CAASPP Paper–Pencil Testing Test Administration Manual

caaspp
California Assessment of Student Performance and Progress

✸ **Smarter Balanced for English Language Arts/Literacy and Mathematics Summative Assessments**

✸ **California Science Test**

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

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

Term	Meaning
ASL	American Sign Language
CAAs	California Alternate Assessments
CAASPP	California Assessment of Student Performance and Progress
CALPADS	California Longitudinal Pupil Achievement Data System
CalTAC	California Technical Assistance Center
CAST	California Science Test
CCC	California Community Colleges
CD	compact disc
CDE	California Department of Education
CDS	County-District-School
CCR	California Code of Regulations
CSU	California State University
EAP	Early Assessment Program
EL	English learner
ELA	English language arts/literacy
ELPAC	English Language Proficiency Assessments for California
IEP	individualized education program
LEA	local educational agency
ORS	Online Reporting System
PGE	Parent/Guardian exemption
PT	performance task
SSID	Statewide Student Identifier
TOMS	Test Operations Management System

Support for the CAASPP Assessments

> **Resources in This Section:**
> - California Assessment of Student Performance and Progress (CAASPP) website—https://www.caaspp.org/
> - CAASPP Contact Us web page—https://www.caaspp.org/contact/

The CAASPP website is the home for all CAASPP System assessments and includes administration information on the Smarter Balanced assessments and the California Science Test, as well as information on paper–pencil test administration.

> **Note:** Requests for paper–pencil versions of the Smarter Balanced online summative assessments and the California Science Test (CAST) were due to the California Technical Assistance Center (CalTAC) by October 1, 2020, for the 2020–21 CAASPP administration. Additional braille, large-print, and emergency paper–pencil testing materials must be requested through CalTAC if needed.

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

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

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

When contacting CalTAC, provide the representative with as much detail as possible about the problem that was encountered, including the following:

- Student information, such as test settings or condition codes, that is incorrect or missing in the Test Operations Management System (TOMS)
- The paper–pencil testing materials that were ordered have not been received

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

Chapter 1. Introduction

Resources in This Section:

- *California Assessment of Student Performance and Progress (CAASPP) Online Test Administration Manual* web page—https://ca-toms-help.ets.org/caaspp-otam/

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

1.1 What's New

CAASPP System of Assessments

- Test settings for paper–pencil testing are now assigned in TOMS using the same methods as loading test settings for online testing. As a result, sections A3 and A4 on the back page of the Answer Booklets are to be left blank.

Accessibility Resources

Refer to [appendix A](#) for a complete description of universal tools, designated supports, and accommodations used in CAASPP Smarter Balanced and CAST paper–pencil testing.

- Students in grade three may use the non-embedded 100s number table accommodation; the 100s number table is no longer considered an unlisted resource for grade three.

- Students in grade three may use the non-embedded multiplication table accommodation; the multiplication table is no longer considered an unlisted resource for grade three.

- The multiplication table—an accommodation for all grade levels taking the Smarter Balanced for Mathematics and a designated support for all grade levels taking the CAST—has been expanded and is now a 12 × 12 table.

- The description of the scratch paper resource indicates that students may create graphic organizers.

1.2 Resources

Resources in This Subsection:

- *California Assessment of Student Performance and Progress (CAASPP) and English Language Proficiency Assessments for California (ELPAC) Accessibility Guide for Online Testing*—https://ca-toms-help.ets.org/accessibility-guide/introduction/manual-content/

- *CAASPP and ELPAC Security Incidents and Appeals Procedure Guide* web page—https://ca-toms-help.ets.org/stairs/

- *CAASPP and ELPAC Test Operations Management System (TOMS) User Guide* web page—https://ca-toms-help.ets.org/toms/

- CAASPP Manuals and Instructions web page—https://www.caaspp.org/administration/instructions/

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

- CAST Accessibility Supports for Operational Testing web document—https://www.cde.ca.gov/ta/tg/ca/documents/castaccesssupt.pdf

- CAST Materials Return Instructions web document—https://www.caaspp.org/rsc/pdfs/CAST.materials-return-instructions.pdf

- CDE California Assessment Accessibility Resources Matrix web document—https://www.cde.ca.gov/ta/tg/ca/documents/caaccessibilitymtrx2021.docx

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

- Data Entry Interface (DEI) web page—https://www.caaspp.org/dei/

- *DEI User Guide* web document—https://www.caaspp.org/rsc/pdfs/CAASPP.ppt-dei-user-guide.2020-21.pdf

- Smarter Balanced Materials Return Instructions web document—https://www.caaspp.org/rsc/pdfs/CAASPP.materials-return-instructions.pdf

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

Table 1. Additional Resources

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

Table 1 *(continuation one)*

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

Table 1 *(continuation two)*

Resource	Description
Smarter Balanced Materials Return Instructions	The Smarter Balanced Materials Return Instructions document is a how-to guide with instructions for packaging and returning CAASPP Smarter Balanced paper–pencil materials.
CAST Materials Return Instructions	The CAST Materials Return Instructions document is a how-to guide with instructions for packaging and returning CAST paper–pencil materials.

1.3 Test Administration Roles and Responsibilities

Resources in This Subsection:

- *CAASPP and ELPAC Test Operations Management System (TOMS) User Guide*—https://ca-toms-help.ets.org/toms/

Refer to the TOMS User Roles for CAASPP subtopic of the *CAASPP and ELPAC TOMS User Guide* for the user roles associated with CAASPP testing.

1.4 Ensuring Test Security

Additional Resources:

- *CAASPP Online Test Administration Manual,* Security of the Test Environment web page—https://ca-toms-help.ets.org/caaspp-otam/test-security/security-of-the-test-environment/
- CAST Materials Return Instructions web document—https://www.caaspp.org/rsc/pdfs/CAST.materials-return.pdf
- *Paper–Pencil Testing Test Administration Manual for Smarter Balanced*—Appendix B CAASPP Program Incident Reporting Process
- Smarter Balanced Materials Return Instructions web document—https://www.caaspp.org/rsc/pdfs/CAASPP.materials-return-instructions.pdf

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

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

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

Smarter Balanced and CAST materials are copyright protected. Smarter Balanced Summative Assessments and the CAST, whether online or paper–pencil, are ***secure*** materials. In addition, students are prohibited from access to unauthorized electronic devices such as cell phones and nontesting-related electronic devices that allow availability to outside information; communication among students or with other individuals outside the testing environment; or photographing or copying test content are ***not permitted*** in the testing location. Images, descriptions of the tests, and images of the testing location while tests are being administered may not be shared using cell phones or other technology.

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

Establishing Appropriate Testing Conditions

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

The test administration should be conducted in a secure environment. Establish procedures to maintain a quiet testing environment throughout the test session, recognizing that some students will finish more quickly than others. If students are allowed to leave the testing room upon completion, explain the procedures for leaving without disrupting others and where students are expected to report after leaving. If students are expected to remain in the testing room until the end of the session, provide instructions on what activities may be engaged in after the test is finished.

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

Before Testing

Table 2 describes the requirements for the test environment before testing.

Table 2. Requirements of the Test Environment Before Testing

Requirement	Description
Instructional materials removed or covered	Instructional materials **must be removed or covered, including but not limited to** information that might assist students in answering questions that is displayed on bulletin boards, chalkboards or dry-erase boards, or on posters (e.g., wall charts that contain literary definitions, maps, mathematics formulas, graphic organizers, etc.).
Student seating	Students must be seated so there is enough space between them to minimize opportunities to look at each other's work—for example, students may be assigned staggered seating or be seated in every other chair or workstation position—or should be provided with table-top partitions.
Signage	If helpful, place a "TESTING—DO NOT DISTURB" sign on the door or post signs in halls and entrances rerouting hallway traffic in order to promote optimum testing conditions.
	CAASPP test site coordinators or test administrators should post the "Unauthorized Electronic Devices May Not Be Used at Any Time During the Testing Session" signs so that they are clearly visible to all students. A master of this sign can be downloaded from the Manuals and Instructions web page on the CAASPP website.
Materials required for testing students	Ensure that materials required for testing (refer to 2.2 Preparation for the Assessment) are available for use during test sessions. Materials must be used within three weeks of the carton's being opened.
Accessibility resources available to students	Be aware of students' needs for non-embedded accessibility resources and ensure their provisioning before testing.

During Testing

Table 3 describes the requirements for the test environment during testing.

Table 3. Requirements of the Test Environment During Testing

Requirement	Description
Quiet environment	Provide a quiet environment void of talking or other distractions that might interfere with a student's ability to concentrate or might compromise the testing environment.
Student supervision	Students are actively supervised by a trained test administrator or test examiner and are prohibited from access to unauthorized electronic devices that allow availability to outside information, communication among students or with other individuals outside the testing environment, or photographing or copying test content. This includes any device with cellular, messaging, or wireless capabilities, but is not limited to cell phones, smart watches, personal digital assistants, tablets, iPods, cameras, and electronic translation devices.
Access to allowable resources only	Students must only have access to and use of those allowable resources (refer to the *Establishing Appropriate Testing Conditions* subtopic in the *CAASPP Online Test Administration Manual*) that are permitted for each specific test or portion of a test. This includes access to medical devices, which may be integrated into other technology devices. Use of such devices may require additional monitoring to maintain test security.

Table 3 *(continuation)*

Requirement	Description
Access to assessments	Unauthorized staff or other adults—including students' parents or guardians—must not be in the room during testing. Only students who are testing can view test items. Students who are not being tested may not be in the room where a test is being administered and must not have access to secure testing materials including test items. Based on the item type (i.e., performance tasks [PTs]), trained test administrators may also have limited exposure to items in the course of properly administering the assessments; however, even test administrators and other trained staff may not actively review or analyze any test items.
No answer key development	No form or type of answer key may be developed for test items.

During and After Testing

Table 4 describes test environment requirements that apply both during and after testing.

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

Requirement	Description
No access to responses	LEA CAASPP coordinators, CAASPP test site coordinators, test administrators, and other staff are not permitted to review student responses in answer booklets, students' notes on scratch paper, or assistive technology devices.
No copies of test materials	No copies of the test booklets, test items, stimuli, reading passages, PT materials, or writing prompts may be made or otherwise retained.
No access to digital, electronic, or manual devices	No digital, electronic, or manual device may be used to record or retain test booklets, test items, stimuli, reading passages, or writing prompts. Similarly, these materials must not be discussed with or released to anyone via any media, including fax, email, text message, social media websites, etc.

Table 4 *(continuation)*

Requirement	Description
No retaining, discussing, or releasing test materials	Descriptions of test items and performance tasks, stimuli, test booklets, answer booklets, or writing prompts must not be retained, discussed, or released to anyone.
No reviewing, discussing, or analyzing test materials	LEA CAASPP coordinators, CAASPP test site coordinators, test administrators, and other staff may not review, discuss, or analyze test booklets, test items, performance tasks, stimuli, answer booklets, or writing prompts at any time, including before, during, or after testing. Student interaction with a test administrator during a test is limited to necessary communication (such as permission to leave the room). Students may not discuss or share test items, stimuli, reading passages, or writing prompts with anyone during or after testing.
Keeping all test materials secure at all times	Test booklets, answer booklets, students' notes or scratch paper retained for use on a subsequent PT test session, and documents with student information must be kept in a securely locked room or locked cabinet that can be opened only with a key or keycard by staff responsible for test administration.

After Testing

[Table 5](#) provides the test environment requirements after testing.

Table 5. Requirements of the Test Environment After Testing

Requirement	Description
No test materials used for instruction	Test items, stimuli, reading passages, or writing prompts must not be used for instruction.
Destroy ancillary test materials securely	Used scratch paper and science reference tool pages must be collected at the end of each test session and immediately destroyed. The only exceptions are scratch paper used for performance tasks (PTs) and science reference tool pages if the student is testing over more than one session, which can be collected over the duration of testing but must be destroyed securely when testing has completed. Notes and other test content on assistive technology devices should be deleted.
For the CAST, ensure the student's answer does not include a greater number of responses than the question calls for.	For the CAST, there are system constraints in the DEI for certain items, so they do not allow a greater number of answers to be entered. If a student entered more answers than called for in the test question, the test administrator will need to return to the student so the student can make sure that the number of answers provided is the number indicated in the question.
Collect and inventory test booklets, answer booklets, and compact discs (CDs)	Collect all test booklets, answer booklets, and CDs used during administration of the English language arts/literacy (ELA) assessments. Verify that materials for each tested student are collected. Secure these materials in a locked room or locked cabinet that can be opened only with a key or keycard by staff responsible for test administration. This includes materials to be used for subsequent test sessions or to prepare for return to the service provider for processing and scoring.

Table 5 *(continuation)*

Requirement	Description
Return materials securely	Return materials according to the instructions in the [Smarter Balanced Materials Return Instructions](#) or the [CAST Materials Return Instructions](#) documents.
Maintain security while entering student results into the DEI	LEA staff entering student results into the DEI should be in a private location, away from students. Staff entering information must have submitted an electronically signed *Test Security Affidavit* in TOMS and must have either a Test Administrator, Test Examiner, or Test Administrator & Test Examiner user role in the online California Assessment Systems.

Secure Handling of Printed Materials

All test materials must remain secure at all times. When materials are not in use for testing, they must be retained securely in a locked area that can be opened only with a key or keycard by trained staff responsible for the test administration. Test booklets, answer booklets, and ELA compact discs must be collected and inventoried at the end of each test session. Used scratch paper must be immediately destroyed securely after each test session and may not be retained and used for future test sessions except as noted for performance tasks (PTs). Science reference tool page must be collected and destroyed after testing, as it may have been used as scratch paper by students.

Use of Scratch Paper on Performance Tasks

- The only exception to the requirement governing the immediate destruction of printed materials and scratch paper is when students take notes or draft responses to ELA or mathematics performance tasks (PTs).

- To maintain the security of scratch paper used for notes on PTs, test administrators must direct students to write their names (or some appropriate identifying information) on their scratch paper and then collect and inventory the scratch paper at the end of each test session, as well as upon completion of the test. All scratch paper must be securely stored in between test sessions and then securely destroyed immediately upon the student's completion of the test.

1.5 Verifying Student Information

Test administrators should verify student information upon completion of the summative assessment. However, it is important for anyone with access to this information to remember that students' personal information is confidential. If materials containing student names are distributed to students, these materials must be collected before the students leave the

testing room and must be either securely stored to be used in a subsequent test session or shredded. Personal information includes any information that could potentially identify a student, including student name, Statewide Student Identifier, birth date, etc.

1.6 Schedule for Testing

Additional Resources:

- *CAASPP and ELPAC Test Operations Management System User Guide* web page—https://ca-toms-help.ets.org/toms/
- CAASPP Test Operations Management System Resources web page—https://www.caaspp.org/administration/toms/
- CAST Materials Return Instructions web document—https://www.caaspp.org/rsc/pdfs/CAST.materials-return-instructions.pdf
- *Paper–Pencil Testing Test Administration Manual*—Appendix B CAASPP Program Incident Reporting Process
- Smarter Balanced Materials Return Instructions web document—https://www.caaspp.org/rsc/pdfs/CAASPP.materials-return-instructions.pdf

Table 6 describes the schedule for administration of the Smarter Balanced and CAST paper–pencil tests for LEA CAASPP coordinators.

Table 6. Smarter Balanced and CAST Paper–Pencil Test Schedule—LEA CAASPP Coordinator

Activity	Timeline
Access the Test Administration Summary in TOMS for the specific LEA testing dates.	As needed
Make sure all student data from the California Longitudinal Pupil Achievement Data System appears correctly in TOMS and has the appropriate test(s) configured. Refer to the *CAASPP and ELPAC TOMS User Guide* for more information about assigning tests to students.	No fewer than 15 working days before the materials shipping date
Receive paper materials from the testing contractor.	10 to 20 working days before the start of each test administration window

Table 6 *(continuation)*

Activity	Timeline
Take inventory of cartons. LEA CAASPP coordinators should notify the Educational Testing Service California Technical Assistance Center (CalTAC) using the contact information on the inside front cover of this manual of any discrepancy in the number of cartons received.	Within two working days of delivery to the LEA
Distribute materials to the test sites.	Five to 10 working days before the first testing day of each test administration period
Contact CalTAC to order supplemental materials.	As necessary
Ensure that student responses are entered into the DEI.	Within five days of student test completion
Ship all used test booklets, used answer booklets, used and unused braille and large-print test booklets (including braille scripts and notes), and audio CDs to the Processing Center.	No more than five working days after completing testing for each administration period

Table 7 describes the schedule for administration of the Smarter Balanced and CAST paper–pencil tests for CAASPP test site coordinators.

Table 7. Smarter Balanced and CAST Paper–Pencil Test Schedule—CAASPP Test Site Coordinator

Activity	Timeline
Receive paper materials from the LEA CAASPP coordinator. **Please note that materials *must* be used within three calendar weeks of when the cartons were opened at the test site.**	Five to 10 working days before the first testing day of each administration period
Take inventory of all materials and notify the LEA CAASPP coordinator of any missing or incorrect materials.	Within two days of delivery to the test site

Table 7 *(continuation)*

Activity	Timeline
Distribute and collect: • Smarter Balanced English language arts/literacy *Student Answer Booklets*, grades three through eight and grade eleven • Smarter Balanced mathematics *Student Answer Booklets*, grades three through eight and grade eleven • CAST *Student Answer Booklets*, grades five and eight and high school.	Each day of testing (These are secure documents.)
Enter student responses into the DEI.	Within five days of student test completion
Return all used test booklets, used answer booklets, used and unused braille and large-print test booklets (including braille scripts and notes), and audio CDs to the LEA CAASPP coordinator after all testing is complete.	Two working days after completing testing for each administration period

Chapter 2. General Test Administration Information

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

2.1 Student Participation

Participation of Students with Disabilities and English Learners

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

All students enrolled in grades three through eight and grade eleven are required to participate in the Smarter Balanced English Language Arts/Literacy (ELA) Summative Assessment and the Mathematics Summative Assessment. Similarly, all students enrolled in grade five, grade eight, and high school (either grade ten, eleven, or twelve) are required to participate in the CAST. The key exceptions are:

- Students with the most significant cognitive disabilities who meet the criteria for the California Alternate Assessment, which is based on alternate achievement standards (approximately 1 percent or fewer of the student population).

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

2.2 Preparation for the Assessment

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

- A test booklet

- An answer booklet

- At least two sharpened pencils for students (Pencils are recommended because marks made are erasable for the student. For users entering information into the Data Entry Interface, they provide a dark mark on a page, which may facilitate identification of student responses.)

- Blank scratch paper

- Graph paper (mathematics for grades six, seven, eight, and eleven, although allowed in the CAST)

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

2.3 General Rules for the Paper–Pencil Assessment

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

For the Smarter Balanced assessments, specific test items are administered in separate sessions. For example, grades six through eleven mathematics tests include a session in which students may use calculators and another session where calculators are not allowed.

For the CAST, non-PT and PT test items will be presented in a single session. Students taking the CAST are allowed calculators during the entire assessment.

Students may not return to a test session once it has been completed.

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

Allowable Calculators

Students taking a mathematics assessment in grades six, seven, eight, and eleven are able to use calculators for Sessions 2 and 3. Refer to table 8 for allowable calculator types. Students in grades three, four, and five are not permitted to use any calculators except when

approved as an unlisted resource; in these grades, the calculator changes the construct of the test and will result in an invalid score.

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

Table 8. Allowable Calculators for Mathematics

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

For the CAST, calculators with the following maximum functionality are accepted for use. Table 9 lists allowable calculators for the CAST.

Table 9. Allowable Calculators for the CAST

Grade	Calculator Type	Calculator Description
Grade 5	Four-function calculator	Four-function with square root and percentage functions
Grade 8 and high school	Scientific calculator	A scientific calculator with exponents, trigonometry, and logarithmic functionalities

Calculator Use Guidelines

- For the Smarter Balanced assessment in mathematics:
  - Grades three, four, and five: **no** calculator may be used for any portion of the test.
  - Grades six, seven, eight, and eleven: The first session of each test is a noncalculator session. Be sure that no calculators are available until students begin working on Session 2.
  - Items are placed in the noncalculator section of the assessment when students are expected to be able to perform the skill without a calculator or if a particular calculator would provide an unfair advantage for a student.

- For the CAST:
  - Grade five uses a basic four-function calculator.
  - Grade eight and high school use a scientific calculator.
  - No grade may use a graphing calculator.
  - All grades may use a calculator for any question on the test.

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

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

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

- No calculators with QWERTY keyboards are allowed.

Science Reference Tools

The CAST assessments for grade eight and high school include a periodic table and a reference sheet of formulas that students may access at any time during testing as universal tools. These are included on an individual page that is folded and inserted at the front of the CAST test booklet.

The reference sheet provides all formulas that a student *may* need to use in responding to a test item; however, this does not imply that the student will receive a specific item type.

The purposes of these reference tools are to signal that students do not need to memorize formulas and to ensure that students have equal access to the tools during testing. These reference tools are not meant to guide instruction.

The science reference tools page that contains the reference sheet of formulas and periodic table of the elements must be collected and securely destroyed after testing, as it may have been used as scratch paper by students.

Testing Times

Table 10 and table 11 contain the estimated times it will take most students to complete the Smarter Balanced paper–pencil test in ELA and mathematics at all grade levels. Table 12 provides the estimated time for most students to complete the CAST. This information is for scheduling purposes only, as the **assessments are not timed.**

Table 10 provides the estimated timing for ELA.

Table 10. Assessment Sequence—English Language Arts/Literacy

ELA	Session 1	Session 2	Sessions 3 and 4 (PT)
Number of sessions	Administered in one session	Administered in one session	The PT is presented in two parts. The recommendation is to administer in two sessions corresponding to Parts 1 and 2 of the PT.
Breaks within sessions (Note: Online pause rules do not apply.)	A student may be provided breaks within a test session as needed.	A student may be provided breaks within a test session as needed.	A student may be provided breaks within a test session as needed.
Approximate total duration	90–120 minutes	15–30 minutes	35–40 minutes for Part 1 and 70–85 minutes for Part 2

Table 11 shows the estimated timing for mathematics.

Table 11. Assessment Sequence—Mathematics

Mathematics	Session 1	Session 2	Session 3 (PT)
Number of sessions	Administered in one session	Administered in one session	Administered in one session
Breaks within sessions (Note: Online pause rules do not apply.)	A student may be provided breaks within a test session as needed.	A student may be provided breaks within a test session as needed.	A student may be provided breaks within a test session as needed.
Approximate total duration	15–90 minutes	15–90 minutes	Approximate session duration: 15–90 minutes

Table 12 shows the estimated timing for science.

Table 12. Assessment Sequence—CAST

Science	Session
Number of sessions	Administered in one session with a "STOP" indicated between each of the three segments. Students should review their answers within the segment and then proceed.
Breaks within sessions (Note: Online pause rules do not apply.)	A student may be provided breaks within a test session as needed.
Approximate total duration	120 minutes

Recommended Order of Test Administration

The Smarter Balanced assessments comprise three sessions for ELA and three sessions for mathematics. The PT (Session 3) for ELA contains two parts, each of which is administered in its own test session. The CAST contains one part that can be administered in a single day.

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

Figure 1 illustrates the recommended order for the ELA assessment, where session one is administered, then session two, then the PT in part one of session three, and then, finally, the full write—part two of the PT—in part two of session three.

Figure 1. Recommended Order of Test Administration, ELA

Figure 2 illustrates the recommended order for the mathematics assessment, where session one is followed by session two and then, finally, by the PT.

Figure 2. Recommended Order of Test Administration, Mathematics

2.4 Early Assessment Program (EAP)

The Early Assessment Program is a joint collaboration of the California Department of Education, California State University (CSU), and participating California Community Colleges (CCC). The EAP provides students with an early indicator of their readiness for college-level coursework in written communication and mathematics/quantitative reasoning prior to starting their senior year. The results are used to determine a student's placement in appropriate coursework once the student has been admitted to the CSU. The release of California Assessment of Student Performance and Progress (CAASPP) results will not affect a student's application for admission.

All students participate in EAP by virtue of completing the Smarter Balanced Summative Assessments for ELA and mathematics. A student will be asked to authorize the release of their results to the CSU and CCCs. To release the results, students should select the circle that indicates their understanding that CAASPP/EAP results will be shared directly with the CSU, CCC, or both. This question is on the front cover of the paper pencil answer book.

The release of the ELA and mathematics results must be authorized individually (e.g., authorization for the ELA results does not automatically confer authorization for the mathematics results). Students may voluntarily share results of one or both assessments. Students who choose not to release their results to the CSU and CCC will need to provide their results to a CSU or CCC upon request.

2.5 Directions for Testing Students

Using Scripts

> **Additional Resources:**
> - *Smarter Balanced Paper–Pencil Testing Directions for Administration: Grade Three* web document—[URL]
> - *Smarter Balanced Paper–Pencil Testing Directions for Administration: Grade Four* web document—[URL]
> - *Smarter Balanced Paper–Pencil Testing Directions for Administration: Grade Five* web document—[URL]
> - *CAST Paper–Pencil Testing Directions for Administration: Grade Five* web document—[URL]
> - CAST Accessibility Supports for Operational Testing—https://www.cde.ca.gov/ta/tg/ca/documents/castaccesssupt.pdf
> - *Smarter Balanced Paper–Pencil Testing Directions for Administration: Grade Six* web document—[URL]

- *Smarter Balanced Paper–Pencil Testing Directions for Administration: Grade Seven* web document—[URL]

- *Smarter Balanced Paper–Pencil Testing Directions for Administration: Grade Eight* web document—[URL]

- *CAST Paper–Pencil Testing Directions for Administration: Grade Eight* web document—[URL]

- *Smarter Balanced Paper–Pencil Testing Directions for Administration: Grade Eleven* web document—[URL]

- *CAST Paper–Pencil Testing Directions for Administration: High School* web document—[URL]

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

To ensure that all students are tested under the same conditions, the test administrator should adhere strictly to the script for administering the test. Scripts for each grade-level assessment are found in the documents linked at the beginning of this subsection.

When asked, the test administrator should answer questions raised by students but should never help the class or individual students with specific test items. No test items may be read to any student for any content area, unless specified as an accommodation in the *Usability, Accessibility, and Accommodations Guidelines* or the CAST Accessibility Supports for Operational Testing.

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

All directions that a test administrator needs to read to students are indicated by the word "SAY" and are in boxes, so they stand out from the descriptive text. They should be read exactly as they are written, using a natural tone and manner. If the test administrator makes a mistake in reading a direction, the test administrator should stop and say, "I made a mistake. Listen again." Then the direction should be reread.

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

Filling Out the Student Data Grid

The student data grid is located on the front cover of paper–pencil forms for ELA, mathematics, and science.

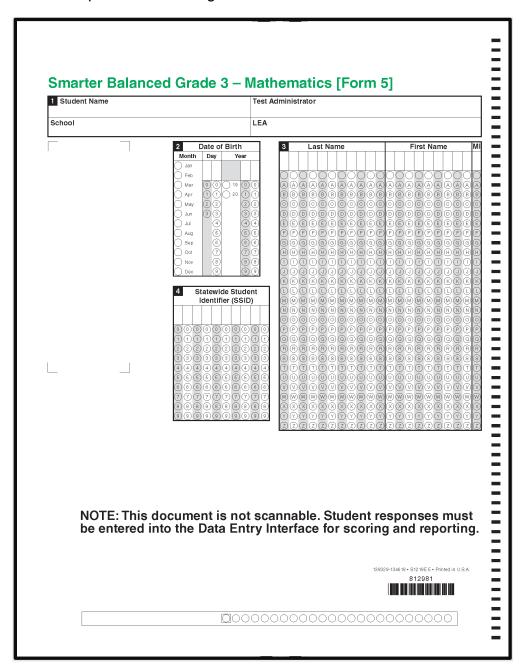Figure 3 shows a sample student data grid on a mathematics form.

Figure 3. Sample student data grid on the front page of an answer booklet

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

Before beginning, print on the board the names of the test administrator, school, and LEA. The test administrator's name is the name of the person administering the test.

Deliver these instructions to all students:

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

SAY
We will now complete Sections 2 through 4. Turn to the section "Statewide Student Identifier" in Section 4. Print your Statewide Student Identifier starting in the first box on the left. Fill in the corresponding circles under the numbers you have printed. If you do not know your Statewide Student Identifier, please raise your hand.

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

Proceed to the instruction box for Date of Birth.

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

Pause.

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

Pause.

SAY

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

Pause.

SAY

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

To ensure accurate student identification, the Date of Birth section must be completed correctly. Make sure each student has filled in the correct circles for the month, day, and year of birth.

For Students Taking Smarter Balanced Assessments in Grade Eleven Only

EAP SECTION—READ TO STUDENTS IN GRADE ELEVEN ONLY

SAY

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

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

END OF EAP SECTION

Filling Out the Back Page

For 2020–21 testing, the back page of the *Student Answer Booklet* is to be left blank. Information about assigned designated supports and accommodations for students is entered into the Test Operations Management System by the LEA CAASPP coordinator or CAASPP test site coordinator prior to entry of student responses in the Data Entry Interface.

Chapter 3. After Testing

Additional Resources:

- California Assessment of Student Performance and Progress (CAASPP) Manuals and Instructions web page—https://www.caaspp.org/administration/instructions/
- California Science Test (CAST) Materials Return Instructions web document—https://www.caaspp.org/rsc/pdfs/CAST.materials-return-instructions.pdf
- Data Entry Interface (DEI) website—https://www.caaspp.org/dei/
- *DEI User Guide* web document—https://www.caaspp.org/rsc/pdfs/CAASPP.ppt-dei-user-guide.2020-21.pdf
- *Paper–Pencil Testing Test Administration Manual*—Appendix B CAASPP Incident Reporting Process
- *Paper–Pencil Testing Test Administration Manual*—Appendix F Guideline for Student Response Entry into the Data Entry Interface
- Smarter Balanced Materials Return Instructions web document—https://www.caaspp.org/CAASPP.materials-return-instructions.pdf

3.1 Enter Student Responses in the DEI

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

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

3.2 Assemble Materials for Return

After student results are entered into the DEI, testing materials must be returned to the testing contractor. **Do not return materials until student responses have been entered.**

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

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

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

☐ Return test booklets for all enrolled students, including those who do not participate in the English language arts/literacy, mathematics, or science summative assessment for the grade level and for whom tests will be invalidated.

☐ Retrieve all ELA compact discs (CDs).

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

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

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

☐ Bundle together all of the science reference tools pages that were included with the California Science Test booklets. This material is to be destroyed securely according to school policy, as it may have been used as scratch paper by a student. Do **not** dispose of the science reference tools pages by placing them in the trash.

3.3 Instructions for CAASPP Test Site Coordinators

CAASPP test site coordinators and LEA CAASPP coordinators must package and return secure Smarter Balanced and CAST paper–pencil test materials according to the instructions in the Smarter Balanced Materials Return Instructions received with the shipment of Smarter Balanced materials or the CAST Materials Return Instructions received with the shipment of CAST materials.

These documents are also posted on the CAASPP Manuals and Instructions web page.

Chapter 4. Appendices

Appendix A: Universal Tools, Designated Supports, and Accommodations

Additional Resources:

- California Assessment of Student Performance and Progress (*CAASPP*) *and English Language Proficiency Assessments for California (ELPAC) Test Operations Management System (TOMS) User Guide,* Student Profile—Unlisted Resources: Overview web page—https://ca-toms-help.ets.org/toms/students/managing-students/#unlisted-resources-overview

- *CAASPP Online Test Administration Manual,* General Test Administration Information web page—https://ca-toms-help.ets.org/caaspp-otam/prep-and-planning/general-test-admin-info/

- CAASPP Smarter Balanced Translated Test Directions web page— https://www.caaspp.org/ta-resources/directions.html

- California Department of Education (CDE) California Assessment Accessibility Resources Matrix web document—https://www.cde.ca.gov/ta/tg/ca/documents/caaccessibilitymtrx2021.docx

- CDE California Science Test (CAST) Accessibility Supports for Operational Testing web document—https://www.cde.ca.gov/ta/tg/ca/documents/castaccesssupt.pdf

- CDE Smarter Balanced Accessibility Resources web page— https://www.cde.ca.gov/ta/tg/ca/sbaccessibilityres.asp

- Smarter Balanced Guidelines for Simplified Test Directions web document— https://portal.smarterbalanced.org/library/en/guidelines-for-simplified-test-directions.pdf

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

The Smarter Balanced *Guidelines* and CAST accessibility supports (resources) apply to **all** students. These directives emphasize an individualized approach to the implementation of assessment practices for those students who have diverse needs and participate in large-scale content assessments. The *Guidelines* focus on universal tools, designated supports, and accommodations for the Smarter Balanced assessments of English language arts/ literacy (ELA) and mathematics. The CAST accessibility resources focus on universal tools, designated supports, and accommodations for the science content area. These documents may also support important instructional decisions about and the connection between accessibility and accommodations for students who participate in CAASPP content-area assessments.

If a student is using an instructional support that is not listed in the CDE [California Assessment Accessibility Resources Matrix](#) but is in a student's IEP or Section 504 plan, then the school or local educational agency (LEA) may request the use of that support in the [**Unlisted Resources**] tab in TOMS.

Definitions

The summative assessments allow for accommodations. Accommodation resources are defined in [table 13](#).

Table 13. Definitions for Universal Tools, Designated Supports, and Accommodations

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

Available Universal Tools, Designated Supports, and Accommodations

For the Smarter Balanced and CAST paper–pencil assessments, the California Assessment Accessibility Resources Matrix, the Smarter Balanced *Guidelines* and the CAST Accessibility Supports for Operational Testing should be used to guide the use of all available universal tools, designated supports, and accommodations. Table 14, table 15, and table 16 list and describe the resources available for the Smarter Balanced and CAST paper–pencil assessments along with considerations for planning and administration.

Table 14 lists and describes the universal tools.

Table 14. List and Description of Universal Tools Available to All Students

Universal Tool	Description
Breaks	Breaks may be given at predetermined intervals or after completion of sections of the assessment for students taking a paper-based test. Sometimes students are allowed to take breaks when individually needed to reduce the cognitive fatigue experienced during heavy assessment demands. The use of this universal tool may result in the student needing additional overall time to complete the assessment. Upon returning from a break, students should not be permitted to review responses from any section of the test other than the one currently being taken. **(Note: Online pause rules do not apply.)**
Calculator (for calculator-allowed mathematics and science sessions only)	Students in grades six and above may use a calculator of the mathematics assessment. Students in grade eight and high school may use a calculator on the science assessment. Refer to the Calculator Use Guidelines subsection for additional information about this resource.
English dictionary (for ELA performance task [PT] full writes)	An English dictionary may be provided for the full-write portion of an ELA performance task (PT). A full write is the second part of a PT. The use of this universal tool may result in the student needing additional overall time to complete the assessment.
English glossary	Grade- and context-appropriate definitions of specific construct-irrelevant terms are provided with test materials for a student's test form. Only glossaries provided with the test materials may be used. (LEA CAASPP coordinators may request glossaries from the California Technical Assistance Center [CalTAC]. Glossaries are available for mathematics and science only.)

Table 13 *(continuation one)*

Universal Tool	Description
Highlighter	Students may use a tool for marking desired text, item questions, item answers, or parts of these with a color.
Line reader	Students may be provided with a straight edge object such as scratch paper to assist in reading by raising and lowering the object for each line of text.
Mark for review	Students may note items for further review after completing other items. Marks may be made in the test booklet, to avoid stray marks in the answer booklet that may interfere with data entry.
Science reference tools	The CAST assessments for grade eight and high school include a periodic table and a reference sheet of formulas included on an individual page at the front of the CAST test booklet. The science reference sheet page must be collected and securely destroyed after testing, as it may have been used as scratch paper by students.
Scratch paper	Scratch paper to make notes, write computations, record responses, or create graphic organizers may be made available. Only plain paper or lined paper is appropriate for ELA; graph paper is required beginning in sixth grade and may be used on all mathematics sessions. A student may use an assistive technology device for scratch paper as long as the device is certified. **Sessions 1 and 2:** All scratch paper must be collected and securely shredded at the end of each session to maintain test security. **PTs:** For PTs, if a student needs to take the PT in more than one session, scratch paper may be collected at the end of each session, securely stored, and made available to the student at the next PT testing session. Once the student completes the PT, the scratch paper must be collected and securely shredded to maintain test security. **Science:** All scratch paper must be collected and securely shredded at the end of testing to maintain test security.

Table 13 *(continuation two)*

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

Table 15 lists and describes the designated supports.

Table 15. List and Description of Designated Supports

Designated Support	Description
100s Number Table (CAST)	A paper-based table listing numbers from 1–100 is available for download. This non-embedded designated support needs to be downloaded and printed prior to test administration. A sample of the 100s number table and additional information are located in appendix G of this manual.
Bilingual dictionary (ELA PT full write)	Student may use a bilingual or dual-language word-to-word dictionary as a language support.
Illustration glossaries (for mathematics)	Illustration glossaries are a language support provided for selected construct-irrelevant terms for mathematics. Illustrations for these terms appear in a supplement to the paper–pencil test and are identified by item number.
Magnification	Students may use magnifying devices or take a large-print version of the test.
Masking	Masking involves blocking off content on the paper–pencil test that is not of immediate need or that may be distracting to the student. The student is able to focus attention on a specific part of a test item by using the masking resource.
Medical Support	The student may have access to an electronic device for medical purposes. (e.g., glucose monitor). The medical support may include a cell phone; however, it is not limited to devices and should support the student during testing only for medical reasons. Either the device settings must restrict access to other applications or the test administrator must closely monitor the use of the device to maintain test security.

Table 15 *(continuation)*

Designated Support	Description
Multiplication table (CAST)	A 1–12 multiplication table may be used by students with a persistent calculation disability. This non-embedded designated support needs to be downloaded and printed prior to test administration. A sample of the multiplication table and additional information are located in appendix H of this manual.
Noise buffers	Noise buffers are ear mufflers, white noise, or other equipment used to block external sounds.
Read aloud (for mathematics and science items)	Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in both English and Spanish on the CDE Smarter Balanced Accessibility Resources web page. All or portions of the content may be read aloud. This resource is a designated support for all ELA items and *not* for reading passages. Refer to the description of the read aloud accommodation for ELA reading passages.
Scribe (for ELA nonwriting items, mathematics, and science) (Refer also to Accommodations for writing)	Students dictate the responses to a human who records verbatim what the students dictate. The scribe must be trained and qualified and must follow the administration guidelines provided on the CDE Smarter Balanced Accessibility Resources web page.
Separate setting	The test location is altered so the student may be tested in a setting different from that made available to most students.
Simplified test directions	The test administrator simplifies or paraphrases the test directions according to the Simplified Test Directions guidelines.
Translated test directions	Translation of test directions is a language support available prior to beginning the actual test items. Students can access test directions in another language. Refer to the CAASPP Smarter Balanced Translated Test Directions web page for a list of translated test direction student resource sheets.
Translations (glossaries) (mathematics and science items)	Translated glossaries are a language support. Translated glossaries are provided for selected construct-irrelevant terms for mathematics. Glossary terms are listed by item and include the English term and its translated equivalent. (LEA CAASPP coordinators may request glossaries from CalTAC. Glossaries are available for mathematics and science only.)

Table 16 lists and describes the accommodations.

Table 16. List and Description of Accommodations

Accommodation	Description
100s Number Table (mathematics items)	A paper-based table listing numbers from 1–100 from Smarter Balanced is available for download. This non-embedded accommodation resource needs to be downloaded and printed prior to test administration. A sample of the 100s number table and additional information are located in appendix G of this manual.
Abacus	This accommodation may be used in place of scratch paper for students who typically use an abacus.
Alternate response options	Students with some physical disabilities (including both fine and gross motor skills) may need to use the alternate response options accommodation to respond to test items.
American Sign Language (ASL)	Test content is translated into ASL. An ASL human signer signs the listening portions of the test.
Braille	Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform). Contracted and noncontracted braille is available; Nemeth code is available for mathematics. Please note that the answer booklets will not be brailled. Administrators must transcribe student responses into the Data Entry Interface.
Calculator (for calculator-allowed sessions only)	Students needing a special calculator, such as a braille calculator or a talking calculator, may use a special calculator. The non-embedded calculator should have no internet or wireless connectivity, and all security procedures need to be followed.
Large-print	Materials are available in an enlarged format.
Multiplication table (for mathematics items)	A 1–12 multiplication table may be used by students with a persistent calculation disability. This non-embedded accommodation resource needs to be downloaded and printed prior to test administration. A sample of the multiplication table and additional information are located in appendix H of this manual.

Table 16 *(continuation)*

Accommodation	Description
Read aloud (for ELA reading passages, grades six through eight and grade eleven; students with visual impairment in grades three through eight and grade eleven who do not yet have adequate braille skills)	Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in both English and Spanish on the CDE [Smarter Balanced Accessibility Resources](#) web page. All or portions of the content may be read aloud.
Scribe (refer also to designated supports for nonwriting ELA, mathematics, and science)	Students dictate the responses to a human who records verbatim what is dictated. The scribe must be trained and qualified and must follow the administration guidelines provided on the CDE [Smarter Balanced Accessibility Resources](#) web page*.

Unlisted Resources

If an IEP team or a Section 504 plan identifies and designates a resource not identified in [California Assessment Accessibility Resources Matrix](#), the LEA CAASPP coordinator or the CAASPP test site coordinator may request the use of that support in the [**Unlisted Resources**] tab in TOMS. Approval will be granted by the CDE for use of the unlisted resource based on the IEP or Section 504 team's designation, and if the unlisted resource does not compromise the test's integrity or security. The CDE shall make a determination of whether the requested unlisted resource changes the construct being measured. This determination will be made after all testing has been completed.

[California Assessment Accessibility Resources Matrix](#) includes a list of unlisted resources that have already been identified as changing the construct being measured ([table 17](#)). These and other unlisted resources can be requested in TOMS.

Table 17. Identified Non-Embedded Unlisted Resources

Unlisted Resource	ELA Reading	ELA Writing	ELA Listening	Mathematics	Science
Bilingual dictionary	Yes	N/A	N/A	Yes	Yes
Calculator (used on nonallowed items)	N/A	N/A	N/A	Yes (grades 6–8 and grade 11)	N/A
Calculator	N/A	N/A	N/A	Yes (grades 3–5)	N/A

Table 17 *(continuation)*

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

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

Additional Resources:

- *California Assessment of Student Performance and Progress (CAASPP) Online Test Administration Manual,* Identifying Testing Incidents web page—https://ca-toms-help.ets.org/caaspp-otam/test-security/identifying-testing-incidents/
- *CAASPP and English Language Proficiency Assessments for California (ELPAC) Security Incidents and Appeals Procedure Guide* web page—https://ca-toms-help.ets.org/stairs/
- *CAASPP and ELPAC Security Incidents and Appeals Procedure Guide*, Testing Incident Definitions web page—https://ca-toms-help.ets.org/stairs/testing-incidents-definitions/

Testing Breaches

A testing breach is a test administration event that poses a threat to the validity of the test. Breaches require **immediate** attention and escalation **via telephone.** If the breach is due to social media exposure on the part of a student or adult or to media coverage of an administration, the local educational agency (LEA) CAASPP coordinator contacts the California Technical Assistance Center (CalTAC)**.** Following the call, the CAASPP test site coordinator or LEA CAASPP coordinator must report the breach using the online STAIRS/Appeals process in the Test Operations Management System (TOMS) within 24 hours.

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

Test Security Incident

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

Education Code Section 60611 states: "A local educational agency, district superintendent of schools, or principal or teacher of any elementary or secondary school, including a charter school, shall not carry on any program for the sole purpose of test preparation of pupils for the statewide pupil assessment system or a particular test used in the statewide pupil assessment system. Nothing in this section prohibits the use of materials to familiarize pupils

with item types or the computer-based testing environment used in the California Assessment of Student Performance and Progress."

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

1. Exposure of secure materials
2. Student cheating or access to unauthorized devices—for example, cell phones—during testing
3. Test validity issue
4. Data entry issue
5. Restore from Reset

Refer also to the Identifying Testing Incidents subtopic of the *CAASPP Online Test Administration Manual* for information about test security and STAIRS.

Using STAIRS

The online STAIRS/Appeals process, available in TOMS, must be used by LEA CAASPP and CAASPP test site coordinators to report a test security incident or other testing issue that interferes with the administration and completion of the assessment. Testing incidents must be reported within the LEA's selected testing window and should be filed with enough time for students to finish testing after an Appeal has been granted.

Breach incidents occur because of social media exposure on the part of a student or an adult or because of media coverage of an administration must be reported by phone to CalTAC whether the LEA's selected testing window is still open or has closed. (Refer to the *CAASPP Security Incidents and Appeals Procedure Guide* web document for details about the incident reporting process.)

LEA CAASPP coordinators and CAASPP test site coordinators must ensure that all test security incidents are documented using the STAIRS/Appeals process in TOMS. After the incident is reported, TOMS will immediately prompt the filing of an Appeal, if that is the appropriate action. A system email will be sent that describes the submittal and includes the case number that can be used for searches in TOMS. This email will be sent to the submitter (and to the LEA CAASPP coordinator, if the form is submitted by the CAASPP test site coordinator). Ensure that communications generated by the email address ca-assessments@ets.org are not automatically sent to a junk mail or spam folder.

LEA CAASPP coordinators must view the announcements and to-do list in the MyTOMS at a Glance section of their home page in TOMS. TOMS shall send an automated notification to the LEA if there are any STAIRS cases that have a Draft status and need to be submitted.

The CDE may review a STAIRS case to determine whether the testing issue requires additional action by the LEA.

Report Incidents

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

The online STAIRS/Appeals process must be used to provide the required information to the CDE when a test security incident is confirmed. For cases involving 11 or more students, the STAIRS/Appeals process includes the opportunity to securely upload a spreadsheet containing Statewide Student Identifiers (SSIDs) of up to 500 students involved in the irregularity. **Do not upload student names, only SSID numbers.**

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

The LEA CAASPP coordinator or CAASPP test site coordinator (with a copy sent to the LEA CAASPP coordinator) submitting the STAIRS case will receive an email that includes the details that were entered into the STAIRS data-entry screen and instructions. A copy of the email may be sent to the CDE depending on the incident type.

If an Appeal is required—as would be in an incident involving the DEI—it is requested in TOMS when the incident is reported. These instructions will also be presented on the *Search STAIRS* screen when the STAIRS case is submitted.

STAIRS cases with any status—draft, partial CDE approval, partial CalTAC approval, pending CDE approval, pending CalTAC approval, and completed—are searchable in the [**Search STAIRS**] tab in TOMS. Draft cases may be deleted by the LEA CAASPP coordinator.

Appeals with any status—approved, pending, pending approval, rejected *(appeals rejected by CDE or CalTAC)*, rejected by system, swap approved, and withdrawn—are searchable in the [**Search Appeals**] tab in TOMS.

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

Coordinator Procedures
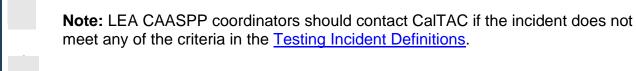
The CAASPP test site coordinator:

- Receives notification of an irregularity
- Reviews the information provided and verifies that an irregularity has occurred
- Contacts the LEA CAASPP coordinator and provides all pertinent information *or* reports the incident using the STAIRS/Appeals process, if this is the procedure established for the LEA

The LEA CAASPP coordinator:

- Receives notification of an irregularity from the CAASPP test site coordinator
- Reviews the information provided and verifies that the occurrence is an irregularity
- Acts immediately if the incident type is a breach (Breaches require **immediate** attention and escalation **via telephone—**if the breach is because of social media exposure on the part of a student or adult or because of media coverage of an administration, the LEA CAASPP coordinator contacts CalTAC.)
- Reports the incident using the STAIRS/Appeals process, if this is the procedure established for the LEA
- Responds to and assists the CDE and test security personnel as requested
- Keeps any documentation associated with the test security incident for one year

STAIRS Actions

The online data-entry screens used during the STAIRS/Appeals process in TOMS prompt the user through the steps necessary to submit a STAIRS case. The *CAASPP and ELPAC Security Incidents and Appeals Procedure Guide* lists the incident types and any action to be taken.

> **Note:** LEA CAASPP coordinators should contact CalTAC if the incident does not meet any of the criteria in the Testing Incident Definitions.
>
> **Warning:** The user **must** select the [**SUBMIT**] button as the last step of the STAIRS/Appeals data-entry screen in TOMS as the final step in the STAIRS/Appeals process. If it is not, the entry will be saved as a draft.

Appendix C: Item Types

Item and Response Types

Students engaging with the Smarter Balanced and CAST assessments will be given test questions that require the students to respond in several ways, some of which may be new to the students.

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

Summary of Item Types and How to Provide Responses

Table 18 lists the different item types and briefly describes each one.

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

Table 18. Item and Scoring Types

Item Types	Brief Description of Item Type
Multiple-choice, single-correct response	Three- and four-option multiple-choice
Multiple-choice, multiple-correct select response	Multiple-options selected responses
Grid in	Numeric values entered in a grid
Two-part multiple-choice, with evidence-based responses	Four-option multiple-choice followed by another four- to six-option multiple-choice using evidence
Matching-table response	Respond to a series of two to four statements or questions and mark a response for each
Short-text response	A brief written response of one or two paragraphs
Full write	A multiparagraph written response or essay; also referred to as the writing extended response (WER).
Constructed-response items	Write equations, plot points, fill in tables, provide brief written explanations, etc.

Appendices |
Appendix D: Frequently Used Terms

Appendix D: Frequently Used Terms

> **Additional Resources:**
>
> - California Assessment of Student Performance and Progress (CAASPP) website—https://www.caaspp.org/
> - CAASPP Manuals and Instructions web page—https://www.caaspp.org/administration/instructions/
> - CAASPP Test Security web page—https://www.caaspp.org/administration/test-security/
> - CAASPP Test Operations Management System (TOMS) web page—https://www.caaspp.org/administration/toms/
> - California Department of Education (CDE) Student Accessibility Resources web page—https://www.cde.ca.gov/ta/tg/ca/accesssupport.asp

Table 19 defines terms that are specific to the Smarter Balanced assessments.

Table 19. Frequently Used Terms

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

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Table 18 *(continuation one)*

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

Table 18 *(continuation two)*

Term	Definition
Designated Supports	Designated supports for the Smarter Balanced Summative Assessments and the CAST are those resources that are available for use by any student for whom the need has been indicated by an educator (or team of educators working with the parent/guardian and student). Refer to the following resources for additional information: • [California Assessment Accessibility Resources Matrix](#) • Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines* linked on the CDE [Student Accessibility Resources](#) • [California Science Test Accessibility Supports for Operational Testing](#)
Full Write	A component of the English language arts/literacy (ELA) performance task that requires the student to develop an informative or explanatory, narrative, or opinion or argumentative multiparagraph piece of writing for which the student engages the full writing process.
Interim Assessment Administrator Only	LEA or school personnel responsible for administering only the interim assessments to students.
Item	A test question or stimulus presented to a student to elicit a response.
LEA CAASPP Coordinator	LEA-level staff member who is responsible for the overall administration of the summative assessments in an LEA. LEA CAASPP coordinators should ensure that the CAASPP test site coordinators, test administrators, and test examiners in the LEAs are appropriately trained and aware of policies and procedures. LEA CAASPP coordinators are designated by the LEA superintendents or the administrator of an independently testing charter school and must have submitted an electronically signed *CAASPP Test Security Agreement* in TOMS.
Performance Task	A PT is an item type designed to provide students with an opportunity to demonstrate an ability to apply knowledge and higher-order thinking skills to explore and analyze a complex, real-world scenario. It is a required portion of the test.

Table 18 *(continuation three)*

Term	Definition
Re-open	A Re-open is specific Appeal for summative assessments in the Appeals System. For the Smarter Balanced and CAST paper–pencil tests, reopening a student's test is done when an error was made entering one or more—but not all—of a student's responses in the DEI and selected responses must subsequently be reentered. Permission for a Re-open is initiated by first reporting an incident and then submitting an Appeal using the online STAIRS/Appeals process in TOMS. Refer to the *CAASPP and ELPAC Security Incidents and Appeals Procedure Guide* for more information on the Appeals process.
Reading Passage/Passage	A reading passage is a type of stimulus (refer to the definition of stimulus). When "reading passage" or "passage" is referenced on the Smarter Balanced assessment, it is to differentiate this type of stimulus from others on the assessment. Reading passage or passage is used when speaking about the reading passages that are part of the ELA assessment.
Reset	A Reset is a specific Appeal for summative assessments in the Appeals System. For the Smarter Balanced and CAST paper–pencil tests, resetting a student's test is done when an error was made entering a student's responses in the DEI and all responses must subsequently be reentered. Permission for a Reset is initiated by first reporting an incident and then submitting an Appeal using the online STAIRS/Appeals process in TOMS. Refer to the *CAASPP and ELPAC Security Incidents and Appeals Procedure Guide* for more information on the Appeals process.

Table 18 *(continuation four)*

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

Table 18 *(continuation five)*

Term	Definition
Stimulus or Stimuli	Material or materials used in the test context that form the basis for assessing the knowledge and skills of students. Many items or tasks for the assessments include a stimulus along with a set of questions to which the student responds. Stimulus materials are used in ELA and mathematics assessments and in the CAST to provide context for assessing the knowledge and skills of students, and are diverse.
Test Administrator	LEA or school employee responsible for administering summative assessments in a secure manner in compliance with the policies and procedures outlined in the *Online Test Administration Manual*, which is linked on the CAASPP Manuals and Instructions web page on the CAASPP website. Test administrators are required to have submitted an electronically signed *CAASPP Test Security Affidavit* in TOMS.
Test Operations Management System (TOMS)	The management system used for the CAASPP assessments. This is the system through which users interact with and inform the test delivery system. This management system provides administrators with the tools to add and manage users and students participating in the Smarter Balanced assessments and the CAST, including assigning tests and student test settings and user roles. This system uses a role-specific design to restrict access to certain tools and applications based on the user's designated role. The *CAASPP and ELPAC TOMS User Guide* is available on the CAASPP TOMS Resources web page on the CAASPP website.

Table 18 *(continuation six)*

Term	Definition
Testing Breach	A security event that poses a threat to the validity of the Smarter Balanced or CAST summative assessments. Examples may include such situations as a release of secure materials or a security or system risk. These circumstances have external implications for Smarter Balanced, the CDE, or both, and may result in a decision to remove the test item(s) from the available secure bank. The LEA CAASPP coordinator must report the breach immediately by calling either the California Technical Assistance Center (CalTAC) at 800-955-2954, if the breach is because of social media exposure on the part of a student or adult or because of media coverage of a test administration. In addition, the coordinator must report the incident using the STAIRS/Appeals process within 24 hours. For more information on how to proceed using the STAIRS/Appeals process when an incident has occurred, please refer to the subsection appendix B of this manual and the *CAASPP and ELPAC Security Incidents and Appeals Procedure Guide*.
Testing Impropriety	An unusual circumstance that has a low impact on the individual or group of students who are taking summative assessments and has a low risk of potentially affecting student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level. For specific details on how to proceed when an incident has occurred, please refer to appendix B.

Table 18 *(continuation seven)*

Term	Definition
Testing Irregularity	An unusual circumstance that impacts an individual or group of students who are taking summative assessments and may potentially affect student performance on the tests, test security, or test validity. These circumstances can be corrected and contained at the local level. For specific details on how to proceed when an incident has occurred, please refer to appendix B.
Universal Tools	Universal tools are available to **all** students based on student preference and selection. Refer to the following resources for additional information: • California Assessment Accessibility Resources Matrix • Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines* linked on the CDE Student Accessibility Resources • California Science Test Accessibility Supports for Operational Testing

Appendix E: Administering the Braille Version of the Summative Assessment

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

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

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

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

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

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

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

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

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

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

- Personnel entering student responses into the DEI must have submitted an electronically signed *California Assessment of Student Performance and Progress (CAASPP) Test Security Affidavit* in the Test Operations Management System.

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

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

- Only persons who know braille should transcribe braille responses.

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

Appendix G: 100s Number Table

> **Note:** This page is not intended to be printed for student use during testing.

A paper-based table listing numbers from 1–100 is available for reference on Smarter Balanced for mathematics assessments and the California Science Test (CAST). The 100s Number Table is to be used *only* for students with visual processing or spatial perception needs as documented in their individualized education program (IEP) or Section 504 plan. The 100s Number Table is available as a non-embedded accommodation (mathematics) or non-embedded designated support (CAST). For the Smarter Balanced for Mathematics, this resource is an accommodation. For the CAST, this resource is a designated support.

This table should be downloaded and printed prior to testing for students requiring this resource; it is available as a PDF on the Accessibility Resources and Test Administrator Resources for Summative Assessments web pages on the California Assessment of Student Performance and Progress website. Use of other 100s number tables is prohibited.

100s Number Table

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

Appendix H: Multiplication Table

> **Note:** This page is not intended to be printed for student use during testing.

A 1–12 multiplication table is available for reference on Smarter Balanced for mathematics assessments and the California Science Test (CAST). The Multiplication Table is a non-embedded accommodation for mathematics items and a non-embedded designated support for the CAST in grades five and eight and high school. 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 enlarged, if required, for students requiring this resource; it is available as a PDF on the Accessibility Resources and Test Administrator Resources for Summative Assessments web pages on the California Assessment of Student Performance and Progress website. It should be downloaded and printed prior to testing. Use of other multiplication tables is prohibited.

MULTIPLICATION TABLE

×	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144