CAA for ELA and Mathematics Administration Notes

Notes to CAASPP coordinators and CAA for ELA and Mathematics test examiners:

- Beginning with the 2022–23 administration, this document, *Preparing for Administration* (PFA), should be used to prepare for administration of the test. The information contained in this document was previously found at the beginning of the *Directions for Administration* (DFA). The DFA, which now contains only information to be used at the time of test administration, can be found within the Test Operations Management System (TOMS) (secure logon required) and accessed through the CAASPP website.
- Local educational agency (LEA) CAASPP coordinators must electronically sign the *Test Security Agreement* and the *Test Security Affidavit* (found within TOMS) prior to accessing the test materials.
- Test examiners and anyone handling test and training materials must sign the *Test Security Affidavit* prior to accessing the test materials or administering the test. Users with roles that do not require access to TOMS must complete the *Test Security Affidavit for Non-TOMS Users*.
- All testing materials must be kept secure and securely destroyed when testing is complete, as directed by the LEA CAASPP coordinator.
- Only a trained test examiner may administer the CAA for ELA and Mathematics.
- The test examiner should be the educator who is the most familiar with the individual needs of the student as well as the student’s individually preferred communication modes.
- Students must not be exposed to the test questions or content before the actual testing.

For questions regarding the CAA for ELA and Mathematics or other CAASPP assessments:

- All users are encouraged to use the *Get Answers* web page located at https://ca-toms-help.ets.org/contact/get-answers/ to look up answers to commonly asked questions.
- Parents/Guardians should contact their child’s teacher.
- Test examiners and other school personnel should contact their LEA CAASPP coordinator.
- LEA CAASPP coordinators should contact their LEA Success Agent, preferably by email. Refer to the *LEA Success Agent* web page located at https://ca-toms-help.ets.org/contact/lea-success-agents/ to look up the name and contact information for the LEA’s assigned representative or the *California Outreach* web page located at https://ca-toms-help.ets.org/contact for all support options.
- For more information on all aspects of the CAAs, including test security, item types, and guidelines, refer to the *Online Test Administration Manual for CAASPP Testing*, which is linked on the *CAASPP Manuals and Instructions* web page located at https://www.caaspp.org/administration/instructions/index.html.
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Helpful Links

- How to Start a Practice Test Session for the CAAs web document located at https://www.cde.ca.gov/ta/tg/ca/documents/caaqrgpractice.pdf
- California Alternate Assessments web page located at http://www.caaspp.org/administration/about/caa/
- Accessibility Resources web page located at https://www.caaspp.org/ta-resources/accessibility/index.html
- California Alternate Assessments Blueprint for English Language Arts web document located at https://www.cde.ca.gov/ta/tg/ca/documents/caa15elablueprts.doc
- Alternate Assessment IEP Team Guidance located at https://www.cde.ca.gov/ta/tg/ca/caaiepteamrev.asp

Alternative Text for a Student with Visual Impairment

Within the DFA is boxed and italicized text preceded by the ALT symbol that provides the alternative text for a student with visual impairment. The alternative text in these boxes should be used to describe images for a student who is not able to fully access the images or videos used in the assessment. Only students who have been identified as having a visual impairment should be read the alternative text.

The alternative text is intended to be a supplement to the administration script for students who are visually impaired and should not be used in place of the administration script. Where the administration script prompts a test examiner to “POINT TO” an image, the test examiner would instead read the alternative text to the student. The alternative text can be repeated based on a student’s need or request. The alternative text should be read exactly as it is written in the DFA, without clarification or rephrasing.
Student Responses

The CAAs are designed for one-on-one administration between a student and a test examiner who is familiar with the student. Like other standardized assessments, the CAA for ELA and Mathematics should be administered to each student in a consistent manner according to the directions provided, with variations only as specified in each student’s individualized education program (IEP). When able, students should enter responses directly into the testing device. In some cases, the test examiner may select the responses indicated by the student by means that include, but are not limited to, gesture, eye gaze, or an alternative communicative device. In all cases, responses must come from the student and not from the test examiner. Hand-over-hand or other physical prompting by the test examiner is NOT permitted on any CAA.
Preparing for Administration (cont.)

Student Response Check

The purpose of the Student Response Check (SRC) is for the test examiner to determine if the student has a consistent and observable way of indicating responses to test items.

Specifications and guidance for administering the SRC are as follows:

1. Figure 1 and Figure 2 detail when to administer the assessment to the student.
2. Figure 3 and Figure 4 detail when to end the assessment and not administer it to the student.

Note: Answers can be correct or incorrect.

When to administer the assessment:

- The student provides an answer to the first test item.
  - Administer the entire test.

  Figure 1. Response to first item

- The student orients to the first test item but does not provide an answer.
  - Administer the next three test items.
  - The student provides an answer to any of the three test items.
  - Administer the test.

  Figure 2. Responses to first four items

When to end the assessment during the Student Response Check:

- The student does not orient or provide an answer to the first test item.
  - Select the [End Test] button.

  Figure 3. No response to the first item

- The student does not provide an answer to any of the first four test items.
  - Select the [End Test] button.

  Figure 4. No responses to the first four items

Refer to the Student Response Check information in the ELA and Mathematics sections of the DFA for more specific details.
Preparing for Administration (cont.)

Ending Tests

Test examiners should only select the [End Test] button (Figure 5) when the results of the SRC indicate that a test should be closed.

![End Test button](image)

Figure 5. [End Test] button

Student Engagement

Establishing and maintaining student engagement is important to the successful administration of the CAA for ELA and Mathematics. The test examiner may pause testing if the student is no longer engaged, is not actively participating, or is showing signs of behavioral or functional concerns related to the test. Testing may resume at a later time as appropriate for the student.

A student should be administered as much content of each test as possible. A test examiner should take the time necessary to elicit the student’s best performance on each test item. A student should use the mode(s) of communication used in daily instruction.

If a student does not regain productivity and engagement, even after allowing breaks over multiple days, a test examiner may end the student’s test. To end the test early, advance through the remaining test items and then submit the test.

Second Scoring Tests

The CAA for ELA will require second scoring only for a preselected group of schools. (Refer to CAA for ELA Second Scoring Assignments (caaspp.org) located at https://www.caaspp.org/administration/about/caa/caa-ela-second-scoring-assignments.2022-23.html for the list of schools preselected for second scoring.) Only students participating within these preselected schools will require second scores.

Second scoring is the process of having another educator, a secondary test examiner, use rubrics provided in the DFA to simultaneously and independently score the student’s response. In order to participate in second scoring, the secondary test examiner must receive the same training as the primary test examiner and have the test examiner role assigned in TOMS. The purpose of second scoring is to establish and document standardized scoring procedures. Second scoring is one method of providing evidence of scorer reliability or inter-rater reliability.