Students who do not have an approved print-on-demand accommodation will not see any printer icons.

The print-on-demand tool requires interacting with the TA, as student print requests are sent to the TA Interface first. This tool requires significant attention to security and impact of the support on other students. After the TA reviews and approves the print requests, the passages or items can be sent to a printer that is connected to the TA’s computer or tablet.
1. To request a reading passage or item be printed, the student must select the corresponding [Print] option from the Global Menu (shown in Figure 44 or context menu (shown in Figure 45).
   - The following options may be available:
     - Print Page: Print all test content on the page (e.g., passage and items).
     - Print Passage: Print only the passage on the page.
     - Print Item: Print only the selected item.

2. Once the print request has been sent, the student will see a message, shown in Figure 46, indicating that the request has been sent to the TA.

3. On the TA Interface, the [Print] button will appear in the Requests column in the Students in Your Test Session table, shown in Figure 47. Select the button to view the student’s request.

4. Review the print request, shown in Figure 48. If you approve the print request, select [Approve]. A cover sheet containing the student’s name and CA-SSID will open in a new browser window. The requested test content will not be displayed on your screen at any time.

5. Select [Print] in the new window to complete the print request and view the printer dialog box. If necessary, adjust the print settings for your printer (e.g., fit to page).

6. Select [OK]. The approved test content will be sent to the printer.
Text-to-Speech Speak Tool

Students who will use text-to-speech (TTS) can use the Speak tool to listen to passages and/or test items and answer options, which are shown in Figure 49.

Figure 49. Speak Tool options for items

<table>
<thead>
<tr>
<th>What is the product of 68 and f</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) 612</td>
</tr>
<tr>
<td>b) 1,260</td>
</tr>
<tr>
<td>c) 6,120</td>
</tr>
<tr>
<td>d) 6,300</td>
</tr>
</tbody>
</table>

**Warning**: Students who require TTS must have the accommodation enabled in TOMS prior to starting a test opportunity. The TTS accommodation cannot be enabled after a student has started testing.

Students who use the Speak tool must use headphones to listen to the audio. (It is recommended that students use headphones with a built-in volume control for maximum audio adjustment capability.)

**Reminder**: Text-to-speech settings should be tested and verified as working properly before students begin their tests. Students who have text-to-speech can ensure that their settings work as part of their test logon process. For more information, refer to Section VI, Taking Online Tests (Student View).

To access the Speak tool:

1. Open the Context Menu for an area that contains text. The Context Menu will appear with the available [Speak] options.
   - Students who select a portion of text and then open the Context Menu will be presented with the option to listen to the selected text. This feature is primarily used with reading passages.
2. Select the desired [Speak] option and the text will be spoken aloud.
SECTION VI. TAKING ONLINE TESTS (STUDENT VIEW)

This section explains how students log on, begin and complete testing, and submit tests on the student testing site.

Warning: Before students log on, their test settings should be verified in the Test Operations Management System (TOMS). Once students begin a test, most test settings cannot be changed.

Student Logon and Test Selection

Students must go through a five-step logon process before they can start or resume a test. This process ensures that students verify their information, as well as their test and test settings.

Students who will be using text-to-speech (TTS) or taking an English language arts/literacy (ELA) test that contains listening items will have an additional step that allows them to check audio settings prior to beginning or resuming the test.

The steps and images in this section are for students using a desktop or laptop computer with the secure browser installed. The process is the same for students using a mobile secure browser.

Step 1—Logging On

When the secure browser is opened, it automatically connects to the student Sign In screen, shown in Figure 50. (For more information, see Appendix G. About the Secure Browser in the Online Test Administration Manual.)

Figure 50. Sample student Sign In screen

Opening the secure browser and logging on:

1. Launch the secure browser by selecting the mouse button twice on the icon on the student’s desktop.
2. Students must enter the required logon information in each of the three fields:
   a. In the State-SSID (Statewide Student Identifier) field, enter the two-letter state abbreviation, followed by a hyphen and SSID (e.g., CA-9999999).
   b. In the First Name field, enter the legal first name as it appears in the California Pupil Achievement Data System (CALPADS).
### c. In the Session ID field, enter the Session ID for the created session. This Session ID must be entered exactly as it appears in the TA Site, including any hyphens. (The Session ID is not case-sensitive.)

**3. Select [Sign In].**

---

### Troubleshooting Student Logon Errors

The system will generate an error message and associated code if a student cannot log on. Below are the most common student logon errors. Test Administrators (TAs) may need to watch the student to ensure that he or she is properly entering all information.

**Please check that your information is entered correctly. If you need help, ask your TA.**

Verify that the student has correctly entered his or her first name and CA-SSID as they appear in TOMS. If this does not work, look up the student record in TOMS to verify the legal first name associated with the student’s CA-SSID. This error can also occur when students do not enter the two-letter state abbreviation “CA” before their SSID.

**Session ID does not exist.** The student entered a Session ID that does not exist. Verify that the student entered the active Session ID correctly and that it does not contain any unnecessary spaces or characters. (Also verify that both you and the student are using the correct Web sites. For example, students logged on to the Practice and Training Test Site cannot enter a session that was created in the TA Interface.)

**The testing session is closed.** The Session ID entered corresponds with a session that is closed. Ensure that the student enters the correct Session ID for the active session. If this does not work, verify that your session is open. **Reminder:** TAs cannot resume sessions.

**If a session is stopped, a new one will need to be created.** Doing so will result in a new Session ID. (Also verify that both you and the student are using the correct sites. For example, students logged on to the Practice and Training Test Site cannot enter a session that was created in the TA Interface. They may not realize they are attempting to access a training session that has since been closed, rather than accessing a Summative test session.)

**The student is not associated with the school.** The student is not associated with the TA’s school, or the TA is not associated with the student’s school. The TA or student’s school association may need to be updated in TOMS.

### Step 2—Verifying Student Information

After logging on, students will see the *Is This You?* screen shown in Figure 51. At this point, each student must verify his or her personal information.
Verifying personal information:

1. Verify all the information on this screen is accurate.

If any of the information displayed is incorrect, the student should not proceed with testing. Have the student select [No]. He or she will be redirected to the Sign In screen. Tell your local educational agency (LEA) California Assessment of Student Performance and Progress (CAASPP) Coordinator or CAASPP Test Site Coordinator (SC) (as appropriate) that the student’s information needs to be updated.

Step 3—Selecting a Test

After a student confirms his or her information, the Your Tests screen—like the sample in Figure 52—appears, and all grade-level tests that the student is eligible to take are displayed. However, the only tests that will be available to students are those that were included in the test session and which are not yet completed.

Available tests are shaded in green or a light color and indicate whether the student will be starting a new test opportunity or resuming an opportunity.

- A solid arrow indicates the student will be starting a new test opportunity.
- A striped arrow indicates the student will be resuming a test opportunity.

Inactive tests, which cannot be selected, are shaded gray and indicate that they were not included in the test session or that the student has already completed the test(s).

Multiple tests may be available for selection. Students must select the correct test.
Select an available test:

1. Select the test name. The request will be sent to the TA for approval. Students can only select one test.
2. If the test the student needs to take is inactive or not displayed, the student should select [Back to Login]. The student will be logged off and returned to the Sign In screen.

The student’s request will be sent to the TA. The student will see the display shown in Figure 53 while waiting for the TA to approve the request for entry into the session:

Figure 53. Waiting for TA Approval message

Step 4—Verifying Test Information

After the TA has approved the student for testing, the student will need to verify the test information and settings on the Is This Your Test? screen like the one shown in Figure 54.

For Students with Permissive Mode Enabled:

Students who have permissive mode enabled and need to configure their accessibility software must do so before selecting anywhere on this screen and proceeding with the logon process. For more information about Permissive Mode, refer to About Permissive Mode.

Figure 54. Sample Is This Your Test screen
Verifying test information:

1. If the settings are correct, select [Yes, Start My Test]. The student will proceed to the Test Instructions and Help screen. (Students who will use TTS will be prompted to check their TTS settings immediately after this step.) Prior to testing, TAs should ensure that each computer has audio enabled and headsets are functioning correctly. Students will have the ability to adjust the volume and pitch for audio on their computer during the logon process.

2. If the settings are incorrect, the student should select [No]. He or she will return to Step 3, Selecting a Test. The student must select the test again and request approval.

**Step 4b—Audio Check for Tests with Text-to-Speech**

Students who are taking a test that has TTS enabled and who have headphones plugged in to their computers must verify that they can hear the sample audio before continuing the logon process.

**Figure 55. Text-to-Speech check page**

Do you hear the voice?

Press the green button to test your Text-to-Speech settings. You should hear the following phrase: "This test is being read aloud." Click [Yes, I heard the voice] if it worked. If it did not work, click [No, I did not hear the voice].

- No, I did not hear the voice
- Yes, I heard the voice
- Skip this audio check

Sound Settings

Current voice pack: kal_diphone

Use the sliders to adjust the pitch and volume. You will not be able to change these settings once you begin your test.

Volume

Checking TTS/audio settings:

1. The student should select the [Speaker] button [ ], shown in the TTS Check page in Figure 55, and listen to the audio.
   a. If the voice was audible and clear, the student should select [Yes, I heard the voice]. The student will be directed to the Test Instructions and Help screen.
   b. If the voice was not audible or clear, the student should adjust the settings using the Volume and Pitch sliders. Once the voice is clear, the student should select [Yes, I heard the voice] to continue.

2. If the student still cannot hear the voice clearly, he or she should select [No, I did not hear the voice]. The student should either try again or log off. After a student logs off, he or she should close the secure browser. The TA can help adjust the computer’s audio settings. The student can then reopen the secure browser and log back on. For common audio issues, refer to Troubleshooting Audio Issues on the next page.
Selecting a Different Voice Pack: If a student wants to use a different voice that is available on the computer, he or she will have to log off, and you will need to help the student select another voice pack using the computer’s speech properties interface. Contact your technology staff with questions.

Once the student confirms the audio settings and starts the test, the audio settings cannot be changed. If a student wants to change the audio settings, he or she will have to pause the test and resume the logon process to return to the TTS Check page.

Step 4c—Sound Check for Tests with Listening Items

Students who are taking a test that contains listening items must verify that they can hear the sample audio before continuing the logon process.

Figure 56. Sound Check page for tests with listening items

Sound Check

Click on the sound icon to hear the sound.
If you hear the sound, click [Yes]. If not, click [No].

Yes No

Checking TTS/audio settings:

1. The student should select the circle [Speaker] icon, shown in Figure 56, and listen to the audio.
   a. If the sound was audible, the student should select [Yes]. The student will be directed to the Test Instructions and Help screen.
   b. If the sound was not audible, the student should select [No].

2. The Sound Check: Audio Problem screen will appear with a message telling students to notify their TA that they have an audio problem. Students also have two options:
   a. Option A: Try Again. Students can select [Try Again]. This will direct the students to the Sound Check screen.
   b. Option B: Log Off. Students can select [Log Out]. Troubleshoot the computer and headphones to see if there is a problem or move the student to another computer that has working audio.

Troubleshooting Audio Issues

The following are common issues with audio for both text-to-speech and listening items. Before contacting a technology coordinator, ensure that students’ headphones are working correctly and are plugged in.

- Check to make sure headphones are securely plugged in and are 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 computer is not muted (often via a control panel or settings window).
Step 5—Viewing Test Instructions and Help and Starting the Test

After the student has verified his or her test settings and selected [Yes, Start My Test], the next page will show the Test Instructions and Help screen, which is depicted in Figure 57.

Figure 57. Test Instructions and Help screen

To proceed and begin the test:

1. Students may review the information on this screen to understand which test tools are available and how to navigate through the online test.

2. After the student has finished reviewing this screen, he or she should select [Begin Test Now].

When the student selects the [Begin Test Now] button, he or she officially begins or resumes the current test opportunity.

Proceeding through the Test

This section provides information on how students answer items and proceed through a test.

Answering Test Items

Students must answer each test item that appears on a page before they can proceed to the next page in the test. Some pages may have only one test item, and others may have more.

The tests include the following item types (though all tests may not contain all item types):

- **Selected-response items**: The student selects an answer option by selecting anywhere on the answer choice.

- **Constructed-response items**: The student types a response into a response box.

- **Technology-enhanced items**: The student uses the mouse or keyboard to manipulate items or draw responses in the response box.

- **Performance tasks**: The student completes an extended activity in preparation for answering questions.
Note: For constructed-response and technology-enhanced items, a [Save] button will appear in the top row next to the [Pause] button. Selecting this button is not required because students’ answers are automatically saved as they move to the next item. The [Save] button allows students to manually submit their response if they want to do so before continuing to the next item.

After students have answered all items on a page, they must select [Next] to go to the next page.

Marking Items for Review

Students may mark (flag) items for review if they are unsure they selected or provided the correct answer. Marking an item for review makes it easier to find the item later; Figure 58 shows how this can appear.

Figure 58. Sample item context menu with Mark for Review

To mark an item for review:

1. Open the context menu for an item.
2. In the context menu, select [Mark for Review].
   a. The item number background will change and display a dog-eared style flap (1).
   b. In the Questions drop-down list, “(marked)” will appear next to the item number or item group.

Reviewing Past or Marked Items

While students must answer all test items on a page before moving on to the next page, they may return to a previous item if:

• the test has not been paused for more than 20 minutes (CATs) or
• the previous item is not in a segment that was already completed (see below)

Students can use either the [Back] button or the Questions drop-down list to navigate to the item(s) they want to review.

Reaching the End of a Segment and Reviewing Items

For segmented tests, students will see an End Segment/Review screen at the end of each segment. They can review items only within the current segment.
After students select the [Next] button on the End Segment page, they have left the previous segment and started a new one. They cannot return to any items in the previous segment(s).

**Alert:** If a student has paused a test within a segment and returns to the test after the 20-minute pause limit has expired, he or she will **not** be able to review the previously answered items.

**Note:** You may want to remind students that once they complete a segment and move on, they cannot return to the previous segment. For this reason, students taking a CAT should review their responses before continuing to the next segment.

**Figure 59. Sample End Segment screen**

To review items from the End Segment screen:

1. Select a question number on the left of the screen (shown in Figure 59). The student will automatically be directed to the page containing that question.

**Pausing Tests**

Students are able to pause the test by selecting the [Pause] button in the top row. They can do so whether they are viewing a page with a single item or one with multiple items.

**Note:** You may want to remind students taking CATs that if their tests are paused for more than 20 minutes, they may be unable to change answers to previously seen items. For more information, refer to the Pause Rules section.

**Figure 60. Student Pause Test message**

To pause a test:
1. Select the [Pause] button. A confirmation message, like that shown in Figure 60, will appear.
2. Select [Yes] to acknowledge the message and pause the test. The student will be logged off and directed to the secure browser Sign In screen.

When the student is ready to resume testing, he or she will need to log on again and select the test.

**Reaching the End of the Test**

After students answer the last item on the test, the [End Test] button will appear in the upper-right corner of the screen. The top of the screen will also display the following message: “The test has been completed and is ready to be submitted when you are done reviewing your answers.”

**Figure 61. Sample item page with [End Test] button and message**

To end a test:

1. Select the [End Test] button, which is circled in Figure 61. An attention message will appear (see Figure 62, below).
2. Select [Yes] to end the test and continue to the next screen. (If students want to continue working, they should select [No].)

**Figure 62. End Test alert message**

**End Test Review/Submit Page**

After students select [Yes], a new screen, shown in Figure 63, presents two options:

1. Review answers
2. Submit the test
End Test screen options:

1. To review answers and go back to the test, students must select an available item or test page from the list and then select [Review My Answers], shown in Figure 64. (The pause rule determines which items are available for review.)

   ![Figure 64. Review test questions](image)

   For segmented tests, students may review items only from the last segment.

   While students are reviewing their answers, the [End Test] button will remain on the screen. To return to the End Test screen, the student should select that button.

2. To complete the testing process, students must select the [Submit Test] button.

   ![Alert: After the student selects [Submit Test], the test is officially completed. The student cannot log back on and review his or her answers.](image)

Test Successfully Submitted Confirmation Screen

After the student submits the test, he or she will see the Test SuccessfullySubmitted confirmation screen, sampled in Figure 65. This screen will show the student’s name and CA-SSID, the test name, and the date the test was completed and submitted.
Figure 65. Sample Test Successfully Submitted confirmation screen

Test Successfully Submitted

Student Name: (State SSID: GUEST)
Test Name: 003 Summative ELA Test
Test Completed On: 2/25/2015

Scores are not shown for this test. You have finished the test. You may now log out.

Log Out

In accordance with the Family Educational Rights and Privacy Act (FERPA), the disclosure of personally identifiable information is prohibited by law.
APPENDIX A. TRANSFERRING TEST ADMINISTRATOR TEST SESSIONS BETWEEN COMPUTERS

Test Administrators (TAs) can “transfer” an active test session from one computer/mobile device or browser to another without stopping the test session or interrupting in-progress tests. This feature is useful in scenarios in which a TA’s Web browser or computer encounters an issue while a test session is in progress or if the TA needs to change to a computer that is connected to a working printer.

**Warning:** If you cannot remember your Session ID, you will be unable to transfer the session. Write down your Session ID **before** you transfer the session.

The system ensures that a test session can be administered from only one browser at a time; therefore, when a session is moved to a new computer, the TA will no longer be able to administer the test session from the original browser or machine.

The instructions on this page apply to both the TA Interface and TA Training Site. If you started a session on the TA Interface, ensure that you log on to the TA Interface on the new computer or browser and not the TA Practice and Training Site.

To transfer a test session to a new machine or browser:

1. Log on to the TA Interface on the new machine or browser.

   *Do not log off of or stop the test session on the original computer or browser; doing so will end the test session and pause all students’ tests.*

   A Session ID prompt will appear (see Figure 66).

2. Enter the **active** Session ID in the text box and select [**Enter**].

   When the Session ID is validated, you will see the TA Interface and be able to continue monitoring your students’ progress and take action on any pending print requests.

3. The test session on the previous computer or browser will automatically close. (This will not stop the session.)

**Figure 66. Enter active test Session ID**

![Enter active test Session ID](image)
APPENDIX B. ACCESSING THE PRACTICE AND TRAINING TESTS

Practice and Training Tests are available to students and guest users so they can become familiar with the online testing environment. These tests contain fewer items than the full-length tests.

In preparation for the test and to expose students to the various item-response types in English language arts/literacy (ELA) and mathematics (see Appendix B of the Online Test Administration Manual for item types), it is highly recommended that all students access the California Assessment of Student Performance and Progress (CAASPP) Practice and Training Tests, available at http://caaspp.org/practice-and-training/. Each resource offers students a unique opportunity to experience a test in a manner similar to what they will see on the Summative assessments and prepares students for testing. These resources will not be scored; however, answer keys for the practice and training computer adaptive tests (CAT) scoring guides for the performance tasks are linked on the CAASPP Test Administrator (TA) Resources Web page at http://caaspp.org/ta-resources/.

Overview of the Practice Tests

The Smarter Balanced Practice Tests allow educators and students to experience a full grade-level test and gain insight into the Smarter Balanced assessments. The Practice Tests mirror the Summative assessments but are not scored. Each grade-level test includes a variety of item response types and difficulty levels—approximately 30 items each in ELA and mathematics—as well as an ELA and mathematics performance task at each grade level (three through eight and eleven). The Practice Test also includes a comprehensive reflection of embedded universal tools, designated supports, and accommodations, which should also be provided to students with any non-embedded universal tools, designated supports, and accommodations as allowed on the Summative assessments.

Students can log on as guests or use their first name and Statewide Student Identifier (SSID). Students who log on using their credentials may log on to a guest session or a proctored training session with a training Session ID set up through the Test Administrator (TA) Practice and Training Test Web site. Using student credentials will allow students to save their Practice or Training Test and access it later that day or during subsequent days.

Overview of the Training Tests

The Training Tests are designed to provide students and educators with an opportunity to quickly familiarize themselves with the software and navigational tools they will use on the Smarter Balanced assessments. The Training Tests are organized by grade bands (grades three through five, six through eight, and eleven). Each test contains 14 to 15 questions.

On the student Training Test Web site, the questions were selected to provide students with an opportunity to practice a range of item response types. The Training Tests do not contain performance tasks. Similar to the Practice Tests, the Training Tests include all embedded universal tools, designated supports, and accommodations. Note that the text-to-speech functionality is available only when using the Training Tests through the secure browser. The student Training Test Web site may be used by anyone. Students can log on as guests or use their first name and SSID. Students who log on using their credentials may log on to a guest session or a proctored training session with a training Session ID set up through the TA Training Test Web site.

Test Administrator Logon for the Practice and Training Tests

The Test Administrator (TA) Training Test Web site provides an opportunity for TAs to practice setting up a test session using a Practice Test or Training Test. Access to the TA Training Test Web site
requires specific logon credentials provided by the Test Operations Management System (TOMS). This Web site may only be used by authorized local educational agency (LEA) California Assessment of Student Performance and Progress (CAASPP) Coordinators, CAASPP Test Site Coordinators (SCs), and TAs. Note that braille Practice Tests and Training Tests can only be accessed through the TA Training Web site.

**Note:** In order to access the TA Training Website, you must first download the current secure browser.

**Alert:** Do not use the live Student Interface or TA Interface for practice. Doing so constitutes a test security incident (breach). For all Practice or Training Test sessions, use the TA Training Web site and the Practice Tests or Training Tests.

It is **highly recommended** that **all** students access the Training Test Web site before taking a test. The Training Tests will be especially beneficial for those students who have not previously participated in online testing. Teachers are encouraged to conduct a group walk-through of the Smarter Balanced Training Test or Practice Test with their students to promote familiarity with the testing format and basic test rules and to allow for free and open communication on the testing process and/or content. This walk-through of the Practice and Training Tests provides opportunities for TAs to describe the limitations to the support they will be able to provide and the verbal interactions they can have with students during each live test session.

### Accessing the Practice and Training Tests

Anyone can access the Practice and Training tests using the guest logon options. Students may also use their legal first names (as they appear in the California Longitudinal Pupil Achievement Data System [CALPADS]) and CA-SSID to log on to a guest session or a test session with a TA who is using the TA Practice and Training Site. As a result, a number of different site scenarios are available.

**Alert:** The Practice and Training Tests must be accessed using either the secure browser or a supported Web browser. If a student needs to use text-to-speech with these tests, the secure browser must be used. Text-to-speech is not available when a Web browser is used. The secure browser can be accessed for download from the CAASPP portal at [http://caaspp.org/](http://caaspp.org/).

<table>
<thead>
<tr>
<th>Secure Browser Instructions</th>
<th>Web Browser Instructions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Open the secure browser on the computer.</td>
<td>1. Navigate to the CAASPP portal (<a href="http://caaspp.org/">http://caaspp.org/</a>).</td>
</tr>
<tr>
<td>2. At the bottom of the <strong>Sign In</strong> screen, select the link [Go to the Practice and Training Test Site].</td>
<td>2. Select the [Practice &amp; Training Tests] button.</td>
</tr>
<tr>
<td><strong>Guest User in Guest Session</strong></td>
<td><strong>Guest User in Training Session with a TA</strong></td>
</tr>
<tr>
<td>1. Make sure the checkboxes next to “Guest User” and “Guest Session” are checked, as indicated in Figure 67.</td>
<td>1. Uncheck the box next to “Guest Session” (seen in Figure 67).</td>
</tr>
<tr>
<td>2. Select [Sign In].</td>
<td>2. Enter the Session ID provided by the TA.</td>
</tr>
<tr>
<td></td>
<td>3. Select [Sign In].</td>
</tr>
</tbody>
</table>
## About Guest Sessions

Guest sessions do not require TA approval, so users can access the Practice and Training Tests directly and can also modify their own test settings (color choice and print size). Guest users will need to choose a grade level prior to selecting a practice or training test.

As with the regular logon process, all students and guest users must go through a series of five logon steps before they will see the first page of the test.

**Guest User in Guest Session**

1. Uncheck the box next to “Guest User.”
2. Enter your CA-SSID.
3. Select [Sign In].

**Student in a Guest Session**

1. Uncheck the box next to “Guest User.”
2. Enter your CA-SSID.
3. Select [Sign In].

**Guest User in Training Session with a TA**

1. Uncheck the boxes next to “Guest User” and “Guest Session.”
2. Enter your first name (as it appears in CALPADS) and CA-SSID.
3. Enter the Session ID provided by the TA.
4. Select [Sign In].

**Student in a Training Session with a TA**

1. Uncheck the boxes next to “Guest User” and “Guest Session.”
2. Enter your first name (as it appears in CALPADS) and CA-SSID.
3. Enter the Session ID provided by the TA.
4. Select [Sign In].
1. **Select a Grade Level (Guest Users) and Confirm Information (Students)**

   1. Guest users must select a grade level from the drop-down list; this will determine the item samples you can access. Users should confirm the information on the screen.
   2. Select [Yes] on the *Is This You?* screen (Figure 68) to continue.

![Figure 68. Is This You? screen](image)

2. **Select a Practice or Training Test (All Users)**

   1. Select the name of the Practice or Training Test you want to take from the *Your Tests* screen, shown in Figure 69. You will continue to the next screen.
   2. If you want to access tests from another grade, select [Back to Login].

   **Note:** If you are a student who previously logged on to a training session and have already started a test, the text will say “Resume” instead of “Start.”

![Figure 69. Selecting a Practice or Training Test](image)

3. **Choose Test Settings (Guest Sessions only)**

   The *Choose Settings* page, shown in Figure 70, appears when you have logged on to a guest session. It allows you to select options for test settings, such as color choices, print size, and text-to-speech, if applicable. Select [Select] to continue.

   **Note:** If you log on to a test session created by a TA, you will be unable to change test settings. If you log on to a guest session, you will be able to change test settings.

![Figure 70. Choose Settings page](image)

**Reminder:** For text-to-speech to be available, the secure browser must be used.
4. **Confirm Selected Test and Settings (All Users)**

1. Review the *Is This Your Test?* screen (shown in Figure 71) and confirm the test and settings.
2. Select [Yes, Start My Test] to proceed.

![Figure 71. Is This Your Test? screen](image)

---

**a. TTS Check**

Audio for text-to-speech can be accessed only when you are using the secure browser. When using the secure browser, you may be prompted to verify that you can hear the sample audio.

1. Select the [Speaker] button [ ], indicated in Figure 72, to listen to the sample audio.
2. You can adjust the volume and pitch using the available sliders.
   a. If the voice is clear, select [Yes, I heard the voice].
   b. If you cannot hear the voice or it is not clear, select [No, I did not hear the voice]. You will be directed to a screen that will allow you to log off and adjust the computer’s voice settings.

![Figure 72. Text-to-Speech check page](image)

**Note:** If your computer does not have audio or a voice pack correctly configured, you may see a page that says text-to-speech is not available. Check with your school's Technology Coordinator for assistance.

---

**b. Sound Check (for ELA tests)**

English language arts/literacy (ELA) Practice and Training Tests contain listening items. Use the Sound Check screen during the logon process for an ELA test.
1. Select the [Speaker] icon, indicated in Figure 73, to listen to the sample audio.
   a. If the sound is audible, select [Yes].
   b. If the sound is not audible, select [No].

Figure 73. Sound Check page for tests with listening items

5. **Review the Test Instructions and Help Screen**

1. Review the information on the Test Instructions and Help screen, shown in Figure 74, and then select [Begin Test Now] at the bottom of the screen.
2. The first page of the test will automatically appear.
   (If you resumed a Practice or Training Test, you will be directed to the first page that has unanswered items.)

Figure 74. Test Instructions and Help screen
# APPENDIX C. KEYBOARD COMMANDS FOR STUDENTS

## Keyboard Commands for the Online Assessments

Students can use these keyboard commands to navigate between test elements, features, and tools. This appendix is available on the California Assessment of Student Performance and Progress (CAASPP) Test Administrator (TA) Resources Web page at [http://caaspp.org/ta-resources/](http://caaspp.org/ta-resources/) as a stand-alone document that can be printed for students’ use during testing.

<table>
<thead>
<tr>
<th>Button/ Image</th>
<th>Description of Function</th>
<th>Keyboard Commands</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open the &lt;strong&gt;GLOBAL MENU&lt;/strong&gt;</td>
<td></td>
<td>[Ctrl] + [G]</td>
</tr>
<tr>
<td>Go to the &lt;strong&gt;NEXT&lt;/strong&gt; test page</td>
<td></td>
<td>[Ctrl] + [→] (or use the Global Menu)</td>
</tr>
<tr>
<td>Go to the &lt;strong&gt;PREVIOUS&lt;/strong&gt; test page</td>
<td></td>
<td>[Ctrl] + [←] (or use the Global Menu)</td>
</tr>
<tr>
<td>Move to the &lt;strong&gt;NEXT ELEMENT&lt;/strong&gt; (on a page containing multiple test items and/or a reading passage)</td>
<td></td>
<td>[Tab]</td>
</tr>
<tr>
<td>Move to the &lt;strong&gt;PREVIOUS ELEMENT&lt;/strong&gt; (on a page containing multiple test items and/or a reading passage)</td>
<td></td>
<td>[Tab] + [Shift]</td>
</tr>
<tr>
<td>Select &lt;strong&gt;OPTION A&lt;/strong&gt;</td>
<td></td>
<td>[Ctrl] + [Tab] to move between answer choices [Enter] to select it as the answer</td>
</tr>
<tr>
<td>Select &lt;strong&gt;OPTION B&lt;/strong&gt;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select &lt;strong&gt;OPTION C&lt;/strong&gt;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Select &lt;strong&gt;OPTION D&lt;/strong&gt;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PAUSE your test</td>
<td></td>
<td>[Ctrl] + [G] (via Global Menu)</td>
</tr>
<tr>
<td>END TEST and submit it for scoring</td>
<td></td>
<td>[Ctrl] + [G] (via Global Menu)</td>
</tr>
<tr>
<td>Open the &lt;strong&gt;SYSTEM SETTINGS&lt;/strong&gt; (volume) window</td>
<td></td>
<td>[Ctrl] + [G] (via Global Menu)</td>
</tr>
<tr>
<td>Open the &lt;strong&gt;HELP GUIDE&lt;/strong&gt;</td>
<td></td>
<td>[Ctrl] + [G] (via Global Menu)</td>
</tr>
<tr>
<td>ZOOM IN (increase the size of text and graphics on a page)</td>
<td></td>
<td>[Ctrl] + [+] or use the Global Menu</td>
</tr>
<tr>
<td>ZOOM OUT (decrease the size of text and graphics on a page)</td>
<td></td>
<td>[Ctrl] + [−] or use the Global Menu</td>
</tr>
<tr>
<td>Open the &lt;strong&gt;CALCULATOR&lt;/strong&gt; (selected Math tests/segments)</td>
<td></td>
<td>[Ctrl] + [G] (via Global Menu)</td>
</tr>
<tr>
<td>Open the &lt;strong&gt;DICIONARY/THESAURUS&lt;/strong&gt; (ELA PT tests)</td>
<td></td>
<td>[Ctrl] + [G] (via Global Menu)</td>
</tr>
<tr>
<td>Button/Image</td>
<td>Description of Function</td>
<td>Keyboard Commands</td>
</tr>
<tr>
<td>--------------</td>
<td>------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>![ MASKING tool icon ]</td>
<td>Open the MASKING tool</td>
<td>[Ctrl] + [G] (via Global Menu)</td>
</tr>
<tr>
<td>![ NOTES tool icon ]</td>
<td>Open the global NOTES tool</td>
<td>[Ctrl] + [G] (via Global Menu)</td>
</tr>
<tr>
<td>![ PRINT PASSAGE icon ]</td>
<td>Send a PRINT PASSAGE request&lt;br&gt;Only available to students who have the Print-on-Demand accommodation enabled.</td>
<td>[Ctrl] + [G] (via Global Menu)</td>
</tr>
<tr>
<td>![ SCROLL UP ]</td>
<td>SCROLL UP in an area of the test page</td>
<td>[↑]</td>
</tr>
<tr>
<td>![ SCROLL DOWN ]</td>
<td>SCROLL DOWN in an area of the test page</td>
<td>[↓]</td>
</tr>
<tr>
<td>![ SCROLL RIGHT ]</td>
<td>SCROLL to the RIGHT in an area of the test page</td>
<td>[→]</td>
</tr>
<tr>
<td>![ SCROLL LEFT ]</td>
<td>SCROLL to the LEFT in an area of the test page</td>
<td>[←]</td>
</tr>
<tr>
<td>![ CONTEXT MENU icon ]</td>
<td>Open the CONTEXT MENU&lt;br&gt;(for the selected passage, item or answer option)</td>
<td>[Ctrl] + [M]</td>
</tr>
<tr>
<td>![ MARK/UNMARK icon ]</td>
<td>MARK/UNMARK an item for review</td>
<td>[Ctrl] + [M] (via Context Menu)</td>
</tr>
<tr>
<td>![ NOTEPAD icon ]</td>
<td>Open the NOTEPAD to provide feedback on an item</td>
<td>[Ctrl] + [M] (via Context Menu)</td>
</tr>
<tr>
<td>![ HIGHLIGHTER icon ]</td>
<td>HIGHLIGHTER (highlight text on the page)</td>
<td>[Ctrl] + [M] (via Context Menu)</td>
</tr>
<tr>
<td>![ STRIKE THROUGH icon ]</td>
<td>STRIKE THROUGH an answer option</td>
<td>[Ctrl] + [M] (via Context Menu)</td>
</tr>
<tr>
<td>![ PRINT icon ]</td>
<td>Send a PRINT request for items and answer options&lt;br&gt;Only available to students who have the Print-on-Demand accommodation enabled</td>
<td>[Ctrl] + [M] (via Context Menu)</td>
</tr>
<tr>
<td>![ SPEAK icon ]</td>
<td>SPEAK (listen to a passage, item, answer choice, or specific portion of text)&lt;br&gt;Available only to students who have Text-to-Speech enabled</td>
<td>[Ctrl] + [M] (via Context Menu)</td>
</tr>
</tbody>
</table>
Test Selection Screens and In-Test Pop-ups

Use these keyboard commands to select options on the Sign In screens or on pop-up messages that appear during the test. For example, if you see a screen with [No] or [Yes] buttons, you will need to navigate to those buttons to select them.

<table>
<thead>
<tr>
<th>Keyboard Command</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Tab]</td>
<td>Move to the next option</td>
</tr>
<tr>
<td>[Tab] + [Shift]</td>
<td>Move to the previous option</td>
</tr>
<tr>
<td>[Enter]</td>
<td>Select the shaded option</td>
</tr>
</tbody>
</table>

Keyboard Commands for Items with Add Point, Add Arrow, and Collect Line Tools

Technology-enhanced items with an Add Point or Add Line tool may have up to three main sections:

- Answer Space (the large area that takes up the most space)
- Action button row (at least one action button will be present at the top). Action buttons include: Delete, Add Point, Add Arrow, Add Line, and Connect Line
- Object Bank (a section that includes objects to move to the Answer Space)

![Figure 75. Sample technology-enhanced Item](image)

**Note:** Not all technology-enhanced items contain all three sections. Some items may contain only an Answer Space (with objects already in the Answer Space). Some contain only action buttons and the Answer Space, like the sample in Figure 75. Some may contain only the Object Bank and Answer Space.

<table>
<thead>
<tr>
<th>Keyboard Command</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Tab]</td>
<td>To move between the Object Bank, the action buttons at the top of the screen, and the main Answer Space, press the [Tab] key. The “active” space will show a border to make it look different. The active button will be white.</td>
</tr>
<tr>
<td>[Enter]</td>
<td>Press the [Enter] key to move between the objects (images, dots, lines, and arrows) in the Answer Space. The “active” object will show a border to make it look different.</td>
</tr>
<tr>
<td>[Space bar]</td>
<td>Select Object: Press the [Space Bar] to select the “active” object or button (the one that shows a border). If you are selecting an object or adding a point, line, or arrow, it will move to the Answer Space in the top left corner. It will also have a colored border to show that it is still “active.”</td>
</tr>
<tr>
<td>Keyboard Command</td>
<td>Function</td>
</tr>
<tr>
<td>------------------</td>
<td>----------</td>
</tr>
</tbody>
</table>
| [Delete] | **Delete Object:**  
| Press the [Space Bar] to delete an object (after you have selected the [Delete Button] option and moved to the object you want to delete). |
| [←] or [→] | Move the object to the left or right. |
| [↑] or [↓] | Move the object up or down.  
*For items in the Object Bank, use the ↑ or ↓ arrows to navigate between the available objects. The selected object will have a blue background.* |
| [Shift] + [arrow key] | Move the object a smaller distance (left, right, up, or down). |

**Accessing an Element Context Menu with Keyboard Commands**

Students who cannot use a mouse can use the keyboard to navigate to and open an element.

**Navigating to an Element**

1. Press the [Tab] key to navigate between test items (and the reading passage, if there is one).
2. Press [Ctrl] + [Tab] to switch from a test item to each answer option.

**Opening a Context Menu for an Element Using the Keyboard**

1. Press the [Ctrl] + [M] keys on the keyboard. The context menu for that element will appear.
2. Use the Up or Down arrow keys on your keyboard to move between options in the menu. Each option will be highlighted as you arrow up or down.
3. Press the [Enter] key to select the highlighted menu option.
4. Press the [Esc] key to close the context menu.

**Context Menu: Highlighting Text with the Keyboard**

1. Navigate to the element containing the text you want to select.
2. Press [Ctrl] + [M] to open the context menu.
3. Select Enable Text Selection from the list of available options. A flashing cursor will appear.
4. Use the arrow keys on the keyboard to move the cursor to the beginning of the text you want to select.
5. Hold [Shift] and use the arrow keys to select your text. The text you have selected will appear shaded.
6. Press [Ctrl] + [M] to access the context menu again. Select the feature you want to use for the selected text (e.g., Highlighter, Speak Passage).
APPENDIX D. CALCULATORS IN THE STUDENT TESTING SITE

About Online Calculators in the Student Testing Site

Students in grades six, seven, eight, and eleven are able to use the online calculator for some mathematics tests. Available calculator types include Basic, Scientific, Graphing, and Regression. Students in grades three, four, and five are not permitted to use any calculators. Table 10 lists the calculators and the circumstances under which they are used.

Note: Only those students who require braille or a talking calculator are permitted to use hand-held calculators. For more information, refer to the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines document, which is available on the California Assessment of Student Performance and Progress (CAASPP) Instructions and Manuals Web page at http://caaspp.org/administration/instructions/.

Descriptions of each available calculator are provided in this appendix.

Table 10. Calculator Usage

<table>
<thead>
<tr>
<th>Calculator Type</th>
<th>Test</th>
<th>Practice Test</th>
<th>Training Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Calculator</td>
<td>Grade 6 Mathematics</td>
<td>Grade 6 Mathematics</td>
<td>Math 6–8 Training Test</td>
</tr>
<tr>
<td>Scientific Calculator</td>
<td>Grades 7 and 8 Mathematics</td>
<td>Grades 7 and 8 Mathematics</td>
<td>N/A</td>
</tr>
<tr>
<td>Scientific, Graphing, and Regression Calculator</td>
<td>Grade 11 Mathematics</td>
<td>Grade 11 Mathematics</td>
<td>HS Math Training Test</td>
</tr>
</tbody>
</table>

Students can use a mouse or keyboard to use the calculators on desktop and laptop computers. For tablets, students can simply tap the keys on the calculator's keypad. Information about keyboard shortcuts for students who cannot use a mouse is also available in this section.

Some calculators may be combined; that is, students may access both scientific and graphing calculators within the same calculator window. An example of this type of calculator is shown in Figure 76. When multiple calculator types are available, a button will appear for each calculator type.

Figure 76. Sample Combined Calculator
Accessing the Sample Calculators

All sample calculators are available on the CAASPP Test Administrator (TA) Resources Web page at http://caaspp.org/ta-resources/. You are encouraged to bookmark the sample calculators. Desktop/Home screen shortcuts can also be created.

Once the calculators are saved to the desktop or home screen, students may open them without needing a Wi-Fi or 3G/4G connection.

Open a Sample Calculator on Windows/Mac/Linux

1. Navigate to the CAASPP portal > TA Resources >Resources Web page.

2. Select a [Calculator] link.
   The sample calculator, such as the one in Figure 77, you selected will open in the browser window.
   **Note:** The first time you load the sample calculator, you should see a pop-up message that says “This website (tds.airast.org) is asking you to store data on your computer for offline use.”

3. Select [Allow].

Create a Desktop Shortcut to the Sample Calculator

**Note:** Ensure that the browser window does not take up the full monitor.

1. Use your mouse to hover over the [Lock] icon in the address bar (shown in Figure 78).
2. Select and drag the [Lock] icon to the desktop. A shortcut with the browser’s icon will appear that says “Calculator.”

3. **Optional:** Rename the shortcut icon; steps are shown in Figure 79.
   a. Select in the icon text and it will become editable.
   b. Change the text to what you want (e.g., “Graphing Calculator”).
4. Double-click the icon to open the sample calculator.
Open a Sample Calculator on a Mobile Tablet

1. Navigate to the CAASPP portal > TA Resources > Resources Web page.
2. For iPads, use Safari. For Android tablets, use Google Chrome.

3. Tap on a [Calculator] link.
   The sample calculator you selected will open in the browser window; this is shown in Figure 80.
   **Note:** You will see a pop-up message encouraging you to add the calculator to the tablet’s home screen.

![Figure 80. Calculator on a mobile tablet](image)

Save a Sample Calculator to your Home Screen (iPad)

1. Tap the [Share] icon [ ], which appears just to the left of the address bar.
2. Tap the [Add to Home Screen] icon, indicated in Figure 81.

![Figure 81. Adding the icon to the mobile home screen on an iPad](image)

3. **Optional:** Rename the shortcut icon.
   (By default, all sample calculators are named “Calculator.”)
4. Tap in the box that says “Calculator.”
5. Using the tablet keyboard, add or modify text (e.g., “Graphing Calculator”).
6. Tap the blue [Add] button, indicated in Figure 82. The shortcut icon will appear on the home screen.
Bookmark and Add a Sample Calculator to Your Home Screen (Android)

Save the Sample Calculator as a Bookmark

1. Tap the star icon [ ], which appears on the right side of the address bar (indicated in Figure 83). The Add Bookmark screen will open.

2. Optional: Modify the bookmark name.
   a. Tap the text and then use the keyboard to change the name.
   b. Tap the down arrow to close the keyboard.

3. Tap [Save].

Add the Calculator Bookmark to the Home Screen

1. Tap the [Menu] icon [ ], which appears in the upper-right corner. The menu will open.

2. Tap [Bookmarks], shown in Figure 84. The list of your bookmarks will appear.

4. Tap and hold the calculator bookmark. A list of options will appear.

5. Tap [Add to home screen], circled in Figure 85. The bookmark will be added to your tablet’s home screen.
Available Calculators

**Basic (Four-Function) Calculator**

The basic calculator, shown in Figure 86, includes a number pad and buttons for adding, subtracting, multiplying, and dividing.

<table>
<thead>
<tr>
<th>Key Type</th>
<th>Key Name</th>
<th>Key Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculation keys</td>
<td>Division (+)</td>
<td>Divide</td>
</tr>
<tr>
<td></td>
<td>Multiplication (x)</td>
<td>Multiply</td>
</tr>
<tr>
<td></td>
<td>Subtraction (−)</td>
<td>Subtract</td>
</tr>
<tr>
<td></td>
<td>Addition (+)</td>
<td>Add</td>
</tr>
<tr>
<td></td>
<td>Equals (=)</td>
<td>Equals</td>
</tr>
<tr>
<td>Function keys</td>
<td>Backspace</td>
<td>Clears the last numeral entered</td>
</tr>
<tr>
<td></td>
<td>CE</td>
<td>Clears the last numeric entry made; the previous operation is still current</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>Clears all numbers and operations</td>
</tr>
</tbody>
</table>

![Figure 86. Basic Calculator](image)

**Scientific Calculator**

In addition to the functions available on the basic/standard calculator, the scientific calculator, shown in Figure 87, includes exponential, logarithmic, and trigonometric functions.

<table>
<thead>
<tr>
<th>Key Type</th>
<th>Key Name</th>
<th>Key Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculation keys</td>
<td>Division (+)</td>
<td>Divides</td>
</tr>
<tr>
<td></td>
<td>Multiplication (x)</td>
<td>Multiplies</td>
</tr>
<tr>
<td></td>
<td>Square root (√)</td>
<td>Finds a square root; enter the number and then select √</td>
</tr>
<tr>
<td></td>
<td>Subtraction (−)</td>
<td>Subtracts</td>
</tr>
<tr>
<td></td>
<td>Sign (+/-)</td>
<td>Enters a negative number; select +/−, and then select the number(s)</td>
</tr>
<tr>
<td></td>
<td>Addition (+)</td>
<td>Add</td>
</tr>
<tr>
<td></td>
<td>Equals (=)</td>
<td>Equals</td>
</tr>
<tr>
<td>Function keys</td>
<td>Backspace</td>
<td>Clears the last numeral entered</td>
</tr>
<tr>
<td></td>
<td>CE</td>
<td>Clears the last numeric entry made; the previous operation is still current</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>Clears all numbers and operations</td>
</tr>
<tr>
<td></td>
<td>ANS</td>
<td>Retrieves last computed result</td>
</tr>
<tr>
<td></td>
<td>M</td>
<td>Indicates memory is full</td>
</tr>
<tr>
<td></td>
<td>STO</td>
<td>Stores displayed value in memory</td>
</tr>
</tbody>
</table>

![Figure 87. Scientific Calculator](image)
### Function keys (continued)

<table>
<thead>
<tr>
<th>Key Type</th>
<th>Key Name</th>
<th>Key Function</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>RCL</td>
<td>Recalls stored value from memory</td>
</tr>
<tr>
<td></td>
<td>C</td>
<td>Clears stored value in memory</td>
</tr>
<tr>
<td></td>
<td>Sin</td>
<td>Displays “sin” followed by expression: used to find sine values</td>
</tr>
<tr>
<td></td>
<td>Cos</td>
<td>Displays “cos” followed by expression: used to find cosine values</td>
</tr>
<tr>
<td></td>
<td>Tan</td>
<td>Displays “tan” followed by expression: used to find tangent values</td>
</tr>
<tr>
<td></td>
<td>( e^x )</td>
<td>Displays “exp” followed by expression: used to find exponentials</td>
</tr>
<tr>
<td></td>
<td>( \ln )</td>
<td>Displays “ln” followed by expression: used to find natural logarithms</td>
</tr>
<tr>
<td></td>
<td>( \log )</td>
<td>Displays “log” followed by expression: used to find logarithms</td>
</tr>
<tr>
<td></td>
<td>(</td>
<td>Left parentheses</td>
</tr>
<tr>
<td></td>
<td>)</td>
<td>Right parentheses</td>
</tr>
<tr>
<td></td>
<td>( n! )</td>
<td>Finds factorial of displayed value</td>
</tr>
<tr>
<td></td>
<td>( 1/x )</td>
<td>Finds multiplicative inverse of displayed value</td>
</tr>
<tr>
<td></td>
<td>( x^y )</td>
<td>Displays carrot symbol to represent exponential notation</td>
</tr>
<tr>
<td></td>
<td>( x^2 )</td>
<td>Finds the square of the displayed value</td>
</tr>
<tr>
<td></td>
<td>( x^3 )</td>
<td>Finds the cube of the displayed value</td>
</tr>
<tr>
<td></td>
<td>( \pi )</td>
<td>Displays the value of pi as 3.141593</td>
</tr>
<tr>
<td></td>
<td>Abs</td>
<td>Displays “Abs” followed by expression: used to find absolute value</td>
</tr>
<tr>
<td></td>
<td>Degrees</td>
<td>Sets calculator in degrees mode</td>
</tr>
<tr>
<td></td>
<td>Radians</td>
<td>Sets calculator in radians mode</td>
</tr>
</tbody>
</table>

### Graphing Calculator

In addition to the function and calculation keys available on a scientific calculator, students can plot graphs and tables for up to four equations using the graphing calculator (Figure 88), as well as modify the graphing window parameters.
Graphing function keys:

<table>
<thead>
<tr>
<th>Key</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expressions (Y=)</td>
<td>Allows student to enter up to four (4) different expressions</td>
</tr>
<tr>
<td>Window</td>
<td>Allows student to set maximum and minimum axes values for graphing window</td>
</tr>
<tr>
<td>Table</td>
<td>Allows student to create a table of values for each entered expression</td>
</tr>
<tr>
<td>Graph</td>
<td>Shows graph for each entered expression using the window</td>
</tr>
<tr>
<td>Reset</td>
<td>Clears all expressions and resets window to default values</td>
</tr>
<tr>
<td>x-var</td>
<td>Inputs x-variable</td>
</tr>
</tbody>
</table>

**Expressions (Y=)**

By default, the [Expressions (Y=)] option is selected (shaded blue). Each expression can be an equality or inequality.

1. From each drop-down list (circled in Figure 89), select from the following:

<table>
<thead>
<tr>
<th>Key</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equals (=)</td>
<td></td>
</tr>
<tr>
<td>Greater than (&gt;)</td>
<td>shade above function</td>
</tr>
<tr>
<td>Less than (&lt;)</td>
<td>shade below function</td>
</tr>
</tbody>
</table>

2. Enter an expression into each desired Y text box.
   a. To display the graph of the expression(s), select the [Graph] button.
   b. To change the parameters, select the [Window] button.
Window View

This section allows you to change the dimensions and scale for the graph output window.

3. Select the [Window] button (highlighted in Figure 90) and verify or update the value in each text box.

<table>
<thead>
<tr>
<th>Key</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Xmin</td>
<td>Sets the minimum x value displayed on the graph’s x-axis</td>
</tr>
<tr>
<td>Xmax</td>
<td>Sets the maximum x value displayed on the graph’s x-axis</td>
</tr>
<tr>
<td>Ymin</td>
<td>Sets the minimum y value displayed on the graph’s y-axis</td>
</tr>
<tr>
<td>Ymax</td>
<td>Sets the maximum y value displayed on the graph’s y-axis</td>
</tr>
<tr>
<td>Trace Step Size</td>
<td>This feature is comparable to the Xres feature on handheld graphing calculators and allows you to change the pixel resolution. This value does not need to be changed.</td>
</tr>
<tr>
<td>Xscale</td>
<td>Defines the distance between tick marks on the x-axis</td>
</tr>
<tr>
<td>Yscale</td>
<td>Defines the distance between tick marks on the y-axis</td>
</tr>
</tbody>
</table>

Table View

This section allows you to change the initial value of x based on the expressions entered in the [Expressions (Y=)] section.

1. Changing the value of Init X in the table view shown in Figure 91 will allow you to see the corresponding output values for each Y = expression.

2. After you have verified or updated the value in the Initial X (Init X) text box, select the [Apply] button.

<table>
<thead>
<tr>
<th>Key</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply</td>
<td>Shows y-values for the inputted x-value</td>
</tr>
<tr>
<td>Previous</td>
<td>Shows y-values for the preceding 5 values of x</td>
</tr>
<tr>
<td>Next</td>
<td>Shows y-values for the next 5 values of x</td>
</tr>
</tbody>
</table>

Graph (Output) View

This section allows you to view the graph output of the expressions entered in the [Expressions (Y=)] section.

In addition to the graphing window, four arrow buttons and two radio buttons (Scroll and Trace) are available on this section of the graphing calculator.
1. In the graph view shown in Figure 92, the **Arrow** keys enable students to use the scroll and trace features. See below for more information.

2. **Scroll**—Allows students to pan (move) the viewing window up, down, left, and right. Select the **Scroll** radio button and then select an arrow:

<table>
<thead>
<tr>
<th>Key</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up (↑) arrow</td>
<td>Pans upward</td>
</tr>
<tr>
<td>Down (↓) arrow</td>
<td>Pans downward</td>
</tr>
<tr>
<td>Left (←) arrow</td>
<td>Pans to the left</td>
</tr>
<tr>
<td>Right (→) arrow</td>
<td>Pans to the right</td>
</tr>
<tr>
<td>Trace</td>
<td>Allows students to observe both the x and y coordinates of a point on a graph as the cursor moves along the graph of the function.</td>
</tr>
</tbody>
</table>

3. Select the **Trace** radio button. The trace square will appear on the graph. (By default, the trace square will appear on the Y₁ expression.) Select an arrow button to move the trace square:

<table>
<thead>
<tr>
<th>Key</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Left (←) arrow</td>
<td>Moves the trace square to the left on the selected graph</td>
</tr>
<tr>
<td>Right (→) arrow</td>
<td>Moves the trace square to the right on the selected graph</td>
</tr>
<tr>
<td>Down (↓) arrow</td>
<td>Moves the trace square to the next graphed Y= (e.g., from Y₁ to Y₂ and from Y₂ to Y₃)</td>
</tr>
<tr>
<td>Up (↑) arrow</td>
<td>Moves the trace square to the previous graphed Y= (e.g., from Y₂ to Y₁ and from Y₃ to Y₂)</td>
</tr>
</tbody>
</table>

4. Other keys include:

<table>
<thead>
<tr>
<th>Key</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zoom In</td>
<td>Allows you to zoom in the viewing window</td>
</tr>
<tr>
<td>Zoom Out</td>
<td>Allows you to zoom out the viewing window</td>
</tr>
<tr>
<td>Reset</td>
<td>Clears all graphed expressions</td>
</tr>
</tbody>
</table>

**Note:** When the Xmin, Xmax, Ymin, and Ymax are set to values greater than 5 points from the center, the scale of tick marks will change. For example:

- If the values are (-10, 10, -10, 10), then four tick marks for each quadrant will be visible, labeled in units of two (2, 4, 6, 8). The +/- 10 tick marks are the maximum and not labeled.
- If the values are (-6, 6, -6, 6), then two tick marks for each quadrant will appear. These are also labeled in units of two (2, 4) and the +/- 6 tick marks are the maximum and not labeled.
**Regression Calculator**

The regression calculator, shown in Figure 93, can be used to derive linear, quadratic, exponential, and power equations.

**Figure 93. Regression Calculator**

Enter values in the X column and at least one Y column and in at least two rows. Select a function key to derive the desired equation.

**Note:** Values can be entered in up to four Y columns. Use the internal horizontal scroll bar to access the Y4 column.

Regression function keys are as follows:

<table>
<thead>
<tr>
<th>Key</th>
<th>Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linear</td>
<td>Displays the equation for the x and y values entered for each Y column in the viewing window</td>
</tr>
<tr>
<td>Quadratic</td>
<td>Displays the equation for the x and y values entered for each Y column in the viewing window</td>
</tr>
<tr>
<td>Exponential</td>
<td>Displays the equation for the x and y values entered for each Y column in the viewing window</td>
</tr>
<tr>
<td>Power</td>
<td>Displays the equation for the x and y values entered for each Y column in the viewing window</td>
</tr>
<tr>
<td>Clear</td>
<td>Clears all x and y values from the regression table</td>
</tr>
</tbody>
</table>

**Keyboard Shortcuts for Calculators**

This section provides information on using keyboard shortcuts to enter calculations and equations. The keyboard shortcuts provided in this section work for all supported operating systems (Windows, Mac OS X, and Linux).

- The functionality is similar to navigating between elements on a test page.
- The [Ctrl], [Shift], and arrow keys are used to navigate, and the [Space Bar] is used to select a value or variable.
To open the calculator in a test environment using keyboard shortcuts:

1. Press the [Ctrl] + [G] keys on the keyboard. This will open the Global Menu.
2. Use the arrow up or down keys to navigate to the calculator tool.
3. Press [Enter] to select and open the calculator.

**Note:** For students who want additional information about general keyboard shortcuts in a test, refer to Appendix C, *Keyboard Commands for Students*.

**Navigating Within the Calculator**

Each calculator has several “areas,” including the display, number keypad, and function keypad (see Figure 94). You can navigate between each area and within each area using the following shortcut keys.

**To navigate between areas:**

- Press [Ctrl] + [Shift] + [→] OR [←].

**To navigate within an area:**

- Press [Shift] + any arrow key (up, down, left, right).

**To select a number or function to enter in the display:**

- Press the [Space Bar]. The selected value or variable will appear in the display.
APPENDIX E. TOOLS FOR FULL-WRITE ITEM TYPES

In addition to the standard tools used for English language arts/literacy tests, full-write items contain several additional features. The tools and buttons described in this section are displayed for certain constructed-response items.

Using the Response Field Tools

The response field tools shown in Figure 95 and described in Table 11 allow students to apply styling to text (e.g., bold, italics, etc.) and use standard word-processing features such as moving and indenting text.

Figure 95. Sample Writing Response Field with available tools

![Writing Response Field with available tools](image)

The student uses this field to respond to the selected Writing prompt.

Table 11. Writing Tools

<table>
<thead>
<tr>
<th>Tool Button</th>
<th>Description of Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>B ‹ U ‹ I ‹</td>
<td>BOLD, ITALICIZE, or UNDERLINE selected text</td>
</tr>
<tr>
<td>I_x</td>
<td>REMOVE formatting that was applied to the selected text</td>
</tr>
<tr>
<td>E</td>
<td>INDENT a line of selected text</td>
</tr>
<tr>
<td>E</td>
<td>OUTDENT text that is indented</td>
</tr>
<tr>
<td>X</td>
<td>CUT selected text</td>
</tr>
<tr>
<td>Q</td>
<td>COPY selected text</td>
</tr>
<tr>
<td>R</td>
<td>PASTE copied or cut text</td>
</tr>
<tr>
<td>F</td>
<td>UNDO reverses the last action in the response field (This feature applies to previous edits to text or formatting.)</td>
</tr>
<tr>
<td>G</td>
<td>REDO reverses the last undo action</td>
</tr>
<tr>
<td>ABC</td>
<td>Use SPELL CHECK to identify potentially misspelled words in the response field and provide suggestions.</td>
</tr>
</tbody>
</table>
To move text to another location of your response, select and hold the mouse button to select the text you want to move.

Release the button, then select and drag the highlighted text to the desired location.

**Spell Check**

The spell check tool shown in Figure 96 identifies words in the response field that may be misspelled and provides suggestions for each.

When “Spell Check Mode” is enabled, the ability to write or access other formatting tools is automatically disabled. Students can exit this mode by selecting the spell check button again. With the spell check mode enabled, a student can view the suggested spelling for a word by selecting the highlighted text.

To use spell check:

1. Make sure the cursor is in the text box.
2. Select the [Spell check] button [Ω].
3. Words identified as being potentially incorrect will change color and have an underline.
4. Select a misspelled word. A list of options will be displayed.
5. Select a replacement word from the list. *If none of the replacement words are correct, you can close the list. Select anywhere outside the list to close it.*
6. When you have finished reviewing all misspelled words, select the [Spell check] button again.

**Alert:** The spell check tool does not identify misspelled words in real time (as they are typed on the screen). In order to check for misspelled words, the student must enable spell check mode. All words that are potentially misspelled will be indicated. The spell check menu will display the most likely alternatives based on the misspelled word.

<table>
<thead>
<tr>
<th>Tool Button</th>
<th>Description of Function</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ω</td>
<td>Add <strong>SPECIAL CHARACTERS</strong>, such as math symbols or Spanish characters, in the response field</td>
</tr>
<tr>
<td>TIP</td>
<td>In addition to the cut/paste options, text can also be moved manually using the mouse.</td>
</tr>
</tbody>
</table>
Special Characters

Students can select mathematics and Spanish characters as well as other symbols. To view available special characters, select the Omega button \([\Omega]\) in the toolbar to open the Select Special Character window, shown in Figure 97.

To select a special character, mouse over the one you want and select it. It will be inserted into the response.
APPENDIX F. DICTIONARY AND THESAURUS TOOL

The second segment of English language arts/literacy ELA performance task tests contains an embedded Merriam-Webster, Inc.© Dictionary and Thesaurus tool that students can use. This tool, shown in Figure 98, allows students to look up a word in the dictionary or thesaurus without having to exit the test.

Figure 98. Dictionary and Thesaurus Tool

To access the Dictionary/Thesaurus:

2. Enter a word or phrase into the text box and select either [Dictionary] or [Thesaurus]. The window will display available search results.

Note: If multiple definitions or synonyms are displayed, you may select one to view information for that word or phrase.
APPENDIX G: MULTIPLICATION TABLE

A single-digit (1–9) multiplication table is a non-embedded accommodation for grades 4 and above mathematics items. The multiplication table is to be used only for students with a documented and persistent calculation disability (i.e., dyscalculia). This table can be printed and/or enlarged for students requiring this accommodation. It is also available as a PDF on the CAASPP Test Administrator (TA) Resources Web page at [http://caaspp.org/ta-resources/](http://caaspp.org/ta-resources/).

<table>
<thead>
<tr>
<th>×</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
<td>10</td>
<td>12</td>
<td>14</td>
<td>16</td>
<td>18</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>6</td>
<td>9</td>
<td>12</td>
<td>15</td>
<td>18</td>
<td>21</td>
<td>24</td>
<td>27</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>8</td>
<td>12</td>
<td>16</td>
<td>20</td>
<td>24</td>
<td>28</td>
<td>32</td>
<td>36</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>10</td>
<td>15</td>
<td>20</td>
<td>25</td>
<td>30</td>
<td>35</td>
<td>40</td>
<td>45</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>12</td>
<td>18</td>
<td>24</td>
<td>30</td>
<td>36</td>
<td>42</td>
<td>48</td>
<td>54</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>14</td>
<td>21</td>
<td>28</td>
<td>35</td>
<td>42</td>
<td>49</td>
<td>56</td>
<td>63</td>
</tr>
<tr>
<td>8</td>
<td>8</td>
<td>16</td>
<td>24</td>
<td>32</td>
<td>40</td>
<td>48</td>
<td>56</td>
<td>64</td>
<td>72</td>
</tr>
<tr>
<td>9</td>
<td>9</td>
<td>18</td>
<td>27</td>
<td>36</td>
<td>45</td>
<td>54</td>
<td>63</td>
<td>72</td>
<td>81</td>
</tr>
</tbody>
</table>
## CHANGE LOG

<table>
<thead>
<tr>
<th>Change</th>
<th>Section</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Renumbered all figures after Figure 3.</td>
<td>Various</td>
<td>March 30, 2105</td>
</tr>
</tbody>
</table>