



Measuring the Power of Learning.™

**California Assessment of Student
Performance and Progress (CAASPP)
and English Language Proficiency
Assessments for California (ELPAC)
Observations—Test Day**

2019–20 Administration

Presented December 4, 2019

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Introduction and Auditor Information

Thank you for the work you do as an audit representative for the 2019–20 California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC) site visit process. Note the following about security at the schools (test sites) you visit:

- As an audit representative, you must have with you a letter of authorization and government-issued identification (ID).
- There are several methods that testing sites can use for issuing visitor passes. Some schools will scan ID cards into a digital ID device and print a sticker ID that you must wear at all times while on the premises, while other schools will collect your ID and hold it until you depart. Schools may also provide a visitor pass or badge worn on a lanyard.
- It is recommended that you have two forms of ID when visiting schools, such as a driver's license, passport, or work ID badge.

The information in this section should help your understanding of the CAASPP and ELPAC test administration procedures and supplements the training and other information you have already been provided. It is vital that those auditing the CAASPP and ELPAC testing sites avoid confusing CAASPP and ELPAC policies with those of other testing programs. Please review the California Department of Education's [2019–20 California Assessment System](#) web document for additional information about the testing programs you will be auditing.

Guidelines for Describing California Assessment System Testing Environments

All Assessments

Description: CAASPP encompasses several assessments, each with its own requirements for student participation. At the time of a visit, for the CAASPP or ELPAC, schools can be in possession of paper-pencil tests or may be delivering exams from multiple delivery methods.

Note:  Photograph a testing environment only when students are not present. If students are present, simply document a description of the environment (e.g., “computer lab with testing carrels,” “four rows of tables with 10 computers,” etc.).

Smarter Balanced Summative Assessments

Description: The online Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics are administered to students in grades three through eight and grade eleven.

Notes:  Photograph a testing environment only when students are not present. If students are present, simply document a description of the environment (e.g., “computer lab with testing carrels,” “four rows of tables with 10 computers,” etc.).

California Science Test (CAST)

Description: The online CAST is administered to students in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve).

Note:  Photograph a testing environment only when students are not present. If students are present, simply document a description of the environment (e.g., “computer lab with testing carrels,” “four rows of tables with 10 computers,” etc.).

California Alternate Assessments (CAAs)

Description: The online CAAs for ELA, mathematics, and science are alternate assessments for students with the most significant cognitive disabilities. The CAAs for ELA and mathematics are administered to students in grades three through eight and grade eleven. The CAA for Science is administered to students in grades five and eight and once in high school (i.e., grade ten, eleven, or twelve).

Note:  Photograph the testing environment only when students are not present. If you must have access to the testing room while a student is present, you must first gain prior permission from the test examiner familiar with the student about whether your presence will disturb the student. Do not enter the room if not granted permission.

California Spanish Assessment (CSA)

Description: The online CSA is an optional assessment administered to students in grades three through twelve who speak Spanish as their primary language and those who are learning Spanish as an additional language.

Note:  Photograph a testing environment only when students are not present. If students are present, simply document a description of the environment (e.g., “computer lab with testing carrels,” “four rows of tables with 10 computers,” etc.).

Smarter Balanced Interim Assessments

Description: The online interim assessments are designed for grades three through eight and high school, but may be administered to students in all grades. The interim assessments familiarize test takers with the testing interface and accessibility resources offered with computer-delivered exams and provide teachers with information on student performance to gauge the knowledge and skills of students.

Note:  Photograph a testing environment only when students are not present. If students are present, simply document a description of the environment (e.g., “computer lab with testing carrels,” “four rows of tables with 10 computers,” etc.).

Summative ELPAC

Description: The Summative ELPAC is now a computer-based assessment given annually that measures an English learner’s (EL’s) progress in learning English and identifies the student’s English language proficiency level. While the Summative ELPAC is computer-based, there are areas of the ELPAC that are paper-pencil, such as the

kindergarten through grade two Writing domain and the special print versions (braille and large print).

Note:  Describe the location where the Summative ELPAC paper-pencil testing materials are stored. Acceptable descriptors include “locked cabinet,” “locked storage room,” “daily-use office floor (principal, school coordinator, etc.),” “school vault or safe,” “file cabinet,” “conference room with clamshell lock or padlock,” “conference room with standard lock,” or “classroom converted for storage.”

Note:  Photograph the testing environment only when students are not present.

If students are present, simply document a description of the environment (e.g., “computer lab with testing carrels,” “four rows of tables with 10 computers,” etc.).

Initial ELPAC

Description: The Initial ELPAC is a paper-pencil assessment that identifies students as ELs or initial fluent English proficient.

Note:  Describe the location where the Initial ELPAC testing materials are stored. Acceptable descriptors include “locked cabinet,” “locked storage room,” “daily-use office floor (principal, school coordinator, etc.),” “school vault or safe,” “file cabinet,” “conference room with clamshell lock or padlock,” “conference room with standard lock,” or “classroom converted for storage.”

Observations

Information About the Site Visit

Roles

Role	Definition
Local educational agency (LEA)	The LEA is the governing agency for a school. For example, the LEA for Los Angeles High School is the Los Angeles Unified School District.
LEA coordinator	The CAASPP or ELPAC LEA coordinator is responsible for the coordination of testing at an LEA and will usually work from the LEA's office but may be present at the time of your visit. The LEA coordinator will often have responsibility for testing for all schools within an LEA.
Test site coordinator	The CAASPP test site coordinator or site ELPAC coordinator is the person responsible for testing at the designated site (school) being visited. One person can be the test site coordinator at multiple schools.
CAASPP test examiner	The CAASPP test examiner administers alternate summative assessments and interim, practice, and training tests to students; confirms student test settings in the Test Administrator Interface; and ensures test session security.
ELPAC test examiner	The ELPAC test examiner administers the 2019–20 Summative or Initial ELPAC to students. Test examiners are assisted by proctors during group administration of more than 10 students in grade two and of more than 20 students in grades three through twelve.
CAASPP test administrator	The CAASPP test administrator administers standard summative assessments and interim, practice, and training tests to students; confirms student test settings in the Test Administrator Interface; and ensures test session security.

Site Details

Shop ID:

Location:

Visit Date:

Primary Contact:

Contact Attempts:

Confirmed Appointment Date:

Confirmed Appointment Time:

Auditor Arrival Time:

Auditor Departure Time:

Total Audit Time (enter time in 15-minute increments, e.g., 1.25, 2.75, 3.5, 4.0, etc.):

Total Travel Time (enter time in 15-minute increments, e.g., 1.25, 2.75, 3.5, 4.0, etc.):

Audit Visit Announced:

CAASPP or ELPAC Test Site Coordinator's Name:

CAASPP or ELPAC Test Site Coordinator's Title:

CAASPP or ELPAC Test Site Coordinator's Telephone Number:

CAASPP or ELPAC Technical Liaison's Name (if applicable):

CAASPP or ELPAC Technical Liaison's Title (if applicable):

LEA CAASPP or ELPAC Coordinator's Name:

LEA CAASPP or ELPAC Coordinator's Title:

LEA CAASPP or ELPAC Coordinator's Telephone Number:

Survey

Introduction

For the **projected administration column**, please ask the test site coordinator the number of each assessment that the school has administered or plans to administer during the current test administration.

For the **observed administration column**, the auditor should enter the number of students observed taking each assessment.

Content Area	Projected Administration	Observed Administration
Smarter Balanced Summative	[enter number]	[enter number]
Smarter Balanced Interim	[enter number]	[enter number]
CAAs for ELA and mathematics	[enter number]	[enter number]
Initial ELPAC	[enter number]	[enter number]
Summative ELPAC	[enter number]	[enter number]
CAST	[enter number]	[enter number]
CAA for Science	[enter number]	[enter number]
CSA	[enter number]	[enter number]

Interim Assessments

1. Does your school administer the Smarter Balanced Interim Assessments?
 - a. If no, please skip to the next applicable section.

2. As the CAASPP test site coordinator, have you been able to review all the necessary security procedures and guidelines in the *Interim Assessment User Guide*?
 - a. If no, please explain:

3. What measures are in place at your school to ensure that interim assessment contents are available only to staff and students?
4. What is your process for reporting security breaches or compromises of the interim assessments to your LEA CAASPP coordinator?
5. Do you believe all staff development needs relating to the security of interim assessments have been met for your school?
 - a. If no, please explain:

ELPAC

Note: The following questions and observations are for schools with ELPAC paper-pencil materials, which are limited to kindergarten through grade two and special print versions.

6. Per the site ELPAC coordinator, what processes are in place for the secure transit and storage of test materials between the LEA and the test site?
7. Per the site ELPAC coordinator, what processes are in place for the secure transit of test materials returning to the LEA after testing?
8. If possible, ask to see where the ELPAC testing materials are stored. Acceptable descriptors include “locked cabinet,” “locked storage room,” “school vault or safe,” “file cabinet,” “conference room with clamshell lock or padlock,” “conference room with standard lock,” or “classroom converted for storage.” If this is not possible, please ask the LEA or site ELPAC coordinator to describe the location where the ELPAC testing materials are stored.
9.  If testing materials are stored on the floor of a daily-use office, please call the Educational Testing Service (ETS) Office of Testing Integrity immediately at the telephone number provided.
10. Did the test site coordinator immediately advise the LEA ELPAC coordinator if there was a problem with the Test Book shipment?
11. What is the process to maintain the security of test materials during testing?
12. What steps does the site coordinator take before returning test materials to the LEA ELPAC coordinator?

Review of Examination Planning—All Delivery Modes

13. Has the CAASPP or ELPAC test site coordinator completed the training modules or attended school or LEA training sessions prior to today's audit?
14. Are all test administrators and test examiners current LEA employees or contractors?
 - a. How did you make this determination?
15. Did all test administrators and test examiners participate in a training session prior to the first testing session?
16. Will student-supplied devices be used for testing at this site? Please note that student-supplied devices such as iPads or students' own laptops are not allowed to be used for the CAASPP or ELPAC programs.
17. Will any students be using approved devices, such as a medical device that is an approved, non-embedded, designated support?
18. What is the plan for students who require more than the recommended time for testing?
19. Were there any other testing programs (Advanced Placement, International Baccalaureate, SAT, ACT, McGraw-Hill, etc.) scheduled for administration at this site on the day you observed?
 - a. If yes, how did they affect this administration? For example, was there a lack of staffing, lack of testing rooms, or lack of computers?

Observations

20. Did test administrators and test examiners verify test-taker rosters and test settings prior to admitting test takers?
 - a. If no, please explain:
21. Did test administrators and test examiners allow only authorized visitors into the testing room? (Note that students who are not testing are not permitted in the testing area.)
 - a. If no, please explain:

22. Are the computer screens and students' desks positioned to prevent test takers from seeing their neighbor's screen or answer documents?
23. Did test administrators and test examiners ensure that test takers did not have improper items or aids in the testing room? Note that calculators are only permitted if a student in grades six through eight or grade eleven taking a mathematics test has been assigned to use the non-embedded calculator as a testing accommodation, or a student in grade five or eight or high school has been assigned to use the non-embedded calculator as a designated support for **science** testing.
 - a. If no, please explain:
24. Did the test administrators and test examiners ensure proper scratch paper handling?
25. Did the test administrators and test examiners ensure that test takers did not write down or photograph test questions?
26. Did the test administrator and text examiners refrain from coaching students during testing?
27. Did the test administrators and test examiners ensure that test takers did not access cell phones during the test administration?
 - a. If no, please explain:
28. Did test administrators and test examiners make certain that at least one staff member was present at all times in each testing room?
 - a. If no, please explain:
29. Did test administrators and test examiners read directions verbatim for administration of the test being given?
 - a. If no, please explain:
30. Did test administrators and test examiners take appropriate action if a student was suspected of cheating? (Write "yes" if **no** cheating was observed.)
31. Did test administrators and test examiners refrain from reading test questions on individual student computers?

32. What process is in place for students who finish testing before the end of the testing period?
33. Are students who have completed testing before others allowed access to electronic devices or the internet? Are these students prevented from interacting with students who are still testing?
34. For the CAASPP, did test administrators and test examiners appear to provide assistance to test takers (e.g., pointing out responses on the screen, repeatedly visiting the same test taker, nodding to test takers who are pointing at the computer monitor, etc.)?
 - a. If yes, please contact ETS immediately.
35. Were any technical issues evident that required testing to be stopped and assistance to be called for?
36. Did the test site coordinator report any irregularities using the Security and Test Administration Incident Reporting System (STAIRS) for CAASPP or the Summative ELPAC, or the paper form for the Initial ELPAC?

Facilities Evaluation

37. Types of rooms used:
 - a. Classrooms:
 - b. Computer Labs:
 - c. Library:
 - d. Cafeteria:
 - e. Other (describe):
38. How many rooms were used for testing?
39. How many test takers were present at the school?
40. Are the testing rooms free of aids, such as mathematics instructions, formulas, and English instructions? (Please note that maps and student drawings are not considered aids.)

41. If computer labs are in use, are monitoring cameras evident? Are they in use during testing?
42. How many examinees were in each testing room?
43. Types of computer equipment used (desktops, laptops, or tablets with external keyboards):
44. How many test administrators administered the test at the school?
45. How many rooms were visited during this observation?

Postadministration Activity

46. List and describe any irregularities or security incidents that occurred during this administration:
 - a. How was this handled by the test administrator, test examiner, or site coordinator?
47. Were any test takers observed handling cell phones in the testing environment?
 - a. If yes, did the test administrator or test examiner inspect the cell phones for test content in photos, messaging apps, and social media apps?
48. What was the process observed when the testing staff collected the student logon tickets? Student logon tickets are printed documents that include the student's first and last names and the student's Statewide Student Identifier that were printed on-site. The tickets are handed out to students at the beginning of a testing session and are used by each student to log on to the testing system.
 - a. How will the student logon tickets be destroyed?
 - b. When will the student logon tickets be destroyed?
 - c. If the student logon tickets are not destroyed immediately after testing, where will they be securely stored?

Overall Summary

49. List any items you discussed with the test site coordinator that have not already been covered by previous questions in this report.
50. Did the test site coordinator immediately correct any testing room issues, such as rooms left unattended, inattentive testing staff, students using cell phones, etc.?
51. What is your overall impression of this administration (applicable for observations only)?

Additional Comments: