Chapter 1. CAASPP Testing Overview

Additional Resource for This Chapter:

- CAASPP List of Acronyms and Initialisms web page—
  http://www.caaspp.org/about/abbreviations.html

What's New in the CAASPP System in 2019–2020

CAASPP System of Assessments

All or General

- A new alert paper process to notify LEA CAASPP coordinator of sensitive student responses will be implemented.

Alternate Assessment

- The California Alternate Assessment (CAA) for Science testing window opened on September 8, 2019.

- The CAA for Science now contains four embedded PTs. LEAs must administer or attempt to administer all four embedded PTs to a student any time during the normal course of instruction between September 8 and the end of their instructional calendar or July 15, 2020, whichever comes first. Each of the four embedded PTs is available as a separate test in the test delivery system, enabling the test examiner to administer embedded PTs in any order and at any time.

- A test examiner may select the *Mark as No Response* option on the context menu of a CAA for Science embedded PT when a student does not orient to a test question.

Science

- All students must take a science test by the end of grade twelve. Students will have only one opportunity to take a science test in high school (i.e., in grade ten, eleven, or twelve). Students who are repeating grade twelve are not eligible to participate in the high school science assessments, either the California Science Test (CAST) or the CAA for Science.

Spanish Assessment

- California Spanish Assessment (CSA) constructed-response (CR) items are available in TOMS for local use only. The CSA CR materials can be found in TOMS by selecting the [**Resources**] button on the top navigation bar. The CSA CRs are scored locally and not included in a student's overall score.

Practice and Training Tests

- CAAs for English language arts/literacy (ELA) and mathematics practice tests have been updated.

- The CSA accommodated practice and training tests are now available. These accommodated tests allow users to use text-to-speech, braille, closed-captioning, and audio transcripts, as appropriate.

TOMS Processes

- The searchable online help and contextual help links in TOMS continue to be updated, providing users the opportunity to view relevant resources.

- LEA CAASPP coordinators can view announcements, a to-do list, and notification reminders on the LEA's MyTOMS at a Glance web page. The to-do list includes any STAIRS cases that have "Draft" status and need submission.

- CAASPP test site coordinators can now view student demographic and other assessment-related information at the site level on MyTOMS at a Glance.

- Student profiles in TOMS have been updated to include the [**Score Status**] tab. The [**Score Status**] tab in a student's profile will have assessment status information and recent appeals for the student, if available.

- LEAs that administer the Smarter Balanced Interim Assessments for students in grades that are not taking a CAASPP summative assessment—kindergarten and grades two, nine, ten, and twelve—can now assign student test settings in TOMS for these students using a separate test settings upload process.

- The Test Administrator & Test Examiner user role was eliminated. All rights and permissions associated with this role have been assigned to the Test Examiner role.

- The Digital Library Only user role was added.

Reports

- The CAASPP Student Score Data Extract Report in TOMS includes three downloadable files for each of the last three historical administration years of 2018–2019, 2017–2018, and 2016–2017. (Note that once the 2019–2020 data files are posted, the 2016–2017 data files are no longer available.)

Accessibility Resources

General or All

- "Medical Supports" is the new name for the "Medical Device" non-embedded designated support for all assessments.

Smarter Balanced

- Illustration glossaries for mathematics items are available for selected construct-irrelevant terms. This resource, which is a type of translation glossary, is available as an embedded designated support for online assessments and as a non-embedded designated support for paper-pencil tests. Students who are assigned the illustration glossaries resource will be given a fixed-form assessment.

- Somali and Hmong are now offered as a translation glossary for mathematics items.

- Unified English Braille Technical is available for the mathematics assessment.

Technical Specifications

Refer to the *CAASPP and English Language Proficiency Assessments for California (ELPAC) Technical Specifications and Configuration Guide for Online Testing* for information about the updated secure browser and operating system versions required for testing in the 2019–2020 CAASPP administration.

About the Assessments

In 2019–2020, there are four types of online summative assessments administered as a part of the CAASPP:

- Smarter Balanced Online Summative Assessments (grades three through eight and grade eleven). Each assessment consists of a CAT and a PT.
  - ELA
  - Mathematics
- CAAs
  - ELA (grades three through eight and grade eleven)
  - Mathematics (grades three through eight and grade eleven)
  - Science (This online assessment is delivered as four online, embedded PTs to students in grades five, eight, and twelve, and students in grades ten and eleven whose individualized education program (IEP) prescribes an alternate science assessment)
- CAST
  - Science (grades five, eight, and twelve, and students in grades ten and eleven whom the LEA recommends to take a science assessment)
- CSA
  - Spanish-specific reading, writing mechanics, and listening skills (grades three through eight and high school)

Assessment Participation

All students are required to participate in the CAASPP assessments for which they are eligible with the exception of those for whom a parent/guardian exemption has been submitted to the test site or for whom the not tested due to a medical emergency exemption applies. All students who are logged on and presented with the first test question of the Smarter Balanced (for both the CAT and the PT portions), CAA, and CAST are counted for participation.

Smarter Balanced Summative Assessments

> **Resource in This Subsection:**
>
> - *CAASPP and ELPAC Accessibility Guide for Online Testing* web document—http://www.caaspp.org/rsc/pdfs/CAASPP-ELPAC.accessibility-guide.2019-20.pdf
> - CAASPP Student Accessibility Resources and Test Settings web page—http://www.caaspp.org/administration/accessibility/
> - California Department of Education (CDE) Student Accessibility Resources web page—https://www.cde.ca.gov/ta/tg/ca/accesssupport.asp
> - CDE Matrix One: California Assessment of Student Performance and Progress Accessibility Resources web document—https://www.cde.ca.gov/ta/tg/ai/documents/caasppmatrixone.docx
> - Smarter Balanced Assessment Consortium website—http://www.smarterbalanced.org/
> - *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines* web document—linked on the CAASPP Student Accessibility Resources and Test Settings web page at http://www.caaspp.org/administration/accessibility/

Smarter Balanced Summative Assessments for ELA and mathematics are next-generation assessments that were developed by the Smarter Balanced Assessment Consortium, a multistate, state-led consortium. These tests are aligned to the Common Core State Standards (CCSS) in ELA and mathematics that accurately measure student progress toward college- and career-readiness.

Consistent with the Smarter Balanced testing plan and California's educational mission, all students, including students with disabilities, English learners (ELs), and ELs with disabilities, should have equal opportunity to participate in assessments administered in California.

Participation Requirements:

All students enrolled in grades three through eight and grade eleven are required to participate in the Smarter Balanced mathematics assessment except for the following:

- Students with the most significant cognitive disabilities who meet the criteria for the CAA for Mathematics based on alternate achievement standards (approximately one percent or fewer of the student population) will take the CAA for Mathematics. These students must also take the CAA for ELA.

All students enrolled in grades three through eight and eleven are required to participate in the Smarter Balanced ELA assessment except for the following:

- Students with the most significant cognitive disabilities who meet the criteria for the CAA for ELA alternate assessment based on alternate achievement standards

(approximately one percent or fewer of the student population) will take the CAA for ELA. These students must also take the CAA for Mathematics.

- ELs who are within their first 12 months of enrollment in a U.S. school after April 15 of the previous school year have a one-time exemption from the **Smarter Balanced for ELA** assessment (but may opt to take the ELA assessment) and are required to take the Smarter Balanced for Mathematics. These students will also participate in the ELPAC testing.

Accessibility Resources

Smarter Balanced has crafted a comprehensive accessibility and accommodations framework, the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines,* for all students, including those with special assessment needs. The Consortium has also developed a variety of innovative universal tools that are embedded in the test delivery system as well as a variety of designated supports and accommodations. To assist CAASPP users in implementing these accessibility resources, the *CAASPP and ELPAC Accessibility Guide for Online Testing* is available as well.

In addition, the CDE Matrix One: CAASPP web document lists the universal tools, designated supports, and accommodations that are allowed as part of all CAASPP general and alternate assessments.

Finally, the CDE Student Accessibility Resources web page lists all the universal tools, designated supports, and accommodations for the CAASPP assessments.

California Alternate Assessments

Resources in This Subsection:

- CAA for Science Administration Planning Guides web page—http://www.caaspp.org/administration/about/caa/caa-for-science-administration-planning-guide.html
- CAASPP CAAs for ELA and Mathematics Version Assignments web page—http://www.caaspp.org/administration/about/caa/caa-assignments.2019-20.html
- CAASPP CAA for Science Version Assignments web page—http://www.caaspp.org/administration/about/caa/caa-science-assignments.2019-20.html
- CDE Alternate Assessment IEP Team Guidance web page—https://www.cde.ca.gov/ta/tg/ca/caaiepteamrev.asp

- CDE California Alternate Assessments web page—
  https://www.cde.ca.gov/ta/tg/ca/altassessment.asp
- CDE Student Accessibility Resources web page—https://www.cde.ca.gov/ta/tg/ca/accesssupport.asp

The summative CAAs are for students with the most significant cognitive disabilities whose IEP team has designated the use of an alternate assessment on statewide summative assessments. These online tests, for ELA and mathematics and the science assessment, are administered to eligible students whose disability prevents them from taking the Smarter Balanced Summative Assessments for ELA and mathematics and the CAST. Students who are identified for an alternate assessment will take all the alternate assessments to which they have been assigned.

- Students in grades three through eight and grade eleven whose IEP designates they take an alternate assessment will take the CAAs for ELA and mathematics.

- Students in grades five, eight, and either ten, eleven, or twelve (whom the LEA recommends to take a science assessment) whose IEP designates they take an alternate assessment will take the CAA for Science as assigned.

- Students in grade twelve who have not yet taken a science test will automatically be registered to test. Students who are repeating grade twelve are not eligible to test.

The CAAs for ELA, mathematics, and science are delivered one on one by a test examiner and use the same test delivery system as the other CAASPP online assessments. Additionally, the CAA for Science is delivered as embedded PTs, four per grade level assessed.

There are five versions of the CAAs for ELA and mathematics and four versions of each CAA for Science embedded PTs that are assigned at the school level. Version assignments are posted on the CAAs for ELA and Mathematics Version Assignments and CAA for Science Version Assignments web pages on the CAASPP website. Secure, version-specific *Directions for Administration* (*DFA*) are available for download from TOMS.

The CAA for Science is administered one on one as embedded PTs by a test examiner during the course of instruction and shortly after instruction of related science content is complete. The separate *DFA* for each embedded PT became available for download in TOMS on September 3, 2019; the online assessment became available on September 8, 2019. Use the *CAA for Science Administration Planning Guides* linked on the CAASPP CAA for Science Administration Planning Guides web page to plan and schedule testing.

Participation and Eligibility Requirements

The CAAs for ELA, mathematics, and science are online, summative, grade-level assessments for students with the most significant cognitive disabilities whose IEP designates the use of an alternate assessment. These students are receiving grade-level instruction using alternate achievement standards in grades three through eight and eleven in ELA and mathematics. In addition, students in grades five, eight, and once in high school will participate in the CAA for Science.

For the CAAs, teachers may provide any resources required by a student's IEP or Section 504 plan or those that are needed and used by the student during regular classroom instruction.

The following are the eligibility guidelines on the CDE Alternate Assessment IEP Team Guidance web page that IEP teams should follow in determining whether a student should take the CAAs:

- **The student has a significant cognitive disability.** Review of the student's school records indicates a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior essential for someone to live independently and to function safely in daily life. Having a significant cognitive disability is not determined by an IQ test score; rather, a holistic understanding of a student is required.

- **The student is learning content derived from the CA CCSS or the California Next Generation Science Standards (CA NGSS).** Goals and instruction listed in the IEP for the student are linked to the enrolled grade-level CCSS or CA NGSS and address knowledge and skills that are appropriate for and set high expectations for this student. The content the student is learning is derived from the CCSS and CA NGSS, and appropriately breaks the standards into smaller achievable steps. The National Center and State Collaborative has derived these smaller steps from the CCSS to guide instruction, and they are called Core Content Connectors. Science Connectors also were derived from the CA NGSS standards. A Connector is a representation of the essential "core" content of a standard in the CCSS and CA NGSS. Each Connector was identified by examining learning progressions aligned with the CA CCSS or CA NGSS to determine the critical content for students with the most significant cognitive disabilities.

- **The student requires extensive, direct individualized instruction and substantial supports to achieve measurable gains in the grade-level and age-appropriate curriculum, including the following:**

  - Instruction and support that are not of a temporary or transient nature

  - Substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings

Accessibility Resources

Students provide responses to the assessments by using the mouse or keyboard if they are able. Students are encouraged to complete items as independently as possible. However, in some cases, the test examiner selects the responses indicated by the student. Modes of communication may include gesture, eye gaze, assistive communication device, or other means.

The test examiner should use the training tests to determine the student's mode of communication. The CDE Student Accessibility Resources web page describes the accessibility resources available for the CAAs.

California Science Test

> **Resources in This Subsection:**
> - *CAASPP and ELPAC Accessibility Guide for Online Testing* web document—http://www.caaspp.org/rsc/pdfs/CAASPP-ELPAC.accessibility-guide.2019-20.pdf
> - CAASPP California Science Test web page—http://www.caaspp.org/administration/about/science/
> - CAASPP Student Accessibility Resources and Test Settings web page—http://www.caaspp.org/administration/accessibility/
> - CDE California Science Test (CAST) web page—https://www.cde.ca.gov/ta/tg/ca/caasppscience.asp
> - CDE Matrix One: California Assessment of Student Performance and Progress Accessibility Resources web document—https://www.cde.ca.gov/ta/tg/ai/documents/caasppmatrixone.docx
> - CDE Student Accessibility Resources web page—https://www.cde.ca.gov/ta/tg/ca/accesssupport.asp

The CAST is an online test based on the CA NGSS. All LEAs with eligible students in grades five, eight, and twelve will administer the CAST. Additionally, students in grades ten and eleven whom the LEA recommends to take a science assessment may also take the CAST; they will not be eligible to retake the CAST in grade eleven or twelve.

- All LEAs with eligible students in grades five, eight, twelve, and students in grades ten and eleven whom the LEA recommends to take a science assessment will administer the CAST.

- Scores for students in grades ten and eleven who take the CAST will be saved and reported for accountability purposes when those students are in grade twelve.

- Students who take the CAST while their testing grade is grade ten or eleven will not be eligible to retake the CAST in grade eleven or twelve.
- Students in grade twelve who have not yet taken a science test will automatically be registered to test.
- Students who are repeating grade twelve are not eligible to test.

Accessibility Resources

The CAST uses the Smarter Balanced framework, the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines,* that is used for other CAASPP assessments. The framework includes a variety of innovative universal tools that are embedded in the test delivery system as well as a variety of designated supports and accommodations. To assist CAASPP users in implementing these accessibility resources, the *CAASPP and ELPAC Accessibility Guide for Online Testing* is available as well.

In addition, the CDE Matrix One: CAASPP web document lists the universal tools, designated supports, and accommodations that are allowed as part of all CAASPP general and alternate assessments.

Finally, the CDE Student Accessibility Resources web page lists all the universal tools, designated supports, and accommodations for the CAASPP assessments.

California Spanish Assessment

> **Resources in This Subsection:**
>
> - *CAASPP and ELPAC Accessibility Guide for Online Testing* web document— http://www.caaspp.org/rsc/pdfs/CAASPP-ELPAC.accessibility-guide.2019-20.pdf
> - CAASPP California Spanish Assessment web page—http://www.caaspp.org/ administration/about/csa/
> - CAASPP Student Accessibility Resources and Test Settings web page— http://www.caaspp.org/administration/accessibility/
> - CDE California Spanish Assessment web page—https://www.cde.ca.gov/ ta/tg/ca/csa.asp
> - CDE Matrix One: California Assessment of Student Performance and Progress Accessibility Resources web document—https://www.cde.ca.gov/ta/tg/ai/ documents/caasppmatrixone.docx
> - CDE Student Accessibility Resources web page—https://www.cde.ca.gov/ ta/tg/ca/accesssupport.asp

The CSA is an online, linear (nonadaptive), summative, grade-level assessment for students in grades three through eight and high school who are seeking a measure that evaluates their

Spanish reading, writing mechanics, and listening skills. The CSA is a part of the CAASPP system and replaced the Standards-based Tests in Spanish.

The CSA is aligned to the CCSS en Español, which were developed as a joint effort between the San Diego County Office of Education, the Council of Chief State School Officers, and the CDE. The CCSS en Español are a translated and linguistically augmented version of the English-language CCSS for English Language Arts & Literacy.

Accessibility Resources

The CSA uses the Smarter Balanced framework, the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines,* that is used for other CAASPP assessments. The framework includes a variety of innovative universal tools that are embedded in the test delivery system as well as a variety of designated supports and accommodations. To assist CAASPP users in implementing these accessibility resources, the *CAASPP and ELPAC Accessibility Guide for Online Testing* is available as well.

In addition, the CDE Matrix One: CAASPP web document lists the universal tools, designated supports, and accommodations that are allowed as part of all CAASPP general and alternate assessments.

Finally, the CDE Student Accessibility Resources web page lists all the universal tools, designated supports, and accommodations for the CAASPP assessments.

Test Administration Roles and Responsibilities

> **Resources in This Subsection:**
>
> - CAASPP Manuals and Instructions web page—
>   http://www.caaspp.org/administration/instructions/

This section provides descriptions of sample users' roles and responsibilities for the CAASPP.

LEA CAASPP Coordinator

LEA CAASPP coordinators were designated by the district superintendent at the beginning of the 2019–2020 school year. An electronically signed *Superintendent Designation Form* identifying the LEA CAASPP coordinator and an electronically signed *CAASPP Test Security Agreement* from the LEA CAASPP coordinator must have been submitted through TOMS.

LEA CAASPP coordinators are responsible for

- adding CAASPP test site coordinators, test administrators, test examiners, and other LEA users into TOMS;

- setting up test administration windows in TOMS and assigning schools within the LEA to those windows;

- assigning students to tests either in TOMS or using batch upload;

- verifying and assigning designated supports and accommodations to students either in TOMS, using the Individual Student Assessment Accessibility Profile (ISAAP) Tool, or using batch upload;

- requesting unlisted resources for students in TOMS;

- ensuring that the CAASPP test site coordinators, test administrators, and test examiners in their LEA are appropriately trained regarding CAASPP assessment administration as well as security policies and procedures;

- printing out checklists from this manual and those that are posted independently on the Manuals and Instructions web page on the CAASPP website for CAASPP test site coordinators, test administrators, and test examiners to review in preparation for the summative assessments;

- reporting all test security irregularities and breaches that occur before, during, or after test administration to the CDE within 24 hours of discovery using the online STAIRS/Appeals process (Note that the LEA CAASPP coordinator must **immediately** report the breach by calling either CalTAC at 800-955-2954 if the breach is due to social media exposure on the part of a student or adult; or the CDE at 916-445-8765 for all other breaches.);

- assuming general oversight responsibilities for all administration activities in their LEA schools;

- accessing and reviewing test completion rates for the LEA in the Completion Status system;

- creating student rosters in the Roster Management system;

- creating student groups in the California Educator Reporting System (CERS);

- assigning student condition codes in TOMS, as appropriate;

- accessing and reviewing preliminary student reports (including assessment target reports) and aggregate statistics for the LEA in the Online Reporting System (ORS) and CERS;

- accessing and reviewing preliminary and final student reports and aggregate data for the LEA in TOMS; and

- distributing electronic or printed (if applicable) Student Score Reports to students and test sites.

CAASPP Test Site Coordinator

> **Notes:**
>
> - A CAASPP test site coordinator can be a principal, vice principal, technology coordinator, counselor, or other staff member. If possible, a CAASPP test site coordinator should be a person with noninstructional or limited instructional duties so that the coordinator can organize and monitor testing activity in the school.
>
> - There can be more than one CAASPP test site coordinator as required by school need.

CAASPP test site coordinators are designated by the LEA CAASPP coordinator. CAASPP test site coordinators are added to TOMS by the LEA CAASPP coordinator.

CAASPP test site coordinators are responsible for

- identifying test administrators and other test site staff (such as Test Examiner, IA Administrator Only, Educator – Test Site, Educator – Roster, and Digital Library Only) as appropriate, ensuring that they are properly trained, and ensuring that they have submitted electronically signed *CAASPP Test Security Affidavits* through TOMS as appropriate (5 *CCR* Section 859[c]);

- adding Test Administrators, Test Examiners, IA Administrator Only, Educator – Test Site, Educator – Roster, and Digital Library Only users as appropriate into TOMS;

- maintaining registration accounts for test administrators and test examiners at their sites for use of the CAASPP System, including the summative and interim assessments and formative assessment tools;

- coordinating with Test Administrators and Test Examiners so they administer all assessments;

- verifying and assigning designated supports and accommodations to students either in TOMS, using the ISAAP Tool, or using batch upload;

- requesting unlisted resources for students in TOMS;

- creating or approving testing schedules and procedures for the school (consistent with state and LEA policies);

- working with technology staff to ensure that necessary secure browsers are installed, and any other technical issues are resolved;

- monitoring testing progress during the testing window using the Completion Status system and ensuring that all students participate, as appropriate;

- using the school's procedure for correcting student data errors reported by test administrators and test examiners in the California Longitudinal Pupil Achievement Data System (CALPADS), verifying the corrections in TOMS, and ensuring that the student's test session is rescheduled;

- addressing testing problems, as needed;

- mitigating and reporting all test security incidents in a manner consistent with Smarter Balanced, state, and LEA policies;

- assuming general oversight responsibilities for all administration activities in their school and for all Test Administrators, Test Examiners, and other school staff;

- creating student rosters in the Roster Management system;

- accessing and reviewing completion status reports for the test site in the Completion Status system;

- accessing and reviewing preliminary student reports and aggregate statistics for the test site in the ORS; and

- accessing results in CERS for students at the test site.

Test Administrator

Pursuant to 5 *CCR*, Section 850(ae), a test administrator is an employee or contractor of an LEA or a nonpublic, nonsectarian school (NPS) who has signed a *CAASPP Test Security Affidavit* and has received training to administer the CAASPP achievement tests.

Test administrators administer the Smarter Balanced assessments and the CAST. CAASPP test site coordinators should identify school personnel to act as test administrators. Refer to appendix G for a checklist of test administration activities.

Test administrators are responsible for

- reading and signing the *CAASPP Test Security Affidavit*, which is electronically signed and submitted through TOMS;

- completing CAASPP administration training (refer to the *Training Resources* subsection) and reviewing all Smarter Balanced, CAST, and CAASPP policy and administration documents prior to administering any CAASPP assessments;

- viewing student information in the Test Administrator Interface prior to testing to ensure that the correct student receives the proper test with the appropriate resources. Test administrators should report any potential data errors to CAASPP test site coordinators and LEA CAASPP coordinators as appropriate;

- administering the Smarter Balanced assessments, CAST, and CSA;

- assuring the test environment meets the specific requirements;

- reporting all potential test security incidents to their CAASPP test site coordinator and LEA CAASPP coordinator in a manner consistent with Smarter Balanced, state, and LEA policies;

- viewing completion status reports in the Completion Status system;

- reviewing preliminary results for students in an associated student roster in the ORS. (Note that unless the test administrator has been assigned to a student roster, the test administrator cannot review any student results in the ORS.); and

- accessing Interim Assessment results in CERS for students in an assigned student group.

Test Examiner

The CAAs must be administered by **certificated or licensed** LEA staff member. Pursuant to 5 *CCR* Section 850(ag), "Test examiner" is an employee or contractor of an LEA or an NPS who has electronically signed and submitted a *CAASPP Test Security Affidavit* through TOMS, has received training to administer the CAAs, and is certificated or licensed. Refer to appendix H for checklists of test administration activities.

> **Note:** With the elimination of the Test Administrator & Test Examiner user role, users with the Test Examiner user role now have the ability to administer general assessments, such as the Smarter Balanced summative and interim assessments, in addition to alternate assessments. All functions and permissions for the Test Administrator & Test Examiner user role are now associated with the Test Examiner user role.

Test examiners are responsible for

- reading and signing the *CAASPP Test Security Affidavit*, which is electronically signed and submitted through TOMS;

- completing the CAA Test Examiner Tutorial (refer to the *Training Resources* subsection) and reviewing all CAASPP policy and administration documents prior to administering any CAAs;

- viewing student information in the Test Administrator Interface prior to testing to ensure that the correct student receives the proper test with the appropriate resources. Test examiners should report any potential data errors to CAASPP test site coordinators and LEA CAASPP coordinators as appropriate;

- downloading the *DFA* for the appropriate test or embedded PT from the [**Resources**] button on the top navigation bar in TOMS;

- administering the CAAs;

- reporting all potential test security incidents to their CAASPP test site coordinator and LEA CAASPP coordinator in a manner consistent with CAASPP and LEA policies;

- viewing completion status reports in the Completion Status system; and

- accessing Interim Assessment results in CERS for students in an assigned student group.

Interim Assessments (IA) Administrator Only

The IA Administrator Only user administers only the interim assessments to students and may view Interim Assessment results in CERS for students in an assigned student group. The IA Administrator Only user electronically signs and submits a *CAASPP Test Security Affidavit* through TOMS as part of the credentialing process.

Educator – District

> **Notes:**
>
> - An Educator – District user's questions about passwords, the ORS, CERS, and technology issues should be relayed to the CAASPP test site coordinator or LEA CAASPP coordinator.
>
> - The Educator – District user electronically signs and submits a *CAASPP Test Security Affidavit* through TOMS as part of the credentialing process.

The Educator – District user is allowed access to assessment results in the ORS and CERS for the entire LEA. This role is assigned by the LEA CAASPP coordinator.

Educator – Test Site

> **Notes:**
>
> - An Educator – Test Site user's questions about passwords, the ORS, CERS, and technology issues should be relayed to the CAASPP test site coordinator or LEA CAASPP coordinator.
>
> - The Educator – Test Site user electronically signs and submits a *CAASPP Test Security Affidavit* through TOMS as part of the credentialing process as part of the credentialing process.

The Educator – Test Site user is allowed access to assessment results in the ORS and CERS for the entire school. This role is assigned by the LEA CAASPP coordinator or CAASPP test site coordinator.

Educator – Roster

> **Notes:**
>
> - An Educator – Roster user's questions about passwords, the ORS, CERS and technology issues should be relayed to the CAASPP test site coordinator or LEA CAASPP coordinator.
>
> - The Educator – Roster user electronically signs and submits a *CAASPP Test Security Affidavit* through TOMS as part of the credentialing process.

The Educator – Roster user is allowed access to assessment results for students in an associated roster in the ORS and an associated student group in CERS. Rosters of students or student groups are created and assigned to the user by the LEA CAASPP coordinator or test site coordinator. Note that unless this user has been assigned to a roster or student group, the user cannot review any student results in the ORS or CERS.

Digital Library Only

The Digital Library Only user is one who is not eligible for any other user roles but needs access to the Smarter Balanced Digital Library. It is a local decision whether to require the Digital Library Only user to electronically sign and submit a *CAASPP Test Security Affidavit* through TOMS.

About This Manual

This *CAASPP Online Test Administration Manual* for Smarter Balanced Online Summative Assessments, CAAs, the CAST, and the CSA is intended for staff who play a role in the administration of CAASPP assessments, including LEA CAASPP coordinators, CAASPP test site coordinators, test administrators, and test examiners.

This manual provides procedural and policy guidance to administer the CAASPP assessments. The appendices of this manual, which contain important information that can be used as stand-alone materials, are easily extracted for printing or distribution.

For specific questions not addressed in this manual, test administrators and test examiners can contact their CAASPP test site coordinator; CAASPP test site coordinators can contact their LEA CAASPP coordinator; and LEA CAASPP coordinators can contact CalTAC.