





CAASPP Online Test Administration Manual

Updated for 2022–23 Administration

Support for the CAASPP Assessments

The CAASPP website (<https://www.caaspp.org/>)  is the home for all CAASPP System assessments.

For questions regarding the computer-based testing system or for additional assistance:

- **LEA CAASPP coordinators** should contact their LEA Success Agent, preferably by email. LEA CAASPP coordinators can also contact CalTAC by phone at 800-955-2954 with basic questions.
 - Refer to the California Outreach (</contact>)  web page for all support options.
 - Refer to the Success Agent Lookup (</contact/lea-success-agents/>)  web page to look up the name and contact information for the LEA's assigned representative. An LEA CAASPP coordinator can still use the chat function linked on the CAASPP website (<https://www.caaspp.org/>)  to reach out for support.
 - Refer to the California Technical Assistance Center (CalTAC) (</contact/caltac/>)  web page for the types of issues that are addressed by CalTAC directly.
- CAASPP test site coordinators should contact their LEA CAASPP coordinator.
- Test administrators, test examiners, and other school personnel should contact their CAASPP test site coordinator.

When contacting an LEA Success Agent, ***always*** provide the representative with as much detail as possible about the issue(s) encountered and the system on which it occurred, including the following:

- the type of device being used for the test;
- any error messages that appeared (code and description);
- operating system and browser (web browser or secure browser) information;

- network configuration information;
- contact information for follow-up, including an email address and phone number;
- the test session ID; and
- any relevant and authorized student and school information, including SSID, grade level, content area, and PT or CAT (also known as a non-PT test).




WARNING: *Never* provide any other student information, as doing so may violate Family Educational Rights and Privacy Act policies.

About This Manual

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

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

For specific questions not addressed in this manual, TAs and TEs can contact their CAASPP test site coordinator; CAASPP test site coordinators can contact their LEA CAASPP coordinator; and LEA CAASPP coordinators can [contact the LEA's assigned Success Agent \(/contact/lea-success-agents/\)](/contact/lea-success-agents/). .


What's New in the CAASPP System in 2022–23

CAASPP System of Assessments


All Assessments

- CARS, the Crisis Alert Response System, sends an email alert to a primary LEA coordinator and superintendent when a student's action or response during testing causes concern. CARS incidents are tracked and maintained in TOMS.



General Assessments

- The Test Administrator Tutorial is posted on the [CAASPP Test Administrator Tutorial](https://www.caaspp.org/training/test-administrator-tutorial.html) (<https://www.caaspp.org/training/test-administrator-tutorial.html>)  web page directly on the CAASPP website,

so no logon information is required. This public offering does not allow for tracking of course completion. LEA CAASPP coordinators can use the Test Administration Tutorial course in Moodle if they want the ability to track staff completion of the course.

- Instructions and scripts for the administration of the Smarter Balanced and the CAST as well as the CSA are also available as separate PDFs. These are available in the associated scripts chapters in this manual or the CAASPP *Directions for Administration, Preparing for Administration, and Scripts of Summative Assessments* (<https://www.caaspp.org/administration/instructions/dfas/index.html>).  web page.

Alternate Assessments

- The CAA for Science testing window opened on Tuesday, September 6, 2022.
- Second scoring of rubric-scored items on the CAA for ELA is required of some of the schools assigned to Form 2, rather than the entire LEA. Second scoring assignments can be verified on the *CAA for ELA Second Scoring Assignments* (<https://www.caaspp.org/administration/about/caa/caa-ela-second-scoring-assignments.2022-23.html>).  web page.
- Nonsecure information from the CAAs for ELA and mathematics and CAA for Science *DFAs* has been moved into *PFA*s. The *PFA for ELA and Mathematics* and *PFA for Science* are available on the CAASPP *California Alternate Assessments (CAAs)* (<https://www.caaspp.org/administration/about/caa/index.html>).  web page.

Test Administration Applications

Test Administrator Interface

- A TA can add students at different test sites to a single test session as long as the TA is assigned an appropriate user role at each test site and students who are testing are supervised appropriately.

Accessibility Resources

- The Braille HAT option is available for mathematics assessments, which, in California, use the adjusted, shortened-form blueprints.
- Color contrast now offers the following new options:
 - Yellow font on a black background
 - Red font on a white background
 - White font on a red background
- Text-to-speech in Spanish for mathematics items is now available as an embedded designated support within the TDS for Smarter Balanced for Mathematics assessments. Students who require this designated support


should have the text-to-speech, translations (Spanish stacked–dual language), and translated test directions resources assigned to them in TOMS.

- Spell check is now available for Smarter Balanced for Mathematics items with open-ended student responses.
- For the CAST, students in grade eight or high school who are using the Spanish stacked–dual language translation now access a Spanish version of the periodic table.
- The printable periodic table of the elements is available in Spanish.
- For the CAST, an equation on the high school reference sheet, work equation $W = Fd$, was updated.

Reporting

- An additional language option for SSRs, Korean, is now available.

Technical Specifications

Refer to the [*CAASPP and ELPAC Technical Specifications and Configuration Guide for Online Testing*](#) ([/tech-specs-and-config/](#))  for information about the updated secure browser and operating system versions required for testing in the 2022–23 CAASPP administration.

Test Administration Options



NOTE: Only the general assessments may be administered remotely. The CDE requires that the CAAs for ELA, mathematics, and science be administered in person. Refer to the [*Remote Testing*](#) ([/caaspp-otam/remote-testing/](#)) section in this manual for more information.

CAASPP General Assessments

It is recommended that the LEA offer the following two test administration options to meet the needs of the families the LEA serves:

1. [In-person administration](#) ([/caaspp-otam/overview/ta-options/#ca-general-assessments-in-person](#))
2. [Remote administration](#) ([/caaspp-otam/overview/ta-options/#ca-general-assessments-remote](#))

LEAs may use a combination of administration options. However, the administration style should not change during test administration. When a student starts a test or segment through remote administration, the student should complete it remotely unless no other option is available.

In-Person Administration

An LEA should implement in-person administration as the **primary** method of conducting the assessment. The LEA should follow county and local health and safety guidelines for in-person administrations.

PPTs are available during in-person administration for students who have an IEP or Section 504 plan requiring a PPT version of the Smarter Balanced Summative Assessments, CAST, or both.

Remote Administration

Remote administration of CAASPP general assessments is available only for students receiving remote instruction or in the event that local health restrictions make in-person administration not viable.

An LEA should offer a remote administration alternative for students whose parents/guardians express concerns about the in-person administration or in the event that local health restrictions make in-person administration unworkable.

California Alternate Assessments

The CDE requires that the CAAs for ELA, mathematics, and science be administered in person because the physical presence of the TE is critical in providing for a valid test administration. If it is unsafe to test a student in person, the student should not be tested.

About the Assessments

All students are required to participate in the CAASPP assessments for which they are eligible with the exception of those for whom a parent/guardian exemption has been submitted to the test site or for whom the not tested due to a medical emergency exemption applies. All students will receive an SSR with few exceptions, but for the best reflection of student performance, the student must answer the minimum number of questions, which varies across assessment.

Refer to the *Types of Computer-based Assessments* (</caaspp-otam/prep-and-planning/general-test-admin-info/#types-of-assessments>) subsection for descriptions of the three types of assessments (computer adaptive testing, fixed-form assessment, and multistage adaptive testing).

Smarter Balanced Summative Assessments

The Smarter Balanced Summative Assessments for ELA and mathematics are computer adaptive assessments that were developed by the Smarter Balanced Assessment Consortium, a multistate, state-led consortium. These tests are aligned with the CCSS in ELA and mathematics that accurately measure student progress toward college- and career-readiness.

Consistent with the Smarter Balanced testing plan and California’s educational mission, all students, including students with disabilities, EL students, and EL students with disabilities, should have equal opportunity to participate in assessments administered in California.

Eligibility Requirements

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

- Students with the most significant cognitive disabilities who meet the criteria for an alternate assessment aligned with alternate achievement standards (approximately 1 percent or fewer of the student population) will take the CAAs for ELA and mathematics. Students who take the alternate assessment in one content area will take the alternate assessment in all content areas, including the Initial Alternate ELPAC and, if needed, the Summative Alternate ELPAC.
- EL students who are within their first 12 months of enrollment in a US school after April 15 of the previous school year have a one-time exemption from the **Smarter Balanced for ELA** assessment (but may opt to take the ELA assessment) and are required to take the Smarter Balanced for Mathematics. However, these students must participate in the ELPAC testing.

California Science Test

The CAST is a computer-based, summative assessment aligned with the CA NGSS. All LEAs with eligible students in grades five and eight and in high school (i.e., grade ten, eleven, or twelve) will administer the CAST. High school students have only one opportunity to take the CAST. All students will receive their CAST scores in an SSR after they have tested.

Eligibility Requirements

What follows are additional details about eligibility for the CAST:



- All students in grade five and eight will be automatically registered to take the CAST.
- Students must also take the CAST at least once in high school. LEAs can elect to administer the CAST to students in grade ten or eleven. Students who take the CAST while their testing grade is grade ten or eleven have completed their science testing requirement.
- Students in grade twelve who have not yet taken a science test will automatically be registered to take a science test.
- Students who are repeating grade twelve are not eligible to test.
- Students with the most significant cognitive disabilities who meet the criteria for the alternate assessments based on alternate achievement standards (approximately 1 percent or fewer of the student population) will take


the CAA for Science. Students who take the alternate assessment in one content area will take the alternate assessment in all content areas.

California Alternate Assessments

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

The CAAs for ELA, mathematics, and science are delivered one-on-one by a TE and use the same TDS as the other CAASPP computer-based assessments. The CAAs for ELA and mathematics are multistage, adaptive assessments. The CAA for Science is delivered as four embedded PTs per assessed grade level, which are administered one-on-one by a TE during the course of instruction and shortly after instruction of related science content is complete.

There are two forms of the CAAs for ELA and mathematics and four forms of each set of CAA for Science embedded PTs. Form assignments are posted on the [CAAs for ELA and Mathematics Form Assignments](https://www.caaspp.org/administration/about/caa/caa-assignments.html) (<https://www.caaspp.org/administration/about/caa/caa-assignments.html>)  and [CAA for Science Form Assignments](https://www.caaspp.org/administration/about/caa/caa-science-assignments.2022-23.html) (<https://www.caaspp.org/administration/about/caa/caa-science-assignments.2022-23.html>)  web pages. Secure, form-specific *DFA*s are available for download from TOMS.


The separate *DFA* for each CAA for Science embedded PT and the computer-based assessment became available on September 6, 2022. Use the [CAA for Science Administration Planning Guides](http://www.caaspp.org/administration/about/caa/caa-for-science-administration-planning-guide.html) (<http://www.caaspp.org/administration/about/caa/caa-for-science-administration-planning-guide.html>)  to plan and schedule testing.

Eligibility Requirements

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

EL students who are within their first 12 months of enrollment in a US school after April 15 of the previous school year have a one-time exemption from the **CAA for ELA** assessment (but may opt to take the ELA assessment) and are required to take the CAA for Mathematics. In addition, these students must participate in the Alternate ELPAC testing.

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

The following are the eligibility guidelines on the CDE [Alternate Assessment IEP Team Guidance](https://www.cde.ca.gov/ta/tg/ca/caaiepteamrev.asp) (<https://www.cde.ca.gov/ta/tg/ca/caaiepteamrev.asp>)  web page that IEP teams should follow in determining whether a student should take the CAAs:

- **The student has a significant cognitive disability.** Review of the student's school records indicates a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior essential for someone to live independently and to function safely in daily life. Having a significant cognitive disability is not determined by an IQ test score; rather, a holistic understanding of a student is required.
- **The student is learning content derived from the CA CCSS or the CA NGSS.** Goals and instruction listed in the IEP for the student are linked to the enrolled grade-level CCSS or CA NGSS and address knowledge and skills that are appropriate for and set high expectations for this student. The content the student is learning is derived from the CCSS and CA NGSS, and appropriately breaks the standards into smaller achievable steps. The National Center and State Collaborative has derived these smaller steps from the CCSS to guide instruction, and they are called Core Content Connectors. Science Connectors also were derived from the CA NGSS standards. A Connector is a representation of the essential "core" content of a standard in the CCSS and CA NGSS. Each Connector was identified by examining learning progressions aligned with the CA CCSS or CA NGSS to determine the critical content for students with the most significant cognitive disabilities.
- **The student requires extensive, direct individualized instruction and substantial supports to achieve measurable gains in the grade-level and age-appropriate curriculum, including the following:**
 - Instruction and support that are not of a temporary or transient nature
 - Substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings


Second Scoring for the CAA for ELA

Some schools will be required each year to conduct second scoring of rubric-scored items for the CAA for ELA. Schools chosen to second-score will be required to have a second qualified TE observe and score the student's response at the time of testing.

Second scoring is the process of having a second TE score a student's rubric-scored items simultaneously, yet independently, from the student's primary TE. The purposes of second scoring are to establish and document standardized scoring procedures. Second scoring is one method of providing scorer reliability evidence.

Results from the second scoring will be used by ETS to conduct interrater reliability analysis on rubric-scored items. The second scores will not be used for official scoring or reporting purposes, although analysis of aggregated second-scoring results will be included in the annual technical report for the CAAs. A student's completion status and test results are reported whether the second scoring occurs or not.


Who Participates in Second Scoring?

Some schools assigned to **Form 2** of the test will be required to participate in second scoring for that year. Participating schools will be required to second-score all students taking the CAA for ELA within the school or all students at specific grade levels within the school if the school had at least 20 students take either the CAA for ELA or the Summative Alternate ELPAC in 2021–22. A school may be selected for second scoring for either one of the CAA for ELA or the Summative Alternate ELPAC, but not both, in the same year. Second scoring assignments can be verified on the [CAA for ELA Second Scoring Assignments](https://www.caaspp.org/administration/about/caa/caa-ela-second-scoring-assignments.2022-23.html) (<https://www.caaspp.org/administration/about/caa/caa-ela-second-scoring-assignments.2022-23.html>)  web page.


Qualifications for a Secondary Test Examiner

As with the primary TE, the secondary TE must

1. be credentialed,
2. receive training on how to administer the CAA for ELA,
3. sign the *Security Affidavit* in TOMS, and
4. be assigned a TOMS account with a test examiner user role.

Ideally, the secondary TE is also a teacher familiar with the student’s individual testing needs. Refer to the [Test Examiner Checklist \(DOCX\)](https://www.caaspp.org/rsc/pdfs/CAASPP.test-examiner-checklist.2022-23.docx) (<https://www.caaspp.org/rsc/pdfs/CAASPP.test-examiner-checklist.2022-23.docx>)  for the roles and responsibilities of the primary and secondary TE.

Second-Scoring Process


Approximately one to three items in the CAA for ELA require TEs to score a student’s live response at the time of testing using a rubric provided in the *DFA*. The step-by-step process for second scoring from a TE’s perspective is explained, in detail, in the CAA Test Examiner Tutorial that is linked on the [CAAs](https://www.caaspp.org/administration/about/caa/index.html) (<https://www.caaspp.org/administration/about/caa/index.html>)  web page and in the Form 2 *DFA*, which is a secure document available for download in TOMS.



All second scores must be entered into the DEI before the end of the test administration window.

LEA CAASPP coordinators and CAASPP test site coordinators can track the progress of assigned and completed tasks for the second scoring in the LEA and sites using the CAA Second Scoring Status Report in TOMS. This report includes the following variables:

- Students eligible for alternate testing
- Students who have tested
- Students who have received a second score in the DEI

Second-Scoring Responsibilities of an LEA CAASPP Coordinator or Test Site Coordinator

The LEA CAASPP coordinator or test site coordinator should confirm form assignments on the [CAAs for ELA and Mathematics Form Assignments](https://www.caaspp.org/administration/about/caa/caa-assignments.html) (<https://www.caaspp.org/administration/about/caa/caa-assignments.html>).  web page. If the school is assigned to Form 2 and one of the schools is selected to second-score, the school is required to second-score for that year. Therefore, the LEA CAASPP coordinator or CAASPP test site coordinator will be responsible to take the following actions in support of the second-scoring process:

1. Review the second-scoring process as outlined in the Form 2 *DFA*, which is downloaded in the [**Resources**] navigation tab in TOMS. (Refer to the *Secure Materials* (</toms/resources/secure-materials/>).  topic in the *CAASPP and ELPAC TOMS User Guide* (</toms/>).  for additional information about how to download secure materials in TOMS, including the CAA *DFAs*.)
2. Identify and train the secondary TE on the second-scoring process. It is the LEA CAASPP coordinator's responsibility to ensure that a secondary TE is available and properly trained.
3. Ensure the secondary TE has the test examiner user role in TOMS.
4. Track second-scoring completion rates using the second-scoring report in TOMS.
5. Ensure all students in the school assigned to Form 2 have second scores submitted in the DEI before the end of the school's test administration window.
 - a. Have the secondary TE enter the student's second score directly in the DEI as the secondary TE observes the student's response during test administration. (This requires access to a user device or laptop.) **or**
 - b. Have the secondary TE use a printed answer-recording document provided in the *DFA* to record second scores during test administration. After testing, the secondary TE or school administrator must enter the student's score into the DEI before the end of the test administration window.

California Spanish Assessment




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


Eligibility Requirements

The CSA is an optional, computer-based, nonadaptive, summative, grade-level assessment for students in grades three through eight and high school who are seeking a measure that evaluates their Spanish reading/language arts—specifically, reading, writing mechanics, and listening skills. Since the CSA is an optional assessment, students are not automatically registered to take the CSA. If an LEA wishes to have a student take the CSA, the LEA must register the student to test.

About Accessibility Resources




The CDE [California Assessment Accessibility Resources Matrix](https://www.cde.ca.gov/ta/tg/ca/accessibilityresources.asp)

(<https://www.cde.ca.gov/ta/tg/ca/accessibilityresources.asp>)  lists the embedded and non-embedded universal tools, designated supports, and accommodations that are allowed as part of all CAASPP general and alternate assessments. To assist CAASPP users in implementing these accessibility resources, the [CAASPP and ELPAC Accessibility Guide](https://www.cde.ca.gov/ta/tg/ca/accessibilityguide/) ([accessibility-guide/](https://www.cde.ca.gov/ta/tg/ca/accessibilityguide/))  is available, as is the CDE [Student Accessibility Resources](https://www.cde.ca.gov/ta/tg/ca/accesssupport.asp) (<https://www.cde.ca.gov/ta/tg/ca/accesssupport.asp>)  web page, which lists additional information about the resources available for the CAASPP assessments.

The general CAASPP assessments use the Smarter Balanced framework, the [Smarter Balanced Usability, Accessibility, and Accommodations Guidelines](https://portal.smarterbalanced.org/library/en/usability-accessibility-and-accommodations-guidelines.pdf) (PDF) (<https://portal.smarterbalanced.org/library/en/usability-accessibility-and-accommodations-guidelines.pdf>) . The framework includes a variety of innovative universal tools that are embedded in the TDS as well as a variety of designated supports and accommodations.

Considerations were made for the individual assessments as well; these are described in [table 1](#).

Table 1. Accessibility Considerations for the CAASPP



Assessment	Consideration
Smarter Balanced Summative	Smarter Balanced has crafted a comprehensive accessibility and accommodations framework, the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines (PDF) (https://portal.smarterbalanced.org/library/en/usability-accessibility-and-accommodations-guidelines.pdf)  for all students, including those with special assessment needs. The Consortium has also developed a variety of innovative universal tools that are embedded in the TDS as well as a variety of designated supports and accommodations.
CAST	The CAST uses the CAST Accessibility Supports for Operational Testing (PDF) (https://www.cde.ca.gov/ta/tg/ca/documents/castaccesssupt.pdf)  , which follows an approach consistent with the Smarter Balanced framework in the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines (PDF) (https://portal.smarterbalanced.org/library/en/usability-accessibility-and-accommodations-guidelines.pdf)  that are used for other CAASPP assessments. The approach includes a variety of innovative universal tools that are embedded in the TDS as well as a variety of designated supports and accommodations.




Assessment	Consideration
CAAs	<p>Students provide responses to the assessments by using the mouse or keyboard if they are able. Students are encouraged to complete items as independently as possible. However, if needed, the TE is allowed to select the responses indicated by the student. Modes of communication may include gesture, eye gaze, an assistive communication device, or other means.</p> <p>The TE should use the training tests to determine the student’s mode of communication.</p>
CSA	<p>The CSA uses the CSA Accessibility Supports for Operational Testing (PDF) (https://www.caaspp.org/rsc/pdfs/CSA.accessibility-considerations.2018.pdf), which follows an approach consistent with the Smarter Balanced framework in the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines (PDF) (https://portal.smarterbalanced.org/library/en/usability-accessibility-and-accommodations-guidelines.pdf) that are used for other CAASPP assessments. The approach includes a variety of innovative universal tools that are embedded in the TDS as well as a variety of designated supports and accommodations.</p>

Test Administration Roles

User roles for CAASPP administration are as follows:

- Superintendent
- LEA CAASPP Coordinator
- Site CAASPP Coordinator
- CAASPP Test Administrator
- CAASPP Test Examiners
- CAASPP IA Administrator Only
- Educator—District
- Educator—Test Site
- Educator—Roster
- Tools for Teachers Only




Refer to the *TOMS User Roles for CAASPP* (</toms/user-roles/#user-roles-for-caaspp>)  section of the *CAASPP and ELPAC TOMS User Guide* (</toms/>)  for a description of these roles and the systems and functions available for users with each role. Refer also to the checklists of activities associated with specific user roles for a list of activities before, during, and after testing:








- *LEA CAASPP Coordinator Checklist (DOCX)* (<https://www.caaspp.org/rsc/pdfs/CAASPP.lea-coordinator-checklist.2022-23.docx>)  web document
- *CAASPP Test Administrator Checklist (DOCX)* (<https://www.caaspp.org/rsc/pdfs/CAASPP.test-administrator-checklist.2022-23.docx>)  web document
- *CAASPP Test Examiner Checklist (DOCX)* (<https://www.caaspp.org/rsc/pdfs/CAASPP.test-examiner-checklist.2022-23.docx>)  web document




Summative Assessment Administration Documentation Resources



The *CAASPP Online Test Administration Manual* is designed to complement a variety of other resources developed by Smarter Balanced and the CDE listed in [table 1](#).

Table 1. Manuals, Instructions, and Information

Resource	Description
<i>CAASPP and ELPAC Accessibility Guide</i>	The <i>CAASPP and ELPAC Accessibility Guide</i> (/accessibility-guide/)  includes information and instructions regarding configuring and using computer-based accessibility resources, including braille.
<i>CAASPP and ELPAC Security Incidents and Appeals Procedure Guide</i>	<p>The <i>CAASPP and ELPAC Security Incidents and Appeals Procedure Guide</i> (/stairs/)  includes information about how LEA CAASPP coordinators can submit an incident report using the STAIRS/Appeals process and enter Appeals for CAASPP summative assessments in TOMS.</p> <p>Refer also to the <i>Test Security</i> (https://www.caaspp.org/administration/test-security/index.html)  web page for additional information and links to STAIRS resources.</p>

Resource	Description
<i>CAASPP and ELPAC Technical Specifications and Configuration Guide for Online Testing</i>	The <i>CAASPP and ELPAC Technical Specifications and Configuration Guide for Online Testing</i> (/tech-specs-and-config/)  contains instructions related to making the network infrastructure ready for CAASPP testing, such as network and system requirements as well as secure browser configuration.
<i>CAASPP and ELPAC TOMS User Guide</i>	The <i>CAASPP and ELPAC TOMS User Guide</i> (/toms/)  provides instructions for the processes necessary to assign and manage LEA and school users, test administrations, as well as student information, such as test assignments, test settings, condition codes, and more.
CAASPP checklists	The CAASPP <u>Manuals and Instructions</u> (https://www.caaspp.org/administration/instructions/index.html)  web page includes links to the checklists for LEA CAASPP coordinators, site CAASPP coordinators, TAs, and TEs as they prepare for, administer, and complete CAASPP testing.
<i>California Assessment Accessibility Resources Matrix</i>	The CDE <u>California Assessment Accessibility Resources Matrix</u> (https://www.cde.ca.gov/ta/tg/ca/accessibilityresources.asp)  is an important source of information for determining the assignment of designated supports and accommodations to students.
CALPADS resources	The CDE <u>CALPADS</u> (https://www.cde.ca.gov/ds/sp/cl/)  web page contains links to CALPADS documents, updates, and other useful information for maintaining student demographics and program participation.
CAST Accessibility Supports	The <u>CAST Accessibility Supports for Operational Testing</u> (PDF) (https://www.cde.ca.gov/ta/tg/ca/documents/castaccesssupt.pdf)  follows an approach consistent with the Smarter Balanced framework in the <i>Smarter Balanced Usability, Accessibility, and Accommodations Guidelines</i> (PDF) (https://portal.smarterbalanced.org/library/en/usability-accessibility-and-accommodations-guidelines.pdf)  that are used for other CAASPP assessments. The approach includes a variety of innovative universal tools that are embedded in the TDS as well as a variety of designated supports and accommodations.

Resource	Description
CSA Accessibility Supports	<p>The CSA Accessibility Supports for Operational Testing (PDF) (https://www.caaspp.org/rsc/pdfs/CSA.accessibility-considerations.2018.pdf).  follows an approach consistent with the Smarter Balanced framework in the Smarter Balanced Usability, Accessibility, and Accommodations Guidelines (PDF) (https://portal.smarterbalanced.org/library/en/usability-accessibility-and-accommodations-guidelines.pdf).  that are used for other CAASPP assessments. The approach includes a variety of innovative universal tools that are embedded in the TDS as well as a variety of designated supports and accommodations.</p>
Student Accessibility Resources	<p>The CDE Student Accessibility Resources (https://www.cde.ca.gov/ta/tg/ca/accesssupport.asp).  web page for the CAASPP describes the four categories of student accessibility resources. It includes links to web documents, pages, and sites that provide additional instructions and information for identifying and using student accessibility resources during CAASPP administration.</p>
<i>Test Administrator Script—CSA</i>	<p>The scripts for the CSA, in the Using the Test Administrator Interface with Summative Assessments (/caaspp-otam/ta-interface/about-testing/) section and the Scripts for Administering the California Spanish Assessment (/caaspp-otam/csa-scripts/test-directions-overview/) section, provide TAs at all tested grade levels (grades three through eight) and the grade band (high school) with the test administration script for administering the CSA. These instructions are intended for the day of test administration. These instructions and scripts are available within the script chapters as downloadable PDFs.</p>
<i>Test Administrator Scripts—Smarter Balanced Summative Assessments and the CAST</i>	<p>The scripts for the Smarter Balanced Summative Assessments and the CAST, in the Using the Test Administrator Interface with Summative Assessments (/caaspp-otam/ta-interface/about-testing/) section and in the Scripts for Administering Smarter Balanced Summative Assessments and the CAST (/caaspp-otam/sb-summ-and-cast-scripts/test-directions-overview/) section, provide TAs at all grade levels with step-by-step instructions for the Test Administrator Interface and student applications, as well as the test administration script for administering Smarter Balanced assessments and the CAST. These instructions are intended for the day of test administration. These instructions and scripts are available within the script chapters as downloadable PDFs.</p>
<i>Test Examiner DFAs—CAAs</i>	<p>Directions for the administration of the CAAs for ELA and mathematics are posted securely in TOMS and can be accessed by selecting the [Resources] navigation tab on the TOMS top navigation bar. <i>DFAs</i> for each CAA for Science embedded PT also can be accessed in this manner.</p>

Resource	Description
<i>Test Examiner PFAs—CAAs</i>	<p>The <i>PFAs</i> contain nonsecure information that had been in the first part of the <i>DFA</i>. There is one <i>PFA</i> for the CAAs for ELA and mathematics and another for the CAA for Science. TEs can use a <i>PFA</i> to prepare for test administration.</p> <p>The <i>PFA for ELA and Mathematics</i> and <i>PFA for Science</i> are available on the CAASPP California Alternate Assessments (CAAs). (https://www.caaspp.org/administration/about/caa/index.html).  web page.</p>
<i>Usability, Accessibility, and Accommodations Guidelines</i>	<p>The Usability, Accessibility, and Accommodations Guidelines (PDF). (https://portal.smarterbalanced.org/library/en/usability-accessibility-and-accommodations-guidelines.pdf).  provide information for school-level personnel—such as assessment staff and administrators, classroom teachers, English language development educators, special education teachers, and instructional assistants—as well as decision-making teams, particularly IEP and Section 504 plan teams, 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 CAST and the CSA follow similar guidelines.</p>

Training Resources

Emails

Both the CDE and the ETS California Outreach team communicate with LEA CAASPP coordinators and other interest holders by email.


Assessment Spotlight

The CDE sends regular emails, the Assessment Spotlight, about current and upcoming activities related to statewide testing to California educators—including testing coordinators—and subscribers who opt in to receive the emails. Emails are archived on the CDE Assessment Spotlight web page.


To join the email list, send a blank message to subscribe-caaspp@mlist.cde.ca.gov (<mailto:subscribe-caaspp@mlist.cde.ca.gov>).

Coordinator Emails



Primary and secondary LEA CAASPP coordinators, as assigned in TOMS, are sent program-wide communications from the ETS California Outreach team. Topics include monthly updates, scheduled system downtime, administration downtime, and training announcements and reminders.

Emails for the current and previous test administration year are posted on the [CAASPP Coordinator Emails](https://www.caaspp.org/ta-resources/emails.html) (<https://www.caaspp.org/ta-resources/emails.html>)  web page. Targeted emails that are sent to selected LEAs are not archived.

Training and Videos

A variety of workshops and professional development opportunities each year are available on a variety of topics. Most statewide trainings are held virtually. Training opportunities are available for CAASPP coordinators as well as classroom educators. Refer to the CAASPP [Upcoming Training Opportunities](https://www.caaspp.org/training/training-opportunities.html) (<https://www.caaspp.org/training/training-opportunities.html>)  web page to review the topics scheduled.


All Participants

All LEA CAASPP coordinators, CAASPP test site coordinators, TAs, TEs (both primary and secondary), and school administrative staff who will be involved in CAASPP assessment administration should review the applicable supplemental videos and archived trainings available on the [Videos and Quick Reference Guides](https://www.caaspp.org/administration/instructions/qrgs-and-videos/index.html) (<https://www.caaspp.org/administration/instructions/qrgs-and-videos/index.html>)  and [Upcoming Training Opportunities](https://www.caaspp.org/training/training-opportunities.html) (<https://www.caaspp.org/training/training-opportunities.html>)  web pages.

CAASPP Coordinators


The **LEA CAASPP coordinator and CAASPP test site coordinator** are responsible for ensuring all appropriate trainings have been completed. Such training should include, but not be limited to, training on item security and professional conduct associated with the administration of standardized assessments.

Test Administrators

TAs for the Smarter Balanced Summative Assessments for ELA and mathematics, the CAST, and the CSA can take the **optional** Test Administrator Tutorial, which covers all of the basic information needed to prepare TAs to administer the general assessments. The Test Administrator Tutorial **does not** contain any secure content. This training, which does not require a logon, is available on the [CAASPP Test Administrator Tutorial](https://www.caaspp.org/training/test-administrator-tutorial.html) (<https://www.caaspp.org/training/test-administrator-tutorial.html>)  web page.



If the tutorial will be offered to TAs, LEA CAASPP coordinators should also provide local and relevant testing information. An LEA still has the option to provide local training.

Test Examiners

TEs for the CAAs—for ELA, mathematics, science, or any combination thereof—must receive training and certification by completing the **required** [CAA Test Examiner Tutorial](https://moodle.caaspp-elpac.org/login/index.php) (<https://moodle.caaspp-elpac.org/login/index.php>) . There are three content-area sections: General, CAA for Science, and CAAs for ELA and mathematics. For completion, participants must **view the What's New and Basics** video in the General section and **answer all Check for Understanding questions correctly**. After successfully completing the General section of the tutorial, participants must **complete all Check for Understanding questions correctly** in the CAA for

Science section, the CAAs for ELA and Mathematics section, or both content-area sections to receive a Certificate of Completion. All videos in the tutorial, except the What's New and Basics video, are **recommended, but not required**, for certification.

Secondary TEs should view the test examiner tutorial for the CAAs for ELA and mathematics. Two videos are available to demonstrate how to second-score and how to input second scores into the DEI:

1. [How to Second Score for CAA for ELA and Alternate ELPAC](https://www.youtube.com/watch?v=Sl2PjCOsy-w) (<https://www.youtube.com/watch?v=Sl2PjCOsy-w>). 
2. [Entering Student Responses and Scores into the Data Entry Interface \(DEI\)](https://www.caaspp.org/rsc/videos/entering-student-responses-and-scores-into-the-dei.html). (<https://www.caaspp.org/rsc/videos/entering-student-responses-and-scores-into-the-dei.html>). 

Trained TEs receive a certificate of completion, generated automatically by the online training system. TEs must be trained each year before administering one or more of the CAAs for ELA, mathematics, and science.



WARNING: CAA TEs are required to participate in training prior to administering the CAAs (5 CCR, Section 850[ag]).

Practice and Training Tests

Online practice and training tests are available for all CAASPP summative assessments.

Practice Tests


For the Smarter Balanced assessments, practice tests include CAT items and PTs for each grade level (i.e., grades three through eight and grade eleven). The practice tests provide a sample of the item types and experience with grade-level content and accessibility resources similar to what appears in the operational Smarter Balanced assessments.

For the CAST, practice tests are available for each tested grade level or grade band (i.e., grades five and eight, and high school). Each practice test consists of a series of discrete or stand-alone items followed by three PTs, one from each of the three science content domains. The practice tests provide experience with grade-level content and accessibility resources similar to what appears in the operational CAST.

For the CAAs for ELA and mathematics, practice tests include items for each grade level (i.e., grades three through eight and grade eleven). The practice tests provide experience with grade-level content and accessibility resources similar to what appears in the operational CAAs.

For the CAA for Science, practice tests are available for all three science content domains at each tested grade level or grade band (i.e., grades five and eight, and high school). The practice tests provide experience with grade-level content and accessibility resources similar to what appears in the operational CAA for Science.


For the CSA, practice tests include items for each grade level or grade band (i.e., grades three through eight and high school). The practice tests provide experience with grade-level content and accessibility resources similar to what appears in the operational CSA.

Item types are listed and described in *Appendix B: Computer-based Item Types* (</caaspp-otam/appendices/appendix-b>) in this manual. Scoring guides, *PFAs*, and *DFAs* for practice tests are found on the [Online Practice Test Scoring Guides, *Preparing for Administration \(PFAs\)*, and *Directions for Administration \(DFAs\)*](https://www.caaspp.org/ta-resources/practice-training.html) (<https://www.caaspp.org/ta-resources/practice-training.html>)  web page.

Training Tests

Training tests are for TAs, TEs, and students to become familiar with the format and functionality of the computer-based test. For the Smarter Balanced assessments, this resource is available by grade band (i.e., grades three through five, grades six through eight, and grade eleven) and has approximately six to nine mathematics items and six to seven ELA items per grade band.

The CAST offers grade-specific training tests in grades five and eight, and high school, that can be taken by students in all tested grade levels or grade band. All unique item types available on the operational test are covered in the training tests.

For the CAAs for ELA and mathematics, there is one training test for all grade levels. For the CAA for Science, there is one training PT available for all grade levels. *DFAs for training tests* are found on the [Online Practice Test Scoring Guides, *Preparing for Administration \(PFAs\)*, and *Directions for Administration \(DFAs\)*](https://www.caaspp.org/ta-resources/practice-training.html) (<https://www.caaspp.org/ta-resources/practice-training.html>)  web page.

For the CSA, there are training tests available in three grade bands: grades three through five, grades six through eight, and high school.

Item types are listed and described in *Appendix B: Computer-based Item Types* (</caaspp-otam/appendices/appendix-b>) in this manual. There are no scoring guides for training tests.

Public Access


All of the practice and training tests are publicly available. Each can be accessed and used without the need for logon credentials or a secure web browser. However, please note that Internet Explorer is *not* a supported web browser.

While the practice and training tests do not require the use of the secure browser, some accessibility resources, such as text-to-speech, are only available through the secure browser. Refreshable or embossed braille, where available, can be accessed using a web browser.


Secure Access


If users want to access the practice and training tests as a TA or TE—required for the use of the text-to-speech accessibility resource—a logon will be required. TAs and TEs can contact their CAASPP test site coordinator for logon credentials.


Technology Resources

The *CAASPP and ELPAC Technical Specifications and Configuration Guide for Online Testing* ([/tech-specs-and-config/](#))  provides technology coordinators information about supported technology and technology requirements and can be used to confirm that the school meets the minimum requirements for computer-based testing with the technical specifications for computer-based testing, including the following:

- Information about internet and network requirements
- Hardware and software requirements
- Secure browser installation
- Supported operating systems for student testing
- Supported web browsers
- Supported peripheral equipment for testing

The *Bandwidth Checker* (https://demo.tds.cambiumast.com/systemdiagnostic/pages/default.aspx?c=California_PT&url=https://capt.tds.cambiumast.com/student)  web page can assist technology coordinators to assess network readiness by performing a real-time check of a school’s network bandwidth. Note that technology coordinators may want to run this test more than once and at different times of the day because estimates change as the network conditions change and can vary from run to run.

The CDE also hosts a *Smarter Balanced Technology Readiness Resources* (<https://www.cde.ca.gov/ta/tg/sa/sbac-itr-index.asp>)  web page, which includes links to tools, requirements, and topics that LEAs will find useful in planning for the computer-based CAASPP testing.

Finally, the *Smarter Balanced Guide to Technology Readiness* (PDF) (<https://portal.smarterbalanced.org/library/en/guide-to-technology-readiness.pdf>)  web document is intended to help school leaders better understand, plan for, and manage the technology necessary for successful administration of Smarter Balanced assessments. It is intended to help school leaders address key questions about technology readiness for the Smarter Balanced assessment system, including what it means to be “technology ready” for the Smarter Balanced assessments.

Security of the Test Environment

A secure online testing environment is possible when an individual is restricted from accessing prohibited computer applications (local or internet-based) or copying or otherwise sharing test data. A secure online testing environment is necessary to maintain test security and provide a stable testing experience for students across multiple platforms. The security of assessment instruments and the confidentiality of student information are vital to maintaining the validity, reliability, and fairness of the results.

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

It is the responsibility of each person participating in the administration of any of the CAASPP summative assessments to immediately report any violation or suspected violation of test security or confidentiality. The CAASPP test site coordinator is responsible for immediately reporting any security violation to the LEA CAASPP coordinator.

Note regarding student cheating: In the case of a student cheating, the TA must stop the cheating; however, if the incident of cheating does not involve electronic devices, the LEA may decide to allow the student to complete the remainder of the test. After testing, the TA must notify the CAASPP test site coordinator. **Do not call** the CDE, an LEA Success Agent, or CalTAC to report student cheating. The LEA CAASPP coordinator or CAASPP test site coordinator must, instead, file a report using the STAIRS/Appeals process.

If the LEA decides to allow the student(s) to complete testing, the LEA CAASPP coordinator or CAASPP test site coordinator should open a STAIRS case in TOMS immediately with the incident type of “Student Cheating or Accessing Unauthorized Devices” and the *Yes, I want the student to complete the assessment* radio button selected. The STAIRS case remains in Draft status until the student has completed testing, when the submitter can return to file an Invalidate Appeal.

Requirements



NOTE: Because of the nature of the CAAs for ELA, mathematics, and science, TEs are permitted exposure to test questions and student responses. Additionally, in some cases, TEs will enter student responses into the TDS as indicated by the student’s IEP.

TAs, TEs, and CAASPP test site coordinators or other individuals who have witnessed, been informed of, or suspect the possibility of a test security incident that could potentially affect the validity of inferences from test results or the integrity of the assessments or the data should review the information in the subsections *Identifying Testing Improproprieties, Irregularities, and Breaches* (</caaspp-otam/test-security/identifying-testing-incidents/#improprieties-irregularities-breaches>) and *Appeals Submission* (</caaspp-otam/test-security/identifying-testing-incidents#appeals->




submission) (as necessary) of this manual; and then refer to the *CAASPP and ELPAC Security Incidents and Appeals Procedure Guide (/stairs/)*  for additional instructions. Note that only LEA CAASPP coordinators and CAASPP test site coordinators may report the incident using the STAIRS/Appeals process and, if directed, file an Appeal.

Table 1 through table 4 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 view, hear, or access (including access via technology).

Before Testing


Table 1. 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 charts (e.g., wall charts that contain literary definitions, maps, mathematics formulas, etc.).
Student seating	Students must be seated 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 they should be provided with tabletop partitions.
Signage	Place a “ <u>TESTING IN PROGRESS-DO NOT DISTURB</u> ” (PDF) (https://www.caaspp.org/rsc/pdfs/calif-tac-do-not-disturb-sign.pdf)  sign on the door or post signs in halls and entrances rerouting hallway traffic, as well as an “ <u>Unauthorized Electronic Devices May Not Be Used at Any Time During the Testing Session</u> ” (PDF) (https://www.caaspp.org/rsc/pdfs/calif-tac-unauthorized-electronic-devices-sign.pdf)  sign in the testing environment, to promote optimum testing conditions.

During Testing

Table 2. 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 situation or environment.

Requirement	Description
Student supervision	<p>Students are actively supervised by a trained TA or TE and are prohibited from</p> <ul style="list-style-type: none"> • viewing other students’ answers; • distracting or interrupting other students; and • accessing or using unauthorized electronic devices that allow access to outside information, communication among students or with other individuals outside the testing environment, or the ability to photograph or copy 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 or other mp3 devices, cameras, and electronic translation devices.
Access to allowable resources only	<p>Students must only have access to and use of those allowable resources (refer to the subsection <i><u>Establishing Appropriate Testing Conditions</u></i> (/caaspp-otam/ta-interface/about-testing/#establishing-appropriate-test-conditions) for examples) that are permitted for each specific test (or portion of a test). This includes access to medical supports and devices that may be integrated into other technology devices (refer to the <i><u>Smarter Balanced Usability, Accessibility, and Accommodations Guidelines</u></i> (PDF) (https://portal.smarterbalanced.org/library/en/usability-accessibility-and-accommodations-guidelines.pdf),  for information about student use of medical supports during testing). Use of such devices may require additional monitoring or a separate test setting to maintain test security.</p>
Access to assessments	<p>Unauthorized staff or other adults (including students’ parents/guardians) must not be in the room during testing. Only students who are testing can view items. Based on the item type (i.e., PTs), trained TAs may also have limited exposure to items in the course of properly administering the assessments; however, even TAs or TEs and other trained staff must not actively review, record, or analyze any test items. However, TEs administering the CAAs will have exposure to test items in the course of properly administering the assessments.</p>
Testing through secure browser	<p>Administration of the CAASPP assessments is permitted only through the student interface via a secure browser or a method of securing the student device.</p>

During and After Testing

Table 3. Requirements of the Test Environment During and After Testing

Requirement	Description
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Requirement	Description
No access to responses	LEA CAASPP coordinators, CAASPP test site coordinators, TAs, and other staff are not permitted to review student responses to the Smarter Balanced assessments, CAST, or CSA in the testing interface or students' notes on scratch paper.
No copies of test materials	Unless needed as a print-on-demand or braille accommodation, no copies of the 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 items, 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.
No retaining, discussing, or releasing test materials	Descriptions of test items, stimuli, printed reading passages, 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, TAs, and other staff must not review, discuss, or analyze test items, stimuli, reading passages, or writing prompts at any time, including before, during, or after testing. Student interaction with a TA or TE during a test is limited to necessary communication (such as permission to leave the room) or to respond during any CAA. Students should be informed that they 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	Printed materials from the print-on-demand accommodation, scratch paper, the CAA <i>DFA(s)</i> , and documents with student information must be securely stored in a locked location (e.g., locked room closet or cabinet) that can be opened only with a key or keycard by staff responsible for test administration.
No retaining of test “tickets” or any materials created to assist students with logging on to the summative assessments	All students' ID information must be collected at the end of each test session, stored securely, and then destroyed securely.

After Testing


Table 4. Requirements of the Test Environment After Testing


Requirement	Description
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Requirement	Description
No test materials used for instruction	Test items, stimuli, reading passages, or writing prompts must not be used for instruction.
Destroy test materials securely	Printed test items or passages, including embossed braille printouts, scratch paper, notecards or paper that include student logon information, and printed <i>DFA(s)</i> for the CAAs must be collected and inventoried and then immediately shredded upon a student's completion of the test. Refer to the next subsection, <i>Handling Secure Printed Materials</i> (/caaspp-otam/test-security/secure-printed-materials/), for details.

Handling Secure Printed Materials

Using Print-on-Demand Materials

For those students whose IEP or Section 504 plan expresses a need for a paper copy of **passages or items**, permission for the students to receive this accommodation must be requested by the LEA CAASPP coordinator at least two weeks prior to testing by contacting the [LEA Success Agent \(/contact/lea-success-agents/\)](/contact/lea-success-agents/). .

Printing **individual test items** for students with this accommodation will require that the LEA CAASPP coordinator make a request to the [LEA Success Agent \(/contact/lea-success-agents/\)](/contact/lea-success-agents/).  to have the accommodation set for each student in addition to assigning this resource for the student in TOMS.

Note the following about print-on-demand:

- Print requests must be approved and processed by the TAs and TEs during test administration.
- The decision to allow students to use print-on-demand must be made on an individual student basis and is available only for students with an IEP or Section 504 plan.
- Because items are printed individually, using the print-on-demand functionality does not allow a printed version of the computer-based test to be created prior to testing, especially given the adaptive nature of the Smarter Balanced assessments.
- A very small percentage of students should need this accommodation.
- The use of this accommodation may result in the student needing additional time to complete the assessment.

Once a student is approved to receive the printing of test items or passages for Smarter Balanced assessments, the CAST, or the CSA, that student may send a print request to the TA during testing by selecting the [**Print**] icon on the screen. For the CAAs, the TE may select this icon. This request needs to be made for each individual item.

Follow these guidelines when using the print-on-demand accommodation:

1. Before the TA or TE approves the student's request to print a test item or stimulus, the TA or TE must ensure that the printer is on and is monitored by staff who have been trained.
2. Immediately after printing a print-on-demand request, the file should be securely deleted from the TA's or TE's device in such a way that the file does not remain in a temporary storage file where it can be undeleted. Refer to the [Destroying Electronic Files \(/caaspp-otam/test-security/secure-printed-materials/#destroying-electronic-files\)](/caaspp-otam/test-security/secure-printed-materials/#destroying-electronic-files) subsection for additional instructions.
3. The TA or TE must collect the previously printed item from the student after the next item's print request. Printed items must be securely stored and then securely destroyed after the test session.

Using and Securely Destroying Scratch Paper for PTs

Use:

- 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, mathematics, or science PTs.
- During the Smarter Balanced ELA PT, the notes on the embedded universal tool, global notes, are retained from Part 1 to Part 2 so that the student may return to the notes even though the student is not able to go back to specific items in Part 1. The embedded global notes is the preferred mode for notetaking during the Smarter Balanced ELA PT.
- Students may also use scratch paper to make notes or develop draft responses. To maintain the security of scratch paper used for notes on the ELA or mathematics PTs, or CAST, CAA, or CSA questions, TAs or TEs 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 to maintain test security. The retention of scratch paper (including graph paper) is allowed for the PTs, CAST, CAAs, and CSA.
- **Do not** keep printed test items or passages or scratch paper for future test sessions except as noted for PTs.

Destroying Secure Printed Materials

Printed materials from the print-on-demand accommodation, CAA *DFAs*, answer-recording documents, and scratch paper must be kept in a securely locked room or locked cabinet that can be opened only with a key or keycard by staff who are responsible for test administration and who have signed a *CAASPP Test Security Affidavit*. All test materials must remain secure at all times.

Printed test items or passages, including embossed braille printouts and scratch paper, must be collected and inventoried at the end of each test session and then immediately destroyed securely according to LEA and CAASPP policies or procedures.

CAA DFAs that were printed for TEs after being downloaded from the password-protected TOMS website must be kept in a securely locked room or locked cabinet when not in use. Once testing is completed, these must be immediately securely destroyed according to LEA policies and procedures, California policies and procedures, or policies and procedures from both sources.

Answer-recording documents used to complete second scoring for the CAA for ELA must be kept securely.

Destroying Electronic Files

Immediately after printing a print-on-demand request or making a printed copy of a *DFA* for the CAAs, the file produced by the process should be securely deleted from the location on which it was stored. If stored on a device, the device on which the files are stored must be kept in a securely locked room or locked cabinet while the secure files exist.


A file(s) must be deleted in such a way that the file does not remain in a temporary storage location such as Windows' Recycle Bin, where it can be undeleted. TAs, TEs, and CAASPP test site coordinators should use the school's or LEA's preferred method of secure file deletion.

While there are many ways to permanently delete a file, including using a “shredding” tool that might be part of a virus scanning tool, what follows are basic ways to remove a file from a Windows or Macintosh system:

- **Windows**—Hold the [Shift] key when deleting the file or empty the Recycle Bin after deleting.
- **Macintosh and Macintosh equivalent devices using OS X or macOS**—Press the [Command] + [Delete] keys with any file or folder selected to send a file to the Trash and then press the [Shift] + [Command] + [Delete] keys *or* open the Finder menu and then select “Secure Empty Trash” to immediately empty the Trash.

Identifying Testing Improprieties, Irregularities, and Breaches



NOTE: The processes described in this section are to be used to report incidents for the CAASPP computer-based assessments only. Refer to the *CAASPP Paper–Pencil Testing Test Administration Manual* (</caaspp-ppt-tam/>).  for the special version (braille or large-print) assessment being administered for what to do in the event of an incident that occurs during this testing.

Test security incidents, such as improprieties, irregularities, and breaches, are behaviors prohibited either because they give a student an unfair advantage, compromising the validity of inferences from student test results, or because they compromise the secure administration of the assessments. Whether intentional or accidental, failure to comply

with security and administration rules, either by staff or students, constitutes a test security incident. Improprieties, irregularities, and breaches must be reported in accordance with the instructions in this section for each severity level.


Some incidents may require that an Appeal be submitted to reset, reopen, restore (if a test had been reset in error), provide a grace period extension, or invalidate a test. LEA CAASPP coordinators or CAASPP test site coordinators can make the determination by reporting the incident using the online CAASPP STAIRS/Appeals process in TOMS.

The STAIRS/Appeals Process

NOTES:



- The STAIRS/Appeals process must be used to report incidents that occur during the administration of the Smarter Balanced Summative Assessments, the CAAs, the CAST, and the CSA.
- Incidents that occur during the administration of the interim assessments are handled at the local level and should not be reported using the STAIRS/Appeals process.
- Testing incidents can only be reported in STAIRS 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.

The online STAIRS/Appeals process, which is available in TOMS and described in the *CAASPP and ELPAC Security Incidents and Appeals Procedure Guide* (</stairs/>) , must be used by LEA CAASPP and CAASPP test site coordinators to report a confirmed test security incident or other testing issue that interferes with the administration and completion of the assessment.


LEA CAASPP coordinators and CAASPP test site coordinators must ensure that all test security incidents are documented using the STAIRS/Appeals process in TOMS **within 24 hours of the incident**.

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 STAIRS case or the Appeal is submitted by the CAASPP test site coordinator).

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 sends an automated notification to the LEA if there are any STAIRS cases that have a Draft status and need to be submitted shortly before the LEA's testing window closes.

STAIRS cases with any status—draft, partial CDE approval, partial CalTAC approval, pending CDE approval, pending CalTAC approval, and completed—are searchable in *Search STAIRS* in TOMS. Appeals with any status—approved, pending, pending approval, rejected (*Appeals rejected by the CDE or CalTAC*), rejected by system, swap approved, and withdrawn—are searchable in *Search Appeals* in TOMS.


Incident Definitions and Action Steps

Refer to the [CAASPP and ELPAC Security Incidents and Appeals Procedure Guide \(/stairs/\)](/stairs/)  for details about the incident reporting process and a detailed description of the STAIRS process.


After an incident has occurred, the **CAASPP test site coordinator** is responsible for reviewing and verifying the details of the incident and immediately notifying the LEA CAASPP coordinator of any security breaches or testing irregularities that occur before, during, or after summative testing. Depending on the LEA's procedure, it is either the LEA CAASPP coordinator or the CAASPP test site coordinator who submits the incident using the STAIRS/Appeals process, and then it is the LEA CAASPP coordinator who opens the STAIRS case.

If the incident is a breach, the LEA CAASPP coordinator should be informed immediately; it is the LEA CAASPP coordinator who will initiate action. If the incident is due to social media exposure on the part of a student or adult or to media coverage of an administration, the LEA CAASPP immediately contacts CalTAC by phone at 800-955-2954 to report it.

The LEA CAASPP coordinator will also respond to and assist the CDE and test security personnel, as requested. Any documentation associated with the incident should be kept for at least one year.

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 \(/stairs/\)](/stairs/)  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 described in the [CAASPP and ELPAC Security Incidents and Appeals Procedure Guide \(/stairs/\)](/stairs/) .



WARNING: The user **must** select the [SUBMIT] button as the last step of the STAIRS/Appeals data-entry screen in TOMS, which is the final step in the STAIRS/Appeals process. Otherwise, the entry will be saved as a draft.

Impropriety

An impropriety is an unusual circumstance that has a low impact on the individual or group of students who are testing and has a low risk of potentially affecting student performance on the test or of impacting test security or test validity. These circumstances can be corrected and contained at the local level. An example of an impropriety could be if student(s) were making distracting gestures or sounds or talking during the test session that creates a disruption in the test session for other students, or a student or students left the test room without authorization.

The steps to process an impropriety are as follows:

1. Local administrators or staff take corrective action, where necessary, and notify the site coordinator.
2. The incident is mitigated as necessary by school staff, and the LEA CAASPP coordinator is contacted for assistance with mitigation as necessary.
3. The CAASPP test site coordinator or LEA CAASPP coordinator reports the impropriety using the online STAIRS/Appeals process in TOMS **within 24 hours**.

Irregularity

An irregularity is an unusual circumstance that impacts an individual or group of students who are testing and may potentially affect student performance on the test or impact test security or test validity. These circumstances can be contained at the local level. An example of an irregularity could be that student(s) were assigned an incorrect designated support or accommodation, or student(s) cheated or provided answers to each other.

The steps to process an irregularity are as follows:

1. Local administrators or staff take corrective action and notify the site coordinator.
2. The incident is mitigated as necessary by school staff, and the LEA CAASPP coordinator is notified for assistance with mitigation.
3. The CAASPP test site coordinator or LEA CAASPP coordinator reports the irregularity using the online STAIRS/Appeals process in TOMS **within 24 hours**.
4. The coordinator submits an Appeal request through STAIRS, if prompted.
5. The submitter (and the LEA CAASPP coordinator, if the submitter was a CAASPP test site coordinator) receives an email summarizing the STAIRS case.
6. The CDE or the ETS LEA Administrator reviews the STAIRS case and approves the Appeal, if necessary. The coordinator retains the STAIRS response email for the record.

Breach

A breach is a test administration event that poses a threat to the validity of the test. These circumstances have external implications for the CDE, the Smarter Balanced Assessment Consortium, or both, and may result in a decision to remove the test item(s) from the available secure bank.

Breaches require **immediate** attention and escalation **by the LEA CAASPP coordinator calling CalTAC at 800-955-2954** if the breach is due to social media exposure on the part of a student or adult, or media coverage of a test administration. Following the call, the CAASPP test site coordinator or LEA CAASPP coordinator must report the breach using the STAIRS/Appeals process within 24 hours.

Examples may include such situations as exposure of secure materials, a repeatable security or system risk, a TA modifying student answers, or test items were shared on social media. These circumstances have external implications.

The steps to process a breach are as follows:

1. Local administrators or staff mitigate the incident as necessary and immediately report the breach to the CAASPP test site coordinator, LEA CAASPP coordinator, or both.
2. LEA staff members investigate the security risk and alert the LEA Success Agent or CalTAC for social media breaches and stand ready to receive further guidance on the dispensation of the event.
3. The LEA CAASPP coordinator immediately calls the LEA Success Agent or CalTAC to report the breach. Following the call, the CAASPP test site coordinator or LEA CAASPP coordinator reports the breach using the online STAIRS/Appeals process in TOMS within 24 hours.
4. The coordinator submits an Appeal request through STAIRS, if prompted.
5. The submitter (and the LEA CAASPP coordinator, if the submitter was a CAASPP test site coordinator) receives an email summarizing the submittal.
6. The CDE reviews the STAIRS case and approves the Appeal, if necessary. The coordinator retains the STAIRS response email for the record.

Appeals Submission

An incident must first be reported by the LEA CAASPP coordinator or CAASPP test site coordinator using the STAIRS/Appeals process in TOMS. If an Appeal is to be filed, the data-entry screen will provide the appropriate prompts.

NOTES:

- LEA CAASPP coordinators must contact CalTAC to make a request in STAIRS to restore a test that has been reset by the LEA in error. Only CalTAC can submit a STAIRS case for a



Restore Appeal on behalf of the LEA. A Restore Appeal is approved by the CDE.

- A Re-open Appeal cannot be submitted if the test taken by the student has an existing Invalidate Appeal submitted.
- **An Appeal must be filed before the end of the selected testing window and with enough time to complete testing the student within the selected testing window.**

If an Appeal is warranted for an incident and the case is submitted, the STAIRS process creates a request for an Appeal. An Appeal is processed within four business days of its receipt. Users will receive an email verifying that the Appeal has been processed. Ensure that communications generated by the email address ca-assessments@ets.org (<mailto:caassessments@ets.org>) are not automatically sent to a junk mail or spam folder.

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

Technology Infrastructure

Prior to assessment administration, LEA CAASPP coordinators, CAASPP test site coordinators, technology coordinators, TAs, and TEs should review the technology infrastructure at their schools to ensure it meets the minimum requirements for administering the CAASPP computer-based assessments.

The Secure Browser

All students must use a secure browser to access operational assessments. Most devices that will be used for testing must be equipped with version 15 of the secure browser prior to the assessment. Many devices can use the CAASPP secure browser to secure the device. ***The secure browser is updated each year and must be downloaded and installed or updated prior to assessment, even if the device was used for testing in a prior year.***

The secure browser is designed to support test security by prohibiting access to external applications or navigation away from the assessment.



NOTE: For the 2022–23 CAASPP administration, the updated version of the secure browser, version 15.0, *must* be downloaded and installed on Linux, macOS, and Windows devices. Prior-year versions should be uninstalled.


School technology coordinators are responsible for ensuring that each device to be used for testing at the school is properly secured by installing the most current secure browser. Secure browsers are available for download on the [Secure Browsers](https://ca.portal.cambiumast.com/) (<https://ca.portal.cambiumast.com/>). [web page](#). Instructions for installing the secure browser on student devices can be found in the [CAASPP and ELPAC Technical Specifications and Configuration Guide for Online Testing](#) ([/tech-specs-and-config/](#)). [web page](#).

Student Data

CALPADS is the authoritative source for student enrollment, demographic, and program information for TOMS. The student-level data from CALPADS will be used for the Smarter Balanced assessments (summative and interim), CAAs, CAST, CSA, as well as the computer-based ELPAC. The use of CALPADS data for these assessments underscores the importance of keeping CALPADS up to date and accurate.

The minimum data that needs to be correct in CALPADS for a student to start testing is as follows:

- Name
- Grade
- School and LEA information
- CALPADS enrollment status of 10 (primary) or 30 (short-term)
- US school entry data (if the student is an EL)
- Parent/Guardian address (to be printed on SSRs)
- The education program field (if the student is to take the CAA or receive designated supports, accommodations, unlisted resources, or any combination of these)

Accurate student demographic data for the final, downloadable student data file must be entered before the end of the LEA's selected testing window. CALPADS documentation, including field names and field codes, and information about CALPADS support are available on the CDE [CALPADS](http://www.cde.ca.gov/ds/sp/cl/) (<http://www.cde.ca.gov/ds/sp/cl/>).  web page.

General Test Administration Information

This section provides an overview of the online testing environment and guidelines for test administration. Use this section to become familiar with what students will experience in accessing the assessments, to understand how to prepare for the assessments, and to review general rules for computer-based testing. Information about the practice and training tests, test pauses, and test resumptions is also included in this section. TAs and TEs should become familiar with this section well in advance of the start of testing so materials for logon, accommodations, and exemptions described in subsequent sections can be assembled.

Types of Computer-based Assessments

Refer to [appendix B \(/caaspp-otam/appendices/appendix-b/\)](#) for descriptions of the types of items available in each computer-based assessment.

Computer Adaptive Testing

The Smarter Balanced Summative Assessments use computer adaptive testing technology. The computer adaptive portion of the test is designed to present items of difficulty to match the ability of each student, as indicated by the responses the student provided to previous test items.

By adapting to the student's ability as the assessment is being taken, the CAT presents an individually tailored set of questions that is appropriate for each student. As a result, it provides more accurate scores for all students across the full range of the achievement continuum. Compared with a fixed-form assessment, a CAT requires fewer questions to obtain an equally precise estimate of a student's ability.

Fixed-Form Assessment

The CAST, CAA for Science, and CSA are fixed-form assessments. For the CAA for Science and CSA, all students are administered the same test form, regardless of their responses or ability. For the CAST, the assessment is made up of fixed-form test blocks that are administered in a randomized manner. The PT portion of the Smarter Balanced Summative Assessments are also considered to be fixed-form, because students receive a fixed-form set of items that is randomly assigned and the PT is not based on CAT responses. Because the CAA for Science includes exit rules, some of these students may not complete the entire assessment.

Multistage Adaptive Testing

The CAAs for ELA and mathematics are delivered using a two-stage multistage test design. Students at different ability levels, based on their performance on Stage 1, are routed to one of two alternative modules at Stage 2 that is appropriate for their abilities. Each stage includes items developed to three tiers of complexity that are organized in order of increasing complexity and cognitive load. Refer to the *CAAs for ELA and Mathematics* subsection for additional information on multistage adaptive testing.

This design improves measurement quality and student engagement, particularly for students who represent a diverse population with a wide range of ability levels and whose ability levels may not be appropriately targeted by conventional fixed-form tests.

General Rules of Computer-based Testing for TAs and TEs

This subsection provides a brief overview of the general test administration rules for different portions of the assessment as well as information about student accessibility resources.

Basic Computer-based Testing Parameters

Computer-based Tests:

- Within certain tests, there may be segments. For example, the Smarter Balanced for Mathematics tests in grades six and above include a segment with an embedded calculator that is available and another segment where the embedded calculator is not allowed and is not available for testing. **A student may not return to a segment**

once it has been completed and submitted; if a Grace Period Extension Appeal is granted, the student may only return to prior pages (i.e., screens) within the existing segment. A Grace Period Extension Appeal will only be granted in cases where there was a disruption to a test session, such as a technical difficulty, fire drill, schoolwide power outage, earthquake, or other act beyond the control of the TA.

- For Smarter Balanced assessments, the CAST, and the CSA, students must enter an answer for all item(s) on a page before going to the next page. Students may need to use the vertical scroll bar to view all items on a page. The system will permit students taking a CAA to navigate through unanswered items.
- Students may mark items for review and use the *Past/Marked Questions* drop-down list to return to those items that have already been answered within a segment. **If this option is selected, students need to make sure they review their past or marked questions before they move on to the next segment or sign out of the test session, because once a test session is closed, questions from the session, including CAT writing items with partial responses, can no longer be accessed in subsequent sessions.** (*This functionality does not apply to the CAAs.*)
- A CR item is considered answered if the student has taken any action within the response area. This includes random keystrokes (e.g., sdkjfdldjfo), one or more spaces using the space bar, selecting anywhere on a Grid Item–Hot Spot Item, etc.



NOTE: The mark-items-for-review feature does not influence the adaptive nature of the CAT portion of the test—the response a student provides for each CAT item is used in the adaptive algorithm regardless of whether the student has marked the item for review. Students should be directed to provide their best answer to each item regardless of whether they want to mark the item for review later.

Smarter Balanced, CAST, and CAA for Science:

- In the **Smarter Balanced** assessments, the CAT and PT are administered as separate tests. Some students may be presented with more CAT items than others, depending on how students perform on the items they receive.
- The **CAST** is a single test that includes items ranging from traditional multiple-choice and CR to technology-enhanced items, including PTs. A student survey consisting of three to four questions directly follows within the same testing session.
- In the **CAA for Science** administration:
 - An embedded PT should be administered shortly after related instruction.
 - There are four embedded PTs.
 - The embedded PTs should *not* all be administered in one test session or on one day.

CAAs for ELA and Mathematics:

The **CAAs for ELA and mathematics** use a multistage test design that assigns item sets of varying complexity, based on how well students perform on the initial set of items. Some students may be presented with fewer items than others, depending on how students perform on the items they receive. The goal of the CAA design is to provide students the best opportunity to demonstrate what they know and can do while minimizing exposure to items with an inappropriate level of complexity.

Note that some students will automatically end testing after Stage 1. However, most students will complete Stage 1 and proceed to one of two Stage 2 sections. When testing is completed, the TE submits the test.

Tier 1 items are considered the most accessible and contain more images, and Tier 3 items provide more answer choices, more complicated text, and the fewest images.

Pause Rules

The pause rules here apply to the **CAT (non-PT)** portion of the Smarter Balanced, the CAST discrete item blocks, and the CSA. Refer to [appendix E \(/caaspp-otam/appendices/appendix-e/\)](/caaspp-otam/appendices/appendix-e/), scenario 2, item c for additional information about pause rules.

- If a test is paused for 20 minutes or less, the student is required to log back on to the student interface using the student's logon information (name, SSID, and test session).
- If a test is paused for more than 20 minutes, the student
 - is required to log back on to the student interface using the student's logon information (name, SSID, and test session);
 - is presented with the page containing the item(s) the student was working on when the assessment was paused (if the page contains at least one item to which there is not a response) *or* with the next page (if all items on the previous page were answered); and
 - **will not** be permitted to review or change any previously answered items, even if they are marked for review (with the exception of items on a page that contains at least one item to which there is not a response).
- Any highlighted text will be saved when a test is paused regardless of how long the test is paused. Notes entered on the digital notepad will not be saved.
- In the event of a technical issue (e.g., power outage or network failure), students will be logged off and the test will automatically be paused. The students will need to log on again upon resuming the test. Highlighted text will be available when the student has logged back on and resumed testing; notes entered on the digital notepad—the tool used to make notes about an item—will no longer be available.
- Refer to [Appendix E: CAT Pause Rule Scenarios \(/caaspp-otam/appendices/appendix-e/\)](/caaspp-otam/appendices/appendix-e/) to review the rules that govern pausing during the test.

During the **PT** portion of the Smarter Balanced and CAST assessments:

- **There are no pause restrictions.** If a PT is paused for more than 20 minutes, the student can return to the section and continue to enter responses.
- For the mathematics PT, any highlighted text and notes on the digital notepad will not be saved when a test is paused regardless of how long the assessment is paused.
- For the ELA PT, the global notes are retained for both parts 1 and 2.
- Any highlighted text and notes within the global notes will be saved when a test is paused regardless of how long the assessment is paused.
- In the event of a technical issue (e.g., power outage or network failure), comments entered on the global notes—the tool used during ELA PTs in which students complete a full write, as well as for any other test items within the PT—will be available when the student has logged back on and resumed.

Please note that there are recommendations for breaks in [table 2](#) for the ELA and mathematics content areas.

Although the CAST is a single test that is estimated to take two hours, there are break recommendations, because each PT should be completed in a single session.

For the **CAAs for ELA, mathematics, and science**, the pause rules that follow apply regardless of whether the student or the TE pauses the test or there was a technical issue (e.g., power outage or network failure) that resulted in the student being logged off.

- The CAAs can be paused and resumed as many times as necessary to allow the student to show what the student knows. The student also may choose to pause and resume over the course of a day or days throughout the testing window.
- The TE can make the decision to pause and resume the test administration if the student is no longer engaged, is not actively participating, or is showing signs of behavioral or functional concerns related to the test.
- When a test is paused, the TE, on behalf of the student, must log back on to resume testing. Upon resumption, the student is directed automatically to the first page that has an unanswered item. Previously answered items can be revisited within the current test stage, but not in prior stages.

Stopping a Test

Students typically take approximately 95 cumulative minutes or less to successfully complete a single content area of a CAA for ELA or mathematics. Students should be given as many breaks as needed to perform well, including testing over multiple days.

If the TE determines it is in the student's best interest to end the test early, the TE will need to advance through the remaining test items until the TE reaches the end and then submits the test.

Test Timeout (Due to Inactivity)

As a security measure, students, TAs, and TEs are automatically logged off the test after 30 minutes of inactivity. For students, *activity* is defined as selecting an answer or navigation option in the assessment (e.g., selecting [Next] or [Back] or using the *Past/Marked Questions* drop-down list to navigate to another item). Moving the mouse or selecting an empty space on the screen is not considered activity. This timeout also results in the test being paused automatically.

For TAs and TEs, *activity* means that a student or students are registering test activity. As long as students are testing, the TA or TE will not be logged off.

Before the secure browser logs the student off the assessment, a warning message will be displayed on the screen (figure 1). If the student does not select [Ok] within 30 seconds after this message appears, the student will be logged off. Selecting [Ok] will restart the 30-minute inactivity timer.

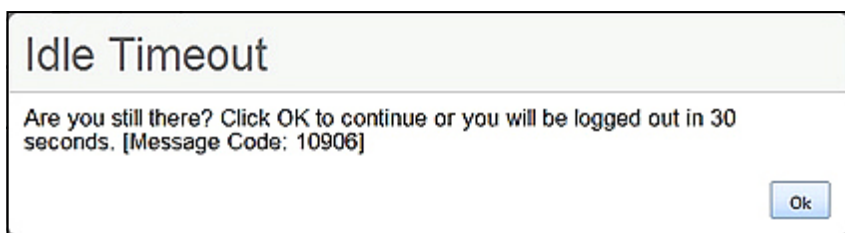


Figure 1. Test timeout warning message



WARNING: As a security measure, TAs and TEs are automatically logged off the Test Administrator Interface after 30 minutes of user inactivity in the session, regardless of whether or not the TA is actively monitoring the test session away from a device. The inactivity will result in the closing of the test session.

Test Expiration Rules

“Opportunities” refers to the number of times a student can take a test within a range of dates. A student’s test opportunity remains active until the student submits the test or until the opportunity expires. Once a test opportunity expires, the student cannot complete or review the test unless a Reopen Appeal is granted. Note the following about test expiration:

- Students have one opportunity per summative CAASPP computer-based assessment.
- All tests with registered responses to any item will submit automatically if the test has expired.
- Only interim assessments offer students multiple opportunities.

Smarter Balanced CAT

A student's CAT (or non-PT) remains active until the student submits the test or **45 calendar days** after the student has begun the test (but before the end of the selected testing window), whichever occurs sooner. However, it is recommended that students complete the CAT portion of the test within **five days** of starting the designated content area.

Smarter Balanced PT

The PT is a separate test that remains active for no more than **15 calendar days** after the student has begun the PT. However, Smarter Balanced recommends that students complete the PT within **three days** of starting in each content area. A summary of recommendations for the number of sessions and session durations is provided in the subsection *Testing Time and Recommended Order of Administration* (</caaspp-otam/prep-and-planning/general-test-admin-info/#testing-time-and-order-of-administration>).



NOTE: If a student starts a Smarter Balanced, CAST, or CAA for ELA or mathematics assessment near the end of the selected testing window, the student must finish before the test administration window officially closes. The assessment will automatically end on the last day of the selected testing window, the last day of instruction, or July 15, even if the student has not finished. Assessments that were completed but not submitted by a student will be submitted automatically by the TDS.

CAST, CAAs, and CSA

The CAST; CAAs for ELA, mathematics, and science; and CSA remain active until the student completes and submits the test or **45 calendar days** after the student has begun the test (but before the end of the selected testing window), whichever occurs sooner. However, it is recommended that students complete these assessments within **five days** of starting the designated content area. Note that each of the four embedded PTs in the CAA for Science are treated as separate tests, and should be administered shortly following instruction on the related content throughout the instructional year. Assessments must be completed and submitted no later than the last day of the LEA's instructional calendar or July 15, whichever comes first.

Testing Time and Recommended Order of Administration

All students participating in the Smarter Balanced assessments will receive a CAT and a PT in both ELA and mathematics. Students in grades five, eight, and eleven (if that student has been assigned) will receive the CAST in addition to the Smarter Balanced assessments for ELA and mathematics. Otherwise, students in grade twelve who are required to take the CAST will take only the CAST, as will those students in grade ten who are assigned to take the CAST.

Eligible students taking the computer-based CAAs will receive both ELA and mathematics assessments. Students in grades five, eight, and eleven (if that student has been assigned) will also receive the CAA for Science, in addition to the CAAs for ELA and mathematics. Otherwise, eligible students in grade twelve who are required to take the CAA

for Science will take only the CAA for Science, as will those students in grade ten who are assigned to take the CAA for Science.

Testing Time and Scheduling

Testing Windows

LEA CAASPP coordinators set up test dates in TOMS. Testing windows can be viewed in TOMS by LEA CAASPP coordinators by selecting to view the administration summary for the LEA in TOMS. All CAASPP testing must take place within this window, including any makeup testing.

Scheduling Time for Testing

Estimated testing times do not account for any time needed to start devices, load secure browsers, and log students on; nor do they account for breaks. TAs and TEs should work with CAASPP test site coordinators to determine precise testing schedules.

Smarter Balanced Summative Assessments for ELA and Mathematics

Table 1 contains rough estimates of the time it will take most students to complete the Smarter Balanced assessments based on the time it took students to complete the Smarter Balanced Summative Assessments in prior years. **This information is for scheduling purposes only, as the assessments are not timed.**



NOTE: Estimated testing times for the CAT portion of the Smarter Balanced Summative Assessments reflect the use of the Smarter Balanced adjusted forms.

Table 1. Estimated Testing Times for Smarter Balanced Computer-based Assessments

Grade-Level Assessment	CAT items in hrs:mins	PT in hrs:mins	Total in hrs:mins
ELA 3–5	0:45	2:00	2:45
ELA 6–8	0:45	2:00	2:45
ELA 11	1:00	2:00	3:00
Mathematics 3–5	0:45	1:00	1:45
Mathematics 6–8	1:00	1:00	2:00
Mathematics 11	1:00	1:30	2:30


Grade-Level Assessment	CAT items in hrs:mins	PT in hrs:mins	Total in hrs:mins
ELA and mathematics 3–5	1:30	3:00	4:30
ELA and mathematics 6–8	1:45	3:00	4:45
ELA and mathematics 11	2:00	3:30	5:30

When developing a testing schedule, use the estimated testing times to calculate the number of days and the amount of time it will take to complete an assessment in each content area and grade level. Also consider that Smarter Balanced recommends that students take the CAT and PT items on separate days to minimize student fatigue.

CAST

Administration of the CAST assessment is estimated to take approximately two hours. Note that the CAST is an untimed test. The CAST is composed of six blocks of test questions: two or three blocks of discrete (stand-alone) questions followed by four or three PTs where each PT is a block. It is strongly recommended that a PT be started and completed in a single test session, and that students only pause the test after the end of a segment.

Refer to the [Organization of the California Science Test \(PDF\)](#)


(<https://www.caaspp.org/rsc/pdfs/organizationcast.pdf>)  web document for additional information about the structure of the CAST.

CAAs for ELA, Mathematics, and Science

For the CAAs for ELA and mathematics, testing should take approximately 60–100 minutes for each content area, although the assessments are untimed, and the amount of time each student needs can vary. Tests may be administered to a student over as many testing sessions and days as required to meet the needs of that student.

For the CAA for Science, which is administered one-on-one shortly after the student has received related science instruction in the classroom, testing should take approximately 60–100 minutes per embedded PT, although the assessments are untimed and the amount of time each student needs can vary. Tests may be administered to a student over as many testing sessions and days as required to meet the needs of that student. It is not recommended that students be administered more than one CAA for Science embedded PT per test session or over consecutive days.

Refer to the [Organization of the California Alternate Assessment for Science \(PDF\)](#)

(<https://www.caaspp.org/rsc/pdfs/orgofcaascience.pdf>)  web document for additional information about the structure of the CAA for Science.

CSA

Administration of the CSA is estimated to take approximately two hours. Note that the CSA is an untimed test and students should be given as much time as they need to complete this assessment.

Recommended Order of Computer-based Administration of the Smarter Balanced Summative Assessments

The summative assessments comprise two components (tests) for ELA and mathematics: a CAT and a PT.

Smarter Balanced recommends that students take the CAT and PT items on separate days to minimize student fatigue. For each content area, Smarter Balanced also recommends that students begin with the CAT items followed by the PT. LEAs or schools may opt to administer in a different order, if needed.

Recommended Order of Test Administration

Figure 2 illustrates the flow of test administration, where the CAT should precede the PT.

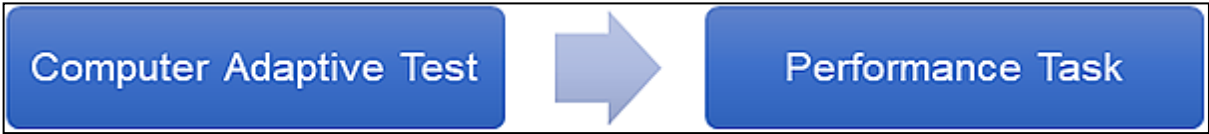


Figure 2. Recommended order of administration

Duration and Timing Information

The scheduling recommendations for ELA, mathematics, and science assessments are included in table 2 and table 3. Note that the duration, timing, break and pause rules, and session recommendations vary for each content area and component.

ELA and Mathematics

Table 2. Assessment Sequence—ELA and Mathematics

Variable	CAT Items	PT	CAA
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Variable	CAT Items	PT	CAA
<p>Number and duration of sessions</p>	<p>Recommendations:</p> <ul style="list-style-type: none"> • Administer CAT items in one or two sessions (recommended) and no more than six sessions (rare or extreme). • Session durations range from 45–60 minutes. <p>Most students will complete the CAT items in one or two sessions of 60 minutes or less or one long session of more than 60 minutes.</p>	<p>The PT is presented in two parts.</p> <p>ELA recommendations:</p> <ul style="list-style-type: none"> • Administer the ELA PT in two sessions corresponding to parts 1 and 2 of the PT. • ELA session durations range from 60–120 minutes. Part 2 should be scheduled to allow students enough time to complete the full write in one test session. <p>Mathematics recommendations:</p> <ul style="list-style-type: none"> • Administer the mathematics PT in one session. • The mathematics session duration ranges from 45–120 minutes. 	<p>Recommendations:</p> <ul style="list-style-type: none"> • The CAAs should be administered in as many testing sessions and days required to meet the needs of the student. • The TE can make the decision to pause and resume the test administration if the student is no longer engaged, is not actively participating, or is showing signs of behavioral or functional concerns related to the test.

Variable	CAT Items	PT	CAA
Breaks within sessions	<p>Breaks can be provided during the test sessions using the software’s pause feature. If the test is paused for more than 20 minutes, the student will not be able to go back to items on the previous pages (i.e., screens).</p> <ul style="list-style-type: none"> • Recommendation: A single test session should not include a break longer than 20 minutes. Instead, separate test sessions should be scheduled around extended breaks (e.g., lunch). 	<p>ELA:</p> <p>The PT is presented in two parts. Students may take breaks within parts 1 and 2; however, once a student moves to Part 2, the student will not be able to review or revise items in Part 1.</p> <ul style="list-style-type: none"> • Recommendation: Students complete Part 1 in one test session and Part 2 the next school day in a single test session. <p>Mathematics:</p> <p>Students may take breaks during PT test sessions. Mathematics PT items are presented on a single page (i.e., screen). Following a break, the student will have access to the same items.</p>	Breaks can be provided during the test sessions according to individual student needs.

Variable	CAT Items	PT	CAA
Total duration	<p>Once a student has started the CAT items, this test will be available for 45 calendar days or as many days as remain within the LEA's selected testing window, whichever length of time is shorter (e.g., if there are 15 days left in the selected testing window and 20 days before the CAT expires, the test will become unavailable after 15 calendar days).</p> <ul style="list-style-type: none"> • Recommendation: Student completes this portion within five days of starting. 	<p>Once a student has started the PT, it will be available for 15 calendar days or as many days as remain within the LEA's selected testing window, whichever length of time is shorter (e.g., if there are four days left in the selected testing window and nine days before the PT expires, the test will become unavailable after four calendar days).</p> <ul style="list-style-type: none"> • Recommendation: Student completes each part of the PT within one day, respectively. 	<p>Once a student has started a CAA, this test will be available for 45 calendar days or as many days as remain within the LEA's selected testing window, whichever length of time is shorter (e.g., if there are 15 days left in the selected testing window and 20 days before the CAA expires, the test will become unavailable after 15 calendar days).</p> <ul style="list-style-type: none"> • Recommendation: Student completes this portion within five days of starting.

Important Reminders for ELA:

1. For the Smarter Balanced PTs, students may be best served by sequential, uninterrupted time that may exceed the time in a student's schedule.
2. Minimize the amount of time between beginning and completing each test within a content area.
3. Students cannot return to Segment 1 of the ELA PT once they have moved to Segment 2. However, global notes are retained between segments.
4. The tests are not timed, so all estimates of testing times are approximate.
5. Students should be allowed extra time if they need it, but TAs and TEs need to use their best professional judgment when allowing students extra time. Students should be actively engaged in responding productively to test questions.
6. ELA assessments can be spread out over multiple days as needed.

Additional Administration Recommendations for Mathematics:

1. For the Smarter Balanced PTs, students may be best served by sequential, uninterrupted time that may exceed the time in a student's schedule.

2. Minimize the amount of time between beginning and completing each test within a content area.
3. The number of items will vary on the CAT and PT portions of each student’s Smarter Balanced assessment.
4. The tests are not timed, so all estimates of testing times are approximate.
5. Students should be allowed extra time if they need it, but TAs and TEs need to use their best professional judgment when allowing students extra time. Students should be actively engaged in responding productively to test questions.
6. Mathematics assessments can be spread out over multiple days as needed.

Science

Table 3. Assessment Sequence—Science

Variable	CAST	CAA for Science
Number and duration of sessions	<p>Recommendations:</p> <ul style="list-style-type: none"> • This is administered in as many sessions as needed. • Session duration should take approximately 120 minutes. • A student survey should take an additional 10 minutes. 	<p>Recommendations for each embedded PT:</p> <ul style="list-style-type: none"> • The CAA for Science PT should be administered in as many testing sessions and days as required to meet the needs of the student. • The TE can make the decision to pause and resume the test administration if the student is no longer engaged, is not actively participating, or is showing signs of behavioral or functional concerns related to the test.
Breaks within sessions	<p>Breaks can be provided during the test sessions using the software’s pause feature. If the test is paused for more than 20 minutes, the student will not be able to go back to items on the previous pages (i.e., screens).</p> <p>If a break is needed, it is recommended that the break occur after the end of a segment.</p>	<p>Breaks can be provided during the test sessions according to individual student needs.</p>

Variable	CAST	CAA for Science
Total duration	<p>Once a student has started the CAST, this test will be available for 45 calendar days or as many days as remain within the LEA's selected testing window, whichever length of time is shorter (e.g., if there are 15 calendar days left in the selected testing window and 20 days before the CAST expires, the test will become unavailable after 15 calendar days).</p> <ul style="list-style-type: none"> • Recommendation: Student completes this portion within five days of starting. 	<p>Once a student has started a CAA for Science embedded PT, the particular embedded PT will be available for 45 calendar days or until July 15, whichever comes first.</p> <p>Recommendations:</p> <ul style="list-style-type: none"> • Student completes this portion within five days of starting. • The 45 calendar days refers to an individual embedded PT. It is neither necessary nor recommended that all four embedded PTs be administered within this window.

Additional Administration Recommendations for Science:

1. For the CAST, students may be best served by sequential, uninterrupted time that may exceed the time in a student's schedule.
2. For the CAA for Science, TEs should ensure their students attempt all four of the separate embedded PTs so the student can be counted as participating.
 - a. Administration should occur following relevant instruction.
 - b. Students should not be administered more than one CAA for Science embedded PT per test session or over consecutive days.
3. Minimize the amount of time between beginning and completing the test.
4. The tests are not timed, so all estimates of testing times are approximate.
5. Students should be allowed extra time if they need it, but TAs and TEs need to use their best professional judgment when allowing students extra time. Students should be actively engaged in responding productively to test questions.
6. Tests can be spread out over multiple days as needed.

Sensitive Responses

Taking Appropriate Action with Student Responses or Student Actions That Cause Concern

Throughout the test administration process, student safety is always the primary consideration.

During testing, TAs or TEs may encounter student actions that disrupt the assessment administration and may endanger the student or others. In addition, it is possible that TAs or TEs will encounter student responses to questions or notes on scratch paper that necessitate some action to ensure student safety.

For TAs, CAASPP security protocols make it clear that TAs are not permitted to review student responses in the testing interface or students' notes on scratch paper. However, during or after CAASPP assessments, a TA might unexpectedly encounter a student response that raises sufficient concern to warrant adult action, including action as a mandated reporter. Topics that may require the TA to take action include, but are not limited to, student references to:

- Suicide
- Criminal activity
- Alcohol or drug use
- Extreme depression
- Extreme violence or threats of violence
- Sexual assault or physical abuse
- Self-harm or intent to harm others
- Neglect
- Bullying of individuals or groups of students

Note that, for a CAA TE, such a discovery may come during the course of one-on-one administration.

Collecting Information

Prior to administration, each TA and TE should have a thorough understanding of policies for the school, LEA, California, or any combination of these regarding documentation of student actions or concerning responses during a secure test event. The TA or TE should document as much information as possible in accordance with policies for the school, LEA, CDE, or any combination of these.

Escalating Information

Should the TA or TE encounter a sensitive situation while supervising the test session, the TA or TE should immediately escalate this concern in accordance with policies and procedures for the school, LEA, CDE, or any combination of these.

Crisis Alert Response System Process

As part of the process for scoring the writing tests for the CAASPP, readers may come across student responses that warrant an LEA's immediate attention. Examples include responses in which students indicate or suggest that they are experiencing or have experienced some kind of physical or emotional abuse or neglect, that they may harm themselves or others, or that they are experiencing severe distress. LEAs are notified of such instances through the CARS incident reporting process.

Upon notification that a student's response requires attention, TOMS notifies the primary LEA CAASPP coordinator and superintendent via email that an alert paper has been identified. Upon receipt, one of the LEA representatives is required to acknowledge the CARS incident by logging on to TOMS, accessing the CARS function, and selecting the **[Acknowledge]** or **[Acknowledge and Archive]** button.

If acknowledgement is not made within three business hours, TOMS sends a reminder email that there has been a CARS incident logged and will continue to send a reminder until the CARS incident has been acknowledged. Note that reminders are sent on weekdays between 7 a.m. and 6 p.m. This process provides the LEA with information in a timely manner and ensures security of the CARS process.

Details of the CARS incident, including information about the student and the response or action that caused the case to be flagged for CARS, can be found by selecting the **[CARS]** tab from the menu bar in TOMS.

Early Assessment Program

The EAP is a joint collaboration of the CDE, the CSU, and participating CCCs. All eleventh grade students have the option of participating in EAP by virtue of completing the Smarter Balanced Summative Assessments for ELA and mathematics.

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 CAASPP results will not affect a student's application for admission.

A student in grade eleven will be asked to authorize the release of their Smarter Balanced 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 asked at the end of each test.

The release of 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.

Accessibility Resources

Accessibility resources are features or supports that are part of the assessment and are provided either as digitally delivered components of the secure browser (embedded resources) or separately from the secure browser (non-embedded resources). Accessibility resources allow students to participate in an assessment that results in a fair and accurate estimate of each student's achievement.

Universal tools, designated supports, and accommodations are available for the CAASPP content-area assessments. Students may use the embedded universal tools within the TDS, but also have the option to use non-embedded universal tools. Accommodations and designated supports for the CAASPP must be assigned as test settings in TOMS. Use of accommodations and designated supports does not change the construct of the test.

In addition, unlisted resources are non-embedded resources that may be provided if specified in an IEP or Section 504 plan for an eligible student and if the unlisted resource does not change the construct of what is being measured. Use of an unlisted resource must first be approved for a student by the CDE before being assigned in TOMS.

Accessibility resources for students in the form of universal tools, designated supports, and accommodations are described fully in the [CAASPP and ELPAC Accessibility Guide \(/accessibility-guide/\)](/accessibility-guide/). Refer also to [appendix F \(/caaspp-otam/appendices/appendix-f/\)](/caaspp-otam/appendices/appendix-f/), which contains descriptions of the multiplication table and 100s number table, as well a list of available web documents, web pages, and videos to assist in understanding, assigning, and using accessibility resources during CAASPP testing.



NOTE: Assigned accessibility resources should mirror what students regularly use in instruction. Students should have the opportunity to practice with their assigned accessibility resources in a practice or training test prior to testing day.

Administration Information for the CAST

Overview of the Assessment

The CAST is a computer-based, summative assessment aligned with the CA NGSS. All LEAs are required to administer the CAST to eligible students in grades five and eight and one time in high school (i.e., grade ten, eleven, or twelve). High school students have only one opportunity to take the CAST. LEAs can elect to administer the CAST to students in grade ten or eleven. Students in grade twelve who have not yet met the science testing requirement will automatically be registered to take the CAST. Students repeating grade twelve are not eligible to test. All students will receive their CAST scores in an SSR after they have tested.


End-of-Assessment Survey


Students in grades five and eight will complete a three-question survey that appears at the end of their test in the TDS. Students in high school will complete a four-question survey. The survey is estimated to take an additional five minutes. The questions are intended to gather more information about the student's experience with the CAST and science education in general. The responses to these survey questions will not count toward a student's test score. Individual responses provided by students will be kept confidential and not shared with teachers, schools, or parents/guardians.

TA Materials

Directions for CAST administration, which include the script that must be read prior to test administration and provide instructions on approving student tests, can be found in *Scripts for Administering Smarter Balanced Summative Assessments and the California Science Test* ([/caaspp-otam/sb-summ-and-cast-scripts/test-directions-overview/](https://www.caaspp.org/ta-resources/sb-summ-and-cast-scripts/test-directions-overview/)).

Student Accessibility Resources

A listing of the available universal tools, designated supports, and accommodations can be found in the CAST Accessibility Supports for Operational Testing (PDF) (<https://www.cde.ca.gov/ta/tg/ca/documents/castaccesssupt.pdf>) . This document provides information for classroom teachers, English language development educators, special education teachers, and instructional assistants to use in assigning the appropriate accessibility resources to students.



The complete list of embedded and non-embedded universal tools, designated supports, and accommodations available for the CAST can be found in the CDE California Assessment Accessibility Resources Matrix (<https://www.cde.ca.gov/ta/tg/ca/accessibilityresources.asp>) .

Tests will include embedded and non-embedded universal tools, designated supports, and accommodations.



NOTE: Assigned accessibility resources should mirror what students regularly use in instruction. Students should have the opportunity to practice with their assigned accessibility resources in a practice or training test prior to testing day.

Practice and Training Tests

Practice and training tests for the CAST are linked on the CAASPP Online Practice and Training Tests (<https://www.caaspp.org/practice-and-training/>)  web page. Practice tests can be accessed either through the secure browser or through a standard internet browser. Scoring guides and annotated sample student responses are available on the Online Practice Test Scoring Guides, Preparing for Administration (PFAs), and Directions for Administration (DFAs) (<https://www.caaspp.org/ta-resources/practice-training.html>)  web page.

User Responsibilities

Table 1 shows the tasks CAASPP users can perform for the CAST:

Table 1. User Role Participation in the CAST

Role	Task
LEA CAASPP coordinator	<ul style="list-style-type: none">• Create the users at schools who will be involved in the CAST• Set up test administrations and assign schools to the administrations• Assign student designated supports, accommodations, or request unlisted resources• Provide training to CAASPP test site coordinators
CAASPP test site coordinator	<ul style="list-style-type: none">• Work with the CALPADS coordinator to ensure that students are in the correct grade levels or grade band• Assign student designated supports, accommodations, or unlisted resources• Designate TAs• Participate in training provided by the LEA• Provide training to CAST TAs
Test administrator	<ul style="list-style-type: none">• Participate in training provided by the LEA or test site coordinator• Administer the CAST

Administration Information for the CAA for Science

Overview of the Assessment

The CAA for Science is a computer-based, summative assessment that is aligned with the Science Connectors (i.e., alternate standards) derived from the CA NGSS, and is administered to students with the most significant cognitive disabilities. This assessment offers a developmentally appropriate opportunity for these students to be assessed on their science knowledge, skills, and abilities while providing meaningful information about academic performance to both students and teachers.

All LEAs are required to administer the CAA for Science to eligible students in grades five and eight and one time in high school (i.e., grade ten, eleven, or twelve) for students whose IEP indicates an alternate assessment. High school students have only one opportunity to take the CAA for Science. LEAs can elect to administer the CAA for Science to students in grade ten or eleven. Students in grade twelve who have not yet met the science testing requirement will automatically be registered to take the CAA for Science if they are designated as taking any alternate assessment. Students repeating grade twelve are not eligible to test. All students will receive their CAA for Science scores in an SSR after they have tested.

Students who meet the following eligibility requirements will take the CAA for Science:

- The student has a significant cognitive disability that is described in the student’s IEP.
- The student is learning content derived from the California content standards.
- The student requires extensive direct individualized instruction and substantial resources to achieve measurable gains in the grade-level curriculum.

The CAA for Science embedded PTs may be administered between September 6, 2022—the date on which the embedded PTs become available—through the final day of the LEA’s instructional calendar or July 17, 2023, whichever comes first.

Embedded PTs

The four embedded PTs that make up the CAA for Science are administered one-on-one by a trained TE throughout the instructional year and shortly after instruction of related science content is complete. A student must sign on to all four embedded PTs to be considered as participating. *DFAs* for each embedded PT are available as PDFs that can be downloaded from TOMS. Each embedded PT measures two Science Connectors from the same domain. TEs should use the “No Response” button functionality within the TDS for students who do not respond after being presented with a test question.

End of Performance Task Survey

A survey for the TE about the student is included at the end of each embedded PT following a routing question.

Testing Window


TEs must administer all four required CAA for Science embedded PTs so the student can be counted as participating. These PTs should each be administered within the TDS throughout the normal course of instruction between September 6, 2022, and the final day of the LEA’s instructional calendar or July 17, 2023, whichever comes first.

The CAA for Science is administered one-on-one shortly after the student has received related science instruction in the classroom. While testing should take approximately 60–100 minutes per embedded PT, the assessments are untimed, and the amount of time each student needs can vary. Tests may be administered to a student over as many

testing sessions and days as required to meet the needs of that student. It is not recommended that students be administered more than one CAA for Science embedded PT per test session or over consecutive days.


TE Resources

Preparing for Administration

The *PFA for the CAA for Science* (PDF) (<https://www.caaspp.org/rsc/pdfs/CAA.Science.Operational.PFA.2022-23.pdf>)  contains nonsecure information. A TE can use the *PFA* to prepare for test administration.

Directions for Administration


Directions for the CAA for Science administration are specific to the science domain, grade level, and form tested. Note that one of the science domains will have two *DFAs* (for example, Physical Sciences A and Physical Sciences B).

These secure documents are to be downloaded from TOMS just prior to administering the embedded PT. *DFAs* are sorted by grade level and form number in TOMS. Form assignments are found on the CAA for Science Form Assignments (<https://www.caaspp.org/administration/about/caa/caa-science-assignments.2022-23.html>)  web page.




ALERT: Only download individual *DFA* PDFs when needed to administer an embedded PT to a student. Permanently delete or destroy the *DFA* following administration. Do not download and retain multiple *DFAs* for extended periods.

CAASPP test site coordinators or TEs should download the CAA for Science *DFAs* by taking the following steps in TOMS:



1. Select the [**Resources**] navigation tab on the TOMS (<https://mytoms.ets.org/>)  top navigation bar.
2. Select *CAA for Science DFAs* from the *Available Materials* list.
3. Select the button corresponding with the grade level or grade band being assessed.
4. Scroll down the page to find the *DFA* and then select a PDF link to initiate the download process for each embedded PT for the science domain being assessed. Each *DFA* should be downloaded only as it is needed.

Practice and Training Tests

Training PTs and the practice PTs for the CAA for Science are linked on the CAASPP Online Practice and Training Tests (<https://www.caaspp.org/practice-and-training/>)  web page. Students can take these tests using either a secure browser or a web browser.

Administration Planning Guides

The grade- and form-specific administration planning guides are available to assist in planning and scheduling testing. The guides do not include test content, but they do identify the Science Connectors that are assessed by the CAA for Science during the 2022–23 school year. Use this information to determine the best time to administer each of the four embedded PTs of the CAA for Science over the course of the school year.

The planning guides are linked on the CAASPP [CAA for Science Administration Planning Guides](https://www.caaspp.org/administration/about/caa/caa-for-science-administration-planning-guide.html) (<https://www.caaspp.org/administration/about/caa/caa-for-science-administration-planning-guide.html>).  web page. They are sorted by grade level or grade band and form number. Form assignments are found on the [CAA for Science Form Assignments](https://www.caaspp.org/administration/about/caa/caa-science-assignments.2022-23.html) (<https://www.caaspp.org/administration/about/caa/caa-science-assignments.2022-23.html>).  web page.

User Responsibilities

[Table 1](#) shows the tasks CAASPP users can perform for the CAA for Science:

Table 1. User Role Participation in the CAA for Science

Role	Task
LEA CAASPP coordinator	<ul style="list-style-type: none">• Create the users at schools who will be involved in the CAA for Science• Set up test administrations• Assign student designated supports, accommodations, or unlisted resources• Provide training to CAASPP test site coordinators• Review and distribute the <i>CAA for Science Administration Planning Guides</i>
CAASPP test site coordinator	<ul style="list-style-type: none">• Work with the CALPADS coordinator to ensure that students are in the correct grade levels or grade band• Assign student designated supports, accommodations, or unlisted resources• Designate TEs• Participate in related training provided by the LEA• Review and distribute the <i>CAA for Science Administration Planning Guides</i>• Provide training to CAASPP TE

Role	Task
CAASPP test examiner	<ul style="list-style-type: none"> • Receive training by completing the CAA Test Administration Tutorial online learning module • Review the <i>CAA for Science Administration Planning Guides</i> • Administer the four embedded PTs at the appropriate time for each student over the course of the school year • Take the TE survey

Administration Information for the CSA

Overview of the Assessment

The CSA is a computer-based, nonadaptive, summative, grade-level assessment for students in grades three through eight and high school who are seeking a measure that recognizes their Spanish reading, writing mechanics, and listening skills. The CSA is an optional assessment.

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

Tests were developed for each grade level from three through eight and one test for all high school grade levels.

Testing Window

The CSA can be administered between January 11, 2023, or 66 percent of the LEA's instructional days, whichever is later, and the final day of the LEA's instructional calendar or July 17, 2023, whichever comes first.

Student Survey

The CSA includes a student survey at the beginning of the assessment. The student survey comprises the first three questions on each assessment asking student-specific demographic questions. The TA should guide students through this survey, as accuracy is paramount.

Survey data will be analyzed and summarized once all CAASPP testing windows have closed.

Questions

Each grade-level test will present the following three demographic-related questions regarding the student at the beginning of each test form. For the first survey question, students should indicate whether or not they received instruction in Spanish, inclusive of content area courses, in the previous school year.

1. **Did you receive instruction in Spanish in the current school year? ¿Recibiste educación en español durante el presente año escolar?**
 - Yes (Sí)
 - No (No)
2. **Which program were you enrolled in? ¿En qué tipo de programa escolar estuviste matriculado/inscrito?**
 - One-Way Immersion (Inmersión únicamente para hablantes de español)
 - Dual-Language Immersion (Inmersión para hablantes de español y de inglés)
 - Developmental Bilingual (Programas de desarrollo del idioma)
 - Heritage Language or Indigenous Language (Programas para hispanohablantes [hablantes de español])
 - Spanish as a foreign language (i.e., Spanish I, Spanish II, etc.) (Español como lengua extranjera [es decir, Español I, Español II, etc.])
 - None of the above (Ninguno de los anteriores)
3. **What percentage of your school day instruction was provided in Spanish? ¿Qué porcentaje de tu educación diaria recibiste en español?**
 - 0–25%
 - 26–50%
 - 51–75%
 - 76–100%


TAs are responsible for knowing this information about the students in their test session prior to administering the assessment so they can guide students to input the appropriate responses for the questions at the time of testing.

Resources

TA Materials

Directions for CSA administration, including instructions on approving tests and the script that must be read prior to test administration, can be found in *Scripts for Administering the California Spanish Assessment* ([/caaspp-otam/csa-scripts/test-directions-overview/](https://www.caaspp.org/ta-resources/csa-scripts/test-directions-overview/)). These instructions are in Spanish and should be used when administering the CSA only. Using these instructions to administer a different assessment is a test security incident and must be reported in STAIRS.

Student Accessibility Resources


The complete list of embedded and non-embedded universal tools, designated supports, and accommodations available for the CSA can be found in the CDE *California Assessment Accessibility Resources Matrix* (<https://www.cde.ca.gov/ta/tg/ca/accessibilityresources.asp>). 


Tests will include embedded and non-embedded universal tools, designated supports, and accommodations.



NOTE: Assigned accessibility resources should mirror what students regularly use in instruction. Students should have the opportunity to practice with their assigned accessibility resources in a practice or training test prior to testing day.

Practice and Training Tests

Practice and training tests for the CSA are linked on the CAASPP *Online Practice and Training Tests* (<https://www.caaspp.org/practice-and-training/>).  web page. Practice tests can be accessed either through the secure browser or through a standard internet browser. There is one practice test for each of grades three through eight and one for all high school grade levels.

Scoring guides in English and Spanish are available on the *Online Practice Test Scoring Guides, Preparing for Administration (PFAs), and Directions for Administration (DFAs)* (<https://www.caaspp.org/ta-resources/practice-training.html>).  web page.

User Responsibilities

Table 1 shows the tasks CAASPP users perform for the CSA:

Table 1. User Role Participation in the CSA

Role	Task
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Role	Task
LEA CAASPP coordinator	<ul style="list-style-type: none"> • Create the users at schools who will be involved in the CSA • Set up test administrations • Assign student designated supports, accommodations, or unlisted resources • Assign students to take the CSA • Provide training to CAASPP test site coordinators • Watch the operational CSA training video
CAASPP test site coordinator	<ul style="list-style-type: none"> • Work with the CALPADS coordinator to ensure that students are in the correct grade levels • Assign student designated supports, accommodations, or unlisted resources • Designate TAs • Assign students to take the CSA • Participate in training provided by the LEA • Provide training to TAs
Test administrator	<ul style="list-style-type: none"> • Participate in training provided by the LEA • Review the demographic survey questions • Guide students through the demographic survey questions • Administer the CSA

About Testing

This chapter describes the steps to take before, during, and after administering the Smarter Balanced Summative Assessments, CAST, CAAs, and CSA.

- The scripts that are to be read to students taking the Smarter Balanced and CAST are found in *Scripts for Administering Smarter Balanced Summative Assessments and the California Science Test* ([/caaspp-otam/sb-](#)

[summ-and-cast-scripts/test-directions-overview/](#)). These scripts, which are in English, are to be read after logging on to the Test Administrator Interface.

- The nonsecure *PFA*s for the CAAs for ELA and mathematics and the CAA for Science can be downloaded from the [California Alternate Assessments \(CAAs\)](https://www.caaspp.org/administration/about/caa/index.html) (<https://www.caaspp.org/administration/about/caa/index.html>).  web page.
- The secure *DFA*s for the CAAs for ELA and mathematics and the CAA for Science can be downloaded from the [Resources] tab in password-protected TOMS.
- The scripts for administering the CSA are in [Scripts for Administering the California Spanish Assessment \(/caaspp-otam/csa-scripts/test-directions-overview/\)](#). These scripts, which are in Spanish, are to be read after logging on to the Test Administrator Interface. **Do not use the Spanish scripts to administer the Smarter Balanced or CAST to Spanish-speaking ELs.**

Establishing Appropriate Testing Conditions

Test site coordinators, test administrators, and test examiners should work together to determine the most appropriate testing option(s) and testing environment based on the number of devices available, the number of students in each tested grade level or grade band, and the estimated time needed to complete each test. For the Smarter Balanced assessments, CAST, and CSA, testing students in classroom-sized groups is preferable; the CAA is delivered one-on-one. Establishing classroom-sized groups reduces test fear and anxiety for the students and facilitates monitoring and control for the test administrator. However, this also includes setting up testing rooms for students whose IEPs or Section 504 plans specify universal tools, designated supports, accommodations, or any combination of these that necessitate testing the students in a separate setting (that is, reading test questions aloud, accounting for extended testing time, providing additional breaks, and so forth).

The test administration should be conducted in a secure environment (refer to the subsection [Security of the Test Environment \(/caaspp-otam/test-security/security-of-the-test-environment/\)](#)).

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 when they finish, explain the procedures for leaving without disrupting others and where they are expected to report once they leave. If students are expected to remain in the testing room until the end of the session, instruct them on what activities they may engage in after they finish the test. The activity should not be related to the test being given (e.g., work on assignments for unrelated subjects or read a book). Access to a student's device after they have completed testing should be monitored strictly for types of activities that may be done without violating the security of the tests if other students in the room are still testing.

Additional Required Resources

Smarter Balanced for ELA

During administration of the Smarter Balanced for ELA, students may have access to and use of the following additional required resources for **CAT items**:


- Headphones are required for the listening portion of the ELA assessment and for students requiring text-to-speech.
- Scratch paper should be provided for notetaking or creating graphic organizers, if necessary. Only plain, unlined paper, lined paper, or a whiteboard with a marker is appropriate for ELA.

During administration of the Smarter Balanced for ELA, students may have access to and use of the following additional required resources for **PTs**:

- Headphones are required for some PTs and for students requiring text-to-speech.
- Scratch paper should be provided for notetaking if necessary. Only plain, unlined paper, lined paper, or a whiteboard with a marker is appropriate for ELA.
- As long as the construct being measured is not impacted, assistive technology devices, including low-tech assistive technology (colored overlay), are permitted to make notes, including the use of digital graph paper.

Smarter Balanced for Mathematics

During administration of the Smarter Balanced for Mathematics, students may have access to and use of these additional required resources for CAT items:

- Headphones are required for students requiring text-to-speech and for students requiring audio glossaries.
- An embedded calculator is available for some mathematics items in grades six and above. A non-embedded calculator may only be used by students with a documented accommodation in an IEP or Section 504 plan per guidance provided in the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines (PDF)* (<https://portal.smarterbalanced.org/library/en/usability-accessibility-and-accommodations-guidelines.pdf>).  The non-embedded calculator should have no internet or wireless connectivity, and all security procedures need to be followed.
- Scratch paper is required for all grade levels.
- Plain graph paper—no coordinate plane or other graphics—or a whiteboard with a marker is required for grades six and above and can be used on all mathematics assessments.
- As long as the construct being measured is not impacted, assistive technology devices, including low-tech assistive technology (Math Window), are permitted to make notes, including the use of digital graph paper.

CAST

During administration of the CAST, students may have access to and use of the following additional required resources:

- Headphones are recommended, but not required, for all students. They are required for students requiring text-to-speech, audio glossaries, or both.
- An embedded calculator will be available for all items—students in grade five will use a four-function calculator; and students in grade eight, ten, eleven, or twelve will use a scientific calculator. A student who is unable to use the embedded calculator or requires a special calculator, such as a braille calculator or a talking calculator, can use a non-embedded calculator as an assigned designated support. The non-embedded calculator should have no internet or wireless connectivity, and all security procedures need to be followed.
- Scratch paper (plain, lined, or graph) that is blank on both sides or a whiteboard with a marker is required for students in all grade levels who want to use scratch paper; this is a non-embedded universal tool.
- As long as the construct being measured is not impacted, assistive technology devices, including low-tech assistive technology (Math Window), are permitted to make notes, including the use of digital graph paper.

CAAs for ELA, Mathematics, and Science

During administration of the CAAs, students may have access to and use of the following additional required resources:

- While headphones are permissible, the CAAs are administered one-on-one; it is recommended that the audio component for the CAAs for ELA and mathematics be played on the device's or external speakers so that the test examiner may listen along with the student. No items on the CAA for Science have audio components.
- Graph paper can be used on all mathematics assessments.

CSA

During administration of the CSA, students may have access to and use of the following additional required resources:

- Headphones are required for the listening items of the assessment and for students requiring text-to-speech.
- Scratch paper or a whiteboard with a marker should be provided for notetaking if necessary. Only plain, unlined paper or lined paper is appropriate.
- As long as the construct being measured is not impacted, assistive technology devices, including low-tech assistive technology (colored overlay), are permitted to make notes.

Tasks to Complete Prior to Summative Test Administration

The tasks described here outline the actions and responsibilities prior to testing.

Verifying and Updating Student Information and Test Settings

All users should note the following tasks needed to verify, update, or verify and update student demographic information and test settings.

- Each student must be correctly assigned to an LEA, school, and grade in TOMS. CAASPP test site coordinators, test administrators, and test examiners will need to work with LEAs to ensure demographic student information in CALPADS is current, including SSIDs.
- In addition to the correct demographic student information in CALPADS, CAASPP test site coordinators, test administrators, and test examiners should verify that all students have accurate test settings configured in TOMS, including designated supports and accommodations (embedded and non-embedded) for each content area prior to testing.
- LEA CAASPP coordinators and CAASPP test site coordinators may also set embedded and non-embedded designated supports in TOMS for any student for which the need has been determined and accommodations for students who require them as part of an IEP or Section 504 plan. Test administrators and test examiners may view student test settings; however, test administrators and test examiners cannot add, upload, or modify student test settings. Within the Test Administrator Interface, a test administrator or test examiner may change the default font size and turn off universal tools prior to the start of the test.




ALERT: Only CALPADS coordinators may add, modify, or delete student demographic information in CALPADS. Note that CALPADS updates may take between 24 and 48 hours to process in TOMS and another 24 hours to process between TOMS and the TDS. Changes to student test settings in TOMS, once made, may take **up to two to four hours to appear in the Test Administrator Interface**. Failure to correct test settings before testing could result in the student's not being provided with the needed accommodations, designated supports, or both at the time of testing. This is considered a testing irregularity.



NOTE: It is important for anyone with access to student information to remember that student personal information, including the student's SSID, is confidential. **If materials containing student personal information, which includes SSIDs, are distributed to students, these materials must be collected before the students leave the testing room and either securely stored to be used in a subsequent test session or securely destroyed.** For additional information about security protocols, refer to the [Test Security \(/caaspp-otam/test-security/security-of-the-test-environment/\)](#) section of this manual.

Practicing Prior to Testing

All users should verify that **all** students be provided the opportunity to practice on the training test and practice test on the device to be used for testing. This allows students the opportunity to become familiar with all of the item types, the universal tools, buttons, and any allowable designated supports and accommodations. Practice and training tests are found on the CAASPP [Online Practice and Training Tests \(https://www.caaspp.org/practice-and-training/\)](https://www.caaspp.org/practice-and-training/)  web page.

Providing and Verifying User Logon Information

LEA CAASPP coordinators and CAASPP test site coordinators should ensure all test administrators and test examiners have electronically signed the *Test Security Affidavit* in TOMS. This will provide the user access to administer summative assessments and ensure users have accurate logon information that can be used for the Test Administrator Interface.

There is a two-step authentication process used when logging on. TAs and TEs should log on to the Test Administrator Interface prior to actual test administration using the device and web browser that will be used during testing. The system will send a code, via email, to the username (email address) entered for the test administrator or test examiner user. A new code is sent once for each device and web browser combination.

Providing and Verifying Student Logon Information

CAASPP test site coordinators should ensure that test administrators and test examiners have necessary student logon information.

Each student will log on to the TDS using a first name, SSID, and test session ID. Prior to starting a test session, test administrators and test examiners must have a record of each student's first name and SSID. This information must be provided to each student to complete the logon process for the Smarter Balanced, CAST, and CSA. The test examiner completes the logon process for a student taking the CAA for ELA, mathematics, or science.

It is suggested that the SSID and the student's first name be printed on a card or piece of paper and distributed to each student just prior to testing to help a student type it in the device accurately. **It is also permissible to include a photo of the student or include the student's last name with the logon information as additional safeguards to ensure that the student receives the correct logon information.**

Student information is confidential; therefore, the cards or papers with this information must be kept secure until used during a test session. The loss of logon information is considered a security incident at the local level and does not need to be reported in STAIRS.




NOTE: When a test administrator or test examiner creates a test session on the Test Administrator Interface, a unique session ID is randomly generated. This session ID must be provided to students before they log on (or entered by the CAA test examiner on behalf of the student). Please refer to the [Creating a Test Session \(/caaspp-otam/ta-interface/use-ta-interface/#creating-test-session\)](/caaspp-otam/ta-interface/use-ta-interface/#creating-test-session) subsection for more information about how to obtain session IDs.

Preparing for Testing

CAASPP test site coordinators should ensure that test administrators and test examiners have the additional required resources described in the [Establishing Appropriate Testing Conditions \(/caaspp-otam/ta-interface/about-testing/#establishing-appropriate-test-conditions\)](/caaspp-otam/ta-interface/about-testing/#establishing-appropriate-test-conditions) subsection or a *PFA* (for administration of the CAAs) available for

student use during test administration.

Tracking Students Who Move

When students move within the state, their data record must be updated with the student's new school and district (if necessary) codes in CALPADS at least 48 hours before the student begins or resumes testing in the new school or LEA. The CDE CALPADS (<http://www.cde.ca.gov/ds/sp/cl/>)  web page contains links to CALPADS system documents, updates, and other useful information for maintaining student data.

LEA CAASPP coordinators should ensure CAASPP test site coordinators understand protocols in the event a student moves to a school within a new LEA or a school within the same LEA.

Downloading CAA DFAs

CAASPP test site coordinators or test examiners should download the necessary forms of the CAA *DFA* by selecting the [**Resources**] button on the top navigation bar in TOMS and then selecting *CAAs for ELA and Mathematics DFAs* or *CAA for Science DFAs* from the *Available Materials* list. *DFAs* can be printed and used as hard copies or accessed as PDFs on the test examiner's electronic device. All *DFAs* used for the CAAs include secure content and must be stored or destroyed according to appropriate test security procedures.


For ELA and mathematics, the *DFAs* include the script and prompts for the test examiners to use throughout testing, providing administration guidance to test examiners for every possible test routing outcome, based on the staged design of the test. Each *DFA* contains both ELA and mathematics for a grade level.

The CAA for Science is administered via a computer-based PT that is administered after related concepts have been taught. Each *DFA* contains instructions for a single, grade-level CAA for Science domain.

Using the TA Interface

Overview of the Test Administration Sites for In-Person Testing

Sites for Test Administrators and Test Examiners

The sites for test administrators and test examiners, including the Test Administrator Interface and the Test Administrator Practice and Training Site, are accessed through the CAASPP (<https://www.caaspp.org/>)  website. To log on to either site, a test administrator or test examiner must have an authorized username and password. If a test administrator or test examiner has not yet received an email with account information, the test administrator or test examiner should contact the LEA CAASPP coordinator or CAASPP test site coordinator (as applicable).

This section describes the test administration sites for test administrators and test examiners. Throughout the rest of this user guide, “Test Administrator Site” refers to both the Test Administrator Interface and Test Administrator Training Site.



WARNING: The Test Administrator Interface cannot be used for practice or training tests. To practice administering tests, use the Test Administrator Training Site. Both Test Administrator Sites have the same functionality, but the available tests are different. Tests provided in the Test Administrator Interface are summative, and students' scores on the Smarter Balanced assessments, CAST, CAAs, and CSA will be transmitted to the CDE.

Test Delivery Site

The test delivery site delivers California's computer-based CAASPP assessments. The following sections describe highlights of computer-based testing in general and the test delivery site in particular.

The test delivery site consists of practice sites and summative testing sites. The features of the questions in the practice sites function identically to the summative testing sites, although the practice and training tests themselves are not adaptive, and students have the option of selecting their own designated supports and accommodations.


- Practice Sites
 - The **Test Administrator Training Site** allows test administrators and test examiners to practice administering tests.
 - The **Student Training Site** allows students to practice taking tests online and using test tools.
- Operational Testing Sites
 - The **Test Administrator Interface** allows test administrators and test examiners to administer summative assessments.
 - The **Student Testing Application** allows students to take CAASPP computer-based assessments.

Understanding User Roles

Types of Access

Access to the practice and summative testing sites depends on the user role and web browser.

- Test administrators and test examiners can use any supported web browser to access the Test Administrator Site.
- Students, test administrators, test examiners, and parents/guardians can use a supported web browser or secure browser to access the Student Training Site as guests. Students can also sign in to a practice test session created by a test administrator or test examiner.
- Students use a secure browser to access the student testing application.

For information about supported operating systems and browsers, refer to the [*CAASPP and ELPAC Technical Specifications and Configuration Guide for Online Testing \(/tech-specs-and-config/\)*](#). .

Using the Single Sign-On System

Switching Between Systems

The SSO system allows a test administrator or test examiner to log on to multiple systems provided by ETS and CAI. After logging on, the test administrator or test examiner can switch between systems without having to log on to and off each system.

SSO integrates the following systems:

- TOMS
- Test Administrator Interface
- Test Administrator Practice and Training Site
- Interim Assessment Hand Scoring System
- CERS
- Completion Status System
- Lexile® & Quantile® Hub





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



ALERT: If the Test Administrator Interface is closed accidentally while students are still testing, the session will remain open for 30 minutes before timing out. The test administrator or test examiner can open the web browser and navigate back to the Test Administrator Interface. The test administrator or test examiner will be prompted to enter the active session ID.

Logging On to the SSO System

Refer to the [*Single Sign-On \(/toms/access-toms/#single-sign-on\)*](#)  section in the [*CAASPP and ELPAC TOMS User Guide \(/toms/\)*](#)  for instructions on how to sign on to the Test Administrator Interface (and all systems that use the SSO service).

About Usernames and Passwords

The username is the email address associated with an account in TOMS. When a test administrator or test examiner is added to TOMS, the system sends an email containing a temporary password and a logon link for the CAASPP SSO. To activate the account, the test administrator or test examiner must log on within 30 minutes of receiving the email. Do this by entering the code received via email after entering the username and temporary password and then updating the password.

Refer to the [Single Sign-On \(/toms/access-toms/#single-sign-on\)](/toms/access-toms/#single-sign-on) section, [Resetting a Password \(/toms/access-toms/#resetting-a-password\)](/toms/access-toms/#resetting-a-password) topic, in the [CAASPP and ELPAC TOMS User Guide \(/toms/\)](/toms/) for instructions on what to do if the temporary password has expired or if the password was forgotten.

Test Administrator Site Layout



NOTE: This topic describes the screens and steps associated with in-person testing. Refer to the [Remote Testing \(/caaspp-otam/remote-testing/\)](/caaspp-otam/remote-testing/) topic for details about testing remotely.

Figure 1 displays the layout of the Test Administrator Site during an active test session when assessments are administered in person.

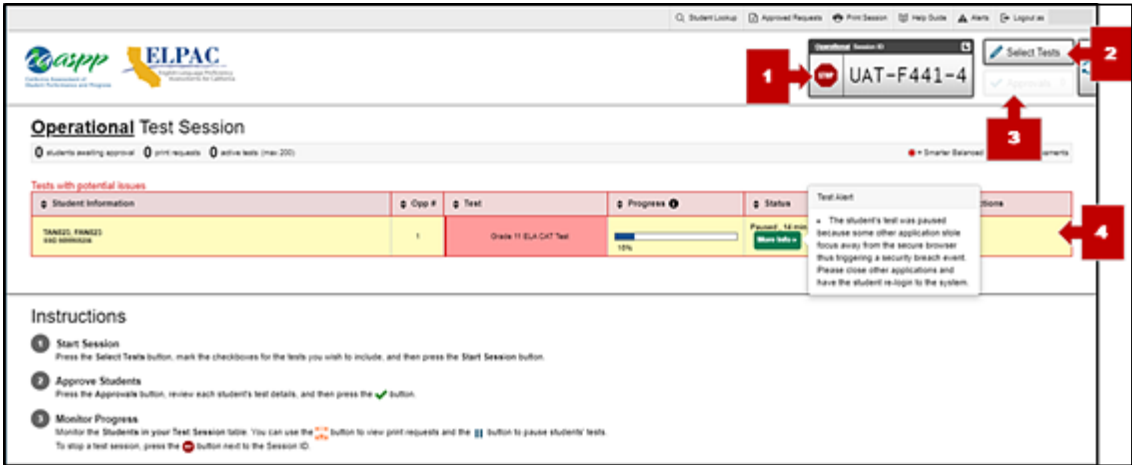


Figure 1. Test Administrator Site layout

Essential Features

The following are essential features in the Test Administrator Site that are indicated in [figure 1](#):

1. Session ID
2. [Select Tests] button
3. [Approvals] button
4. Tests with potential issues and Tests without issue tables

[Table 1](#) and [figure 2](#) provide an overview of the major features available in the Test Administrator Site.



Figure 2. Top of the Test Administrator Interface screen

Table 1. Test Administrator Site Features

Feature	Description or More Information
[Student Lookup] button	This button starts the process to search for student information; refer to the subsection <i>How to Look Up Students (/caaspp-otam/ta-interface/use-ta-interface/#creating-test-session-lookup-students)</i> .
[Approved Requests] button	This button displays a list of print requests approved by the test administrator or test examiner during the current session. Refer to the subsection <i>How to Approve Print Requests (/caaspp-otam/ta-interface/use-ta-interface/#creating-test-session-approve-print-requests)</i> .
[Print Session] button	This button starts the process to print the screen. Refer to the subsection <i>How to Print Session Information (/caaspp-otam/ta-interface/use-ta-interface/#creating-test-session-print-test-session-info)</i> .
[Help Guide] button	This button displays an online help guide.
[Alerts] button	This button displays alert messages from the CDE.
[Log Out] button	This button logs the test administrator or test examiner off the Test Administrator Interface. Refer to the subsection <i>Stopping a Test Session and Logging Off (/caaspp-otam/ta-interface/use-ta-interface/#stopping-a-test-session)</i> .
[Stop Session] button	This button ends the existing test session. Refer to the subsection <i>Stopping a Test Session and Logging Off (/caaspp-otam/ta-interface/use-ta-interface/#stopping-a-test-session)</i> .
Session ID	This section displays the unique ID generated for the test session. This feature appears after the test session has begun.
[Enable Screen Saver] button	This button, in the upper-right corner of the Session ID section, enables the screen saver feature. Refer to the subsection <i>How to Enable Screen Saver Mode (/caaspp-otam/ta-interface/use-ta-interface/#creating-test-session-enable-screen-saver)</i> .

Feature	Description or More Information
[Select Tests] button	This button opens the <i>Test Selection</i> window. Refer to the subsection How to Start a Test Session (/caaspp-otam/ta-interface/use-ta-interface/#creating-test-session-start-test-session) .
[Approvals] button	This button opens the <i>Approvals and Student Test Settings</i> screen after starting a test session. Refer to the subsection How to Approve Students for Testing (/caaspp-otam/ta-interface/use-ta-interface/#creating-test-session-approve-students) . This feature appears after starting a test session.
[Refresh] button	This button updates the on-screen information during a test session.
<i>Tests without issue</i> and <i>Test with issues</i> tables	These tables display the testing progress for approved students in the test session. Entries in each table are based on whether or not the student requires assistance with the test session (for example, if a student had submitted a print request). This feature appears after approving students for testing.

Creating a Test Session

NOTES:



- This subtopic describes the screens and steps associated with in-person testing. Refer to the [Remote Testing \(/caaspp-otam/remote-testing/\)](/caaspp-otam/remote-testing/) topic for details about testing remotely.
- If the TA has roles in multiple schools, students who have the session ID and are enrolled at different school than the one the TA selected while signing on will also be able to test in the same test session as students in other schools. **Regardless of their test site, students who are testing in person should be supervised at all times.**

Provide Student Logon Information

Each student will log on to the TDS using a first name, SSID, and test session ID. It is suggested that the SSID and the student's first name be printed on a card or piece of paper and distributed to each student just prior to testing to help the student type it in the device accurately. **It is also permissible to include a photo of the student or include the student's last name with the logon information as additional safeguards to ensure that the students receive the correct logon information.** This information must be provided to each student to complete the logon process.

For students taking the CAAs for ELA, mathematics, and science, the test examiner must log the student on to the TDS to begin.

Student information is confidential; therefore, the cards or papers with this information must be kept secure until used during a test session and must be securely shredded (destroyed) when testing has been completed.

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

In the test delivery site, “test settings” include embedded universal tools, designated supports, and accommodations, as well as non-embedded designated supports and accommodations. Thus, “test settings” is used throughout this user guide to refer to all embedded and non-embedded universal tools, designated supports, and accommodations, unless otherwise indicated.

Test administrators and test examiners may view student test settings in the Test Administrator Interface. Test settings are grouped into categories. The resources displayed differ by content area.

- Presentation
- Literacy Assistance Resources
- Integration with Assistive Technology
- Visual Assistance Resources
- Auditory Assistance Resources
- Concentration Assistance Resources
- General Testing Resources

Students’ test settings must be reviewed prior to starting a test session.

Student test settings must be assigned by the LEA CAASPP coordinator or the CAASPP test site coordinator in TOMS.

How to Start a Test Session

After a test administrator or test examiner has logged on to the Test Administrator Interface, the *Operational Test Selection* window appears. (If it is not open, select the [Select Tests] button in the upper-right corner of the Test Administrator Interface.) Select a test to create a session.

1. The *Operational Test Selection* window, shown in [figure 3](#), color-codes tests and groups them into various categories. **For example, the Smarter Balanced Summative Assessments are likely found in the second category and are colored in red.** A test group, such as “Smarter Balanced Summative Assessments,” may include one or more subgroups. All test groups and subgroups appear collapsed by default.

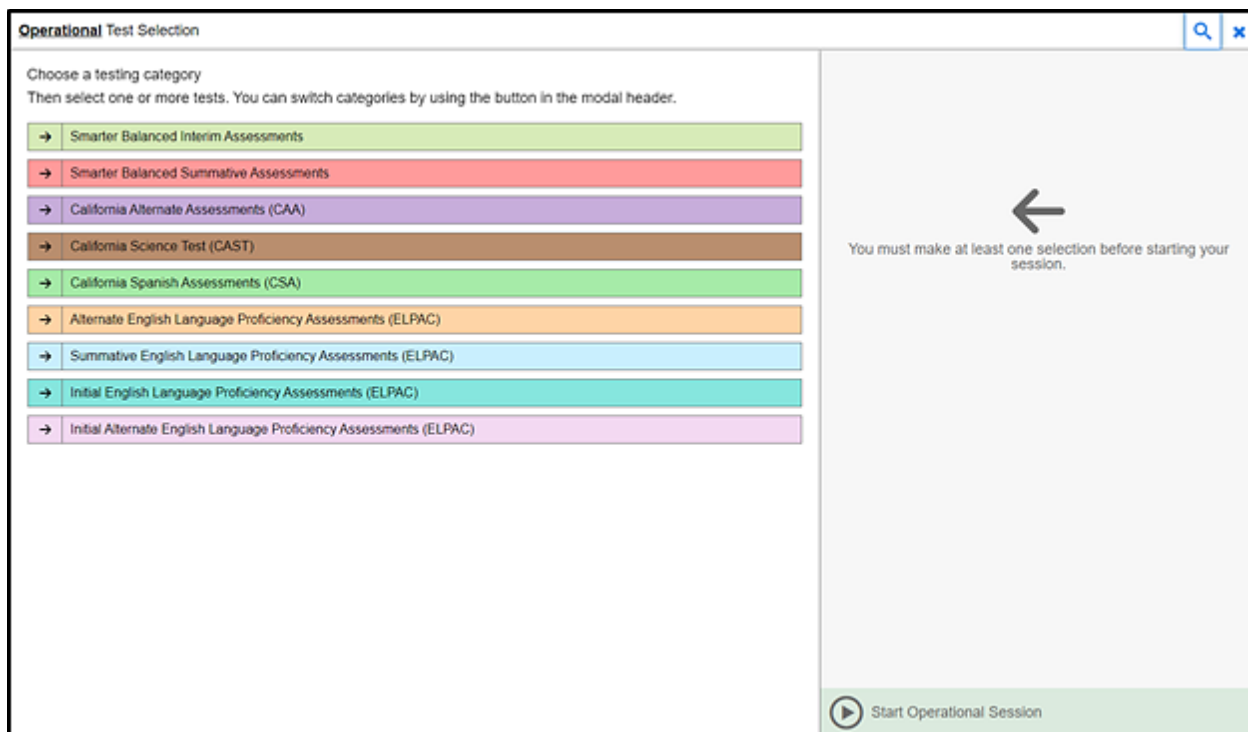


Figure 3. *Operational Test Selection* screen

2. To select a test or tests for the session, first select the test name and then use one of the following on-screen icons:

- To expand a collapsed test group, select the [**Plus**] plus-sign [➕] icon
- To collapse a test group, select the [**Minus**] minus-sign [➖] icon.
- To expand the list of all tests, select the [**Expand All**] outward arrows [↗↘] icon
- To select individual tests, mark the checkbox for each test to be included.

3. Either use the filtering feature to open specific grade level, grade span, or content-area assessments; or, to start the test, select the [**Start Operational Session**] button. The features are indicated in [figure 4](#). Take the following steps to use the filtering feature:

- Select the [**Add Filter**] button [Add Filter] (indicated in [figure 4](#)) to access the filter panel.
- Expand the available filter categories by selecting a [**Plus**] plus-sign [➕] icon (indicated in [figure 4](#)).

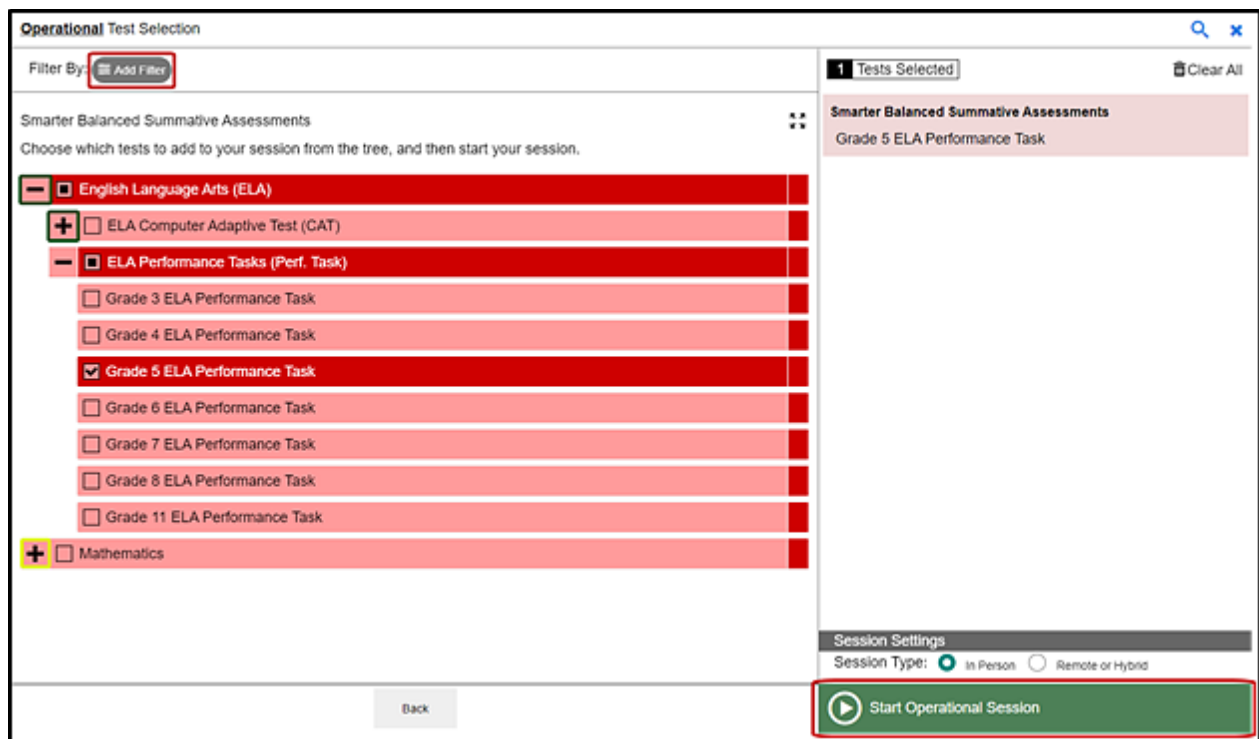




Figure 4. Expanded tests in the *Operational Test Selection* screen

- Check the criteria to filter.
- Select the [**Apply Filter(s)**] button [] (indicated in [figure 5](#)).
- Remove the filter by selecting the [**Remove Filter**] “X” icon [] (indicated in [figure 5](#)).
- Select the [**Start Operational Session**] button to start the test.

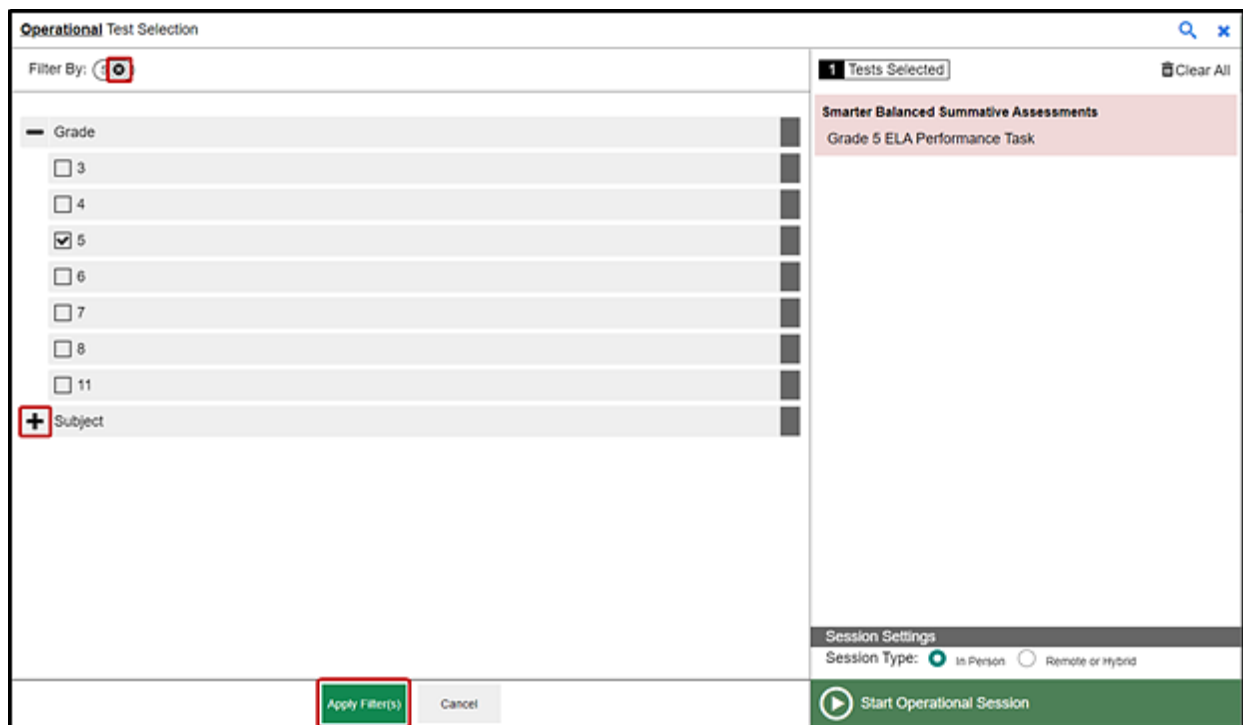


Figure 5. Sample *Operational Test Selection* screen with filtering

4. The test administrator or test examiner will receive a warning advising that the test administrator or test examiner is about to administer a summative assessment and warning that Smarter Balanced Summative Assessments are not for public exposure, use, or distribution. If the test administrator or test examiner selects [OK] (indicated in [figure 6](#)), the test administrator or test examiner can either continue with the test administration or exit from the Test Administrator Interface if the test administrator or test examiner selected a summative assessment unintentionally.

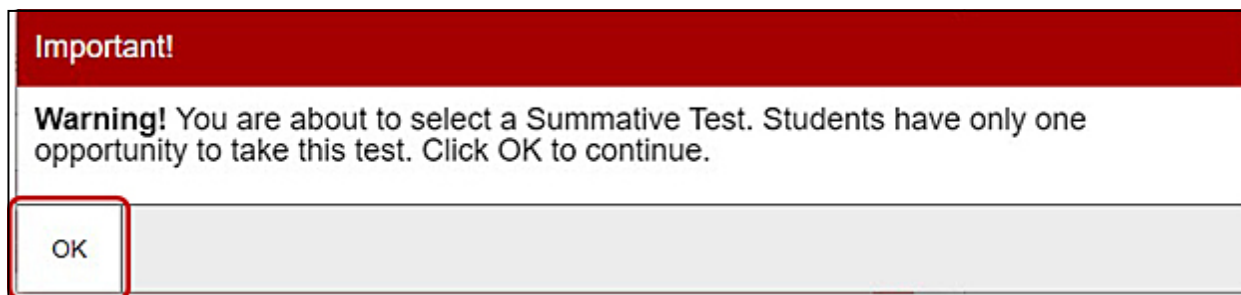


Figure 6. Summative Assessment confirmation box

5. Make a note of the test session ID and then inform students of it.
- The session ID is automatically generated upon selecting [OK] in the previous step; it is indicated in [figure 1](#).
 - Write the session ID on a place where all students taking a Smarter Balanced assessment, the CAST, or the CSA can clearly refer to it. If the test administrator or test examiner is administering the CAAs for ELA or mathematics, make a note of it to enter into the TDS on behalf of the student.

NOTES:

- Write down the session ID in case the browser window is closed accidentally or the session must be transferred to another device and returned to the active test session. If this is the case, the test administrator or test examiner will enter the session ID on the new device, after which the session on the original device will be locked out. (Refer to [*Transferring a Test Session*](#) ([/caaspp-otam/ta-interface/use-ta-interface/#transferring-a-test-session](#)), for complete instructions on how to transfer a test session to a new device.)
- There may be only one session open at a time.
- A test administrator or test examiner cannot reopen closed sessions, but students can resume a test opportunity in a new session.
- Once the LEA's selected testing window is open, a test administrator or test examiner with a user role permitting access to all CAASPP summative and interim assessments will have all assessments available for selection. Proceed with caution to ensure that the correct assessment type is being selected.



- Only users assigned the Test Examiner role will have access to the *California Alternate Assessments (CAA)* test category.

To add tests to an active test session:

1. In the upper-right corner of the Test Administrator Site (to the right of the session ID indicated in [figure 7](#)), select [**Select Tests**].
2. A confirmation message asks if the test administrator or test examiner is sure about modifying the tests in the session. To continue, select [**Yes**].
3. In the *Operational Test Selection* screen, mark the checkbox for the required test and select [**Add to Session**] in the lower-left corner.



NOTE: A test administrator or test examiner can only add tests individually when the session is active. A test administrator or test examiner cannot remove tests from an active session.

How to Approve Students for Testing

After students sign in and select tests, the test administrator or test examiner must verify that their settings, including any designated supports and accommodations, are correct before approving them for testing. When students are awaiting approval, the [**Approvals**] button next to the Session ID becomes active and appears to bounce until the test administrator or test examiner selects it. The number next to this button indicates how many students are awaiting approval (refer to [figure 7](#)).

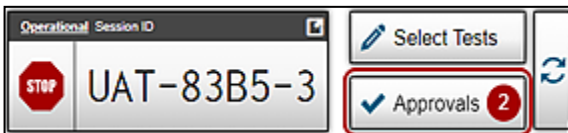



Figure 7. Students awaiting approval

NOTES:



- The Approvals notification updates regularly, but the test administrator or test examiner can also select the [**Refresh**] arrows  icon in the upper-right corner to update it manually.
- The list of students awaiting approval can include students at multiple test sites so long as the test administrator has a user role at those test sites and has provided students with the current session ID.

To approve students for testing:

1. Select the [Approvals (#)] button. The *Approvals and Student Test Settings* screen appears, displaying a list of students grouped by test (refer to [figure 8](#)).

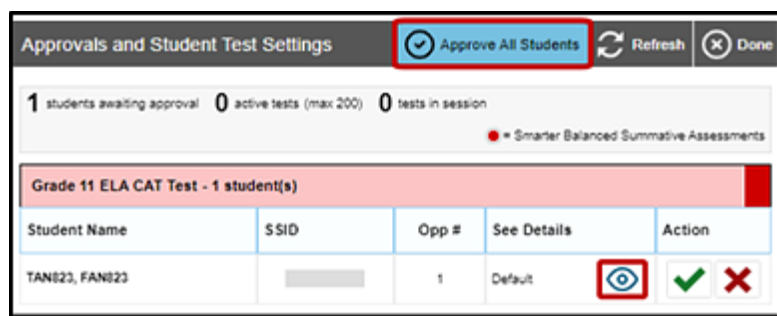



Figure 8. *Approvals and Student Test Settings* screen

2. To check a student's test settings, select the [See Details] eye [] icon for that student (indicated in [figure 8](#)). The student's information appears in the *Test Settings* screen (refer to [figure 9](#)). This window groups test settings by their area of need.

- a. Review the list to ensure that students are taking the correct test (summative or interim), the correct content area (mathematics, ELA, science, or Spanish) and the correct portion of a test (CAT or PT).



NOTE: Administering a summative test instead of an interim test is a testing irregularity and needs to be reported in STAIRS. Administering an interim test instead of a summative test is not a testing irregularity but will require students to retest at a later time to complete summative testing.

- b. Verify that students have access to and use of the additional required resources in the *Establishing Appropriate Testing Conditions* (</caaspp-otam/ta-interface/about-testing/#establishing-appropriate-test-conditions>) subsection specific to each assessment and content area (e.g., scratch paper for all tests, headphones for ELA, graph paper for mathematics grades six and above).
- c. If any settings are incorrect, report the incorrect test settings to the CAASPP test site coordinator, who will update them as required in TOMS and reschedule the student's testing. Students should not begin testing until their settings are correct. **Ensuring the test settings are correct before the student begins testing is critical to avoid the need for a test reset that may result in additional testing for the student later.**
- d. Take one of the following steps; buttons are shown in [figure 9](#).
 - To confirm the settings, select [Set] at the top of the student's *Test Setting* screen. The test administrator or test examiner must still approve the student for testing (refer to step 5).
 - To confirm the settings and approve the student, select the [Set & Approve] button.
 - To return to the *Approvals and Student Test Settings* screen without confirming settings, select [Cancel].

Test Settings for: TAN823, FAN823

Set Set & Approve Cancel

Presentation

?	American Sign Language	Off
?	Audio Transcriptions	Off
?	Presentation	English

Literacy Assistance Resources

?	Speech-to-Text	Off
?	Translations (Glossaries)	English Glossary
?	Text-to-Speech	None


Figure 9. Part of the *Test Settings* screen for a selected student

3. Repeat step 2 for each student in the list.



NOTE: The *Approvals and Student Test Settings* screen does not automatically refresh. To update the list of students awaiting approval, select the [**Refresh**] button at the top of the window (shown in [figure 8](#)).


4. If the test administrator or test examiner needs to deny a student access to testing because, for example, test settings are not correct, do the following (otherwise skip to step 5):

- Select the [**Deny**] “X” [] icon in the *Actions* column for that student.
- Optional: In the window that appears, enter a brief reason for denying the student.
- Select the [**Deny**] icon. The student receives a message explaining the reason for the denial and is logged off the student testing application.



NOTE: If the test administrator or test examiner denies students entry for a test, the student can still request access to that test again.

5. If the test administrator or test examiner wants to approve students directly from the *Approvals and Student Test Settings* screen, take one of the following actions:

- To approve individual students, select the [**Approve**] check mark [] icon in the *Actions* column for each student.

b. To approve all students displayed in the list, select [**Approve All Students**].

How to Monitor Student Testing

A test administrator may also use the Test Administrator Interface to view the testing progress of any student. However, because the CAA is administered one-on-one, it is not necessary for a test examiner to monitor student progress in this way. This screen will not show test questions or scores but will let the test administrator know the percentage of questions that have been delivered to each student.

A test administrator may also use the Test Administrator Interface to view the testing progress of any student. This screen will not show test questions or scores but will let the test examiner know the percentage of questions that have been delivered to each student.

At the start of the test, all the students in the session are listed in the *Tests without issue* table. If the Test Administrator Interface detects that a student requires assistance, such as that a student has a pending print request or a student's test has been paused because of an environment security breach or the launch of a forbidden application, the *Tests with potential issues* table appears at the top listing the students who need intervention.

The *Progress* column is called out in [figure 10](#). Student sessions can be sorted by selecting any of the column heads.

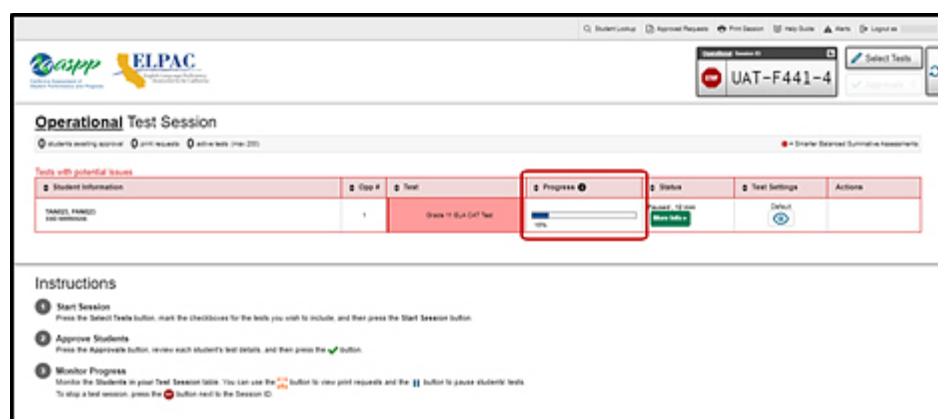





Figure 10. Monitoring student status in the Test Administrator Interface

[Table 2](#) describes the columns in the *Tests* table. To sort the table by a given column, select that column header.

Table 2. Columns in the *Tests* Table

Column	Description
Student Information	This column displays the first and last name of the student in the session as well as the SSID associated with the student (as they appear in CALPADS and TOMS).
Opp #	This column displays the opportunity number for the student's selected test. <i>Each student has only one opportunity for each summative test.</i>
Test	This column displays the name of the test the student selected.

Column	Description
Progress	This column displays the student progression through the test that shows the percentage of items presented from the number of items available as well as the questions that were skipped (displays in a different color; not shown in figure 10).
Status	This column displays the current status for the student’s test in the session such as “Started” or “Paused.” Some statuses will include a <i>More Info</i> drop-down list, indicated by the [More Info] [] icon, with additional information such as “The student paused their test by clicking the [Pause] button.”
Test Settings	<p>This column displays one of the following:</p> <p>Default: Default test settings are applied for this test opportunity; there were no additional test settings assigned in TOMS for this student.</p> <p>Custom: One or more of the student’s test settings or universal tools, designated supports, or accommodations differ from the default settings.</p> <p>To view the student’s settings for the current test opportunity, select the [See Details] [] icon.</p>
Actions	<p>The icons in this column allow the test administrator or test examiner to perform an available action for an individual student’s test.</p> <p>Select the [Pause] double-line [] icon to pause a student’s test. When a test pauses, this column displays an information button that opens a pop-up message explaining how the test became paused. <i>For more information, refer to the Pause Rules (/caaspp-otam/prepare-and-planning/general-test-admin-info/#general-rules-for-tas-and-tes-pause-rules) subsection for information on pause time limits and students’ ability to review previously answered items.</i></p> <p>When a student approved for and assigned the print-on-demand accommodation requests a printout of a reading passage or other test material, a [Print] icon will appear in this column. Select the [Print] icon to review and authorize or deny the student’s request. For more information, refer to the subsection How to Approve Print Requests (/caaspp-otam/ta-interface/use-ta-interface/#creating-test-session-approve-print-requests).</p>

[Table 3](#) describes the codes in the *Status* column of the *Tests* table.


Table 3. Student Testing Statuses

Status	Description
--------	-------------

Status	Description
Approved	The student has been approved but has not yet started the assessment.
Started	The student started the test and is actively testing.
Review	The student visited all questions and is currently reviewing answers before completing the test.
Completed	The student has submitted the test, so the student can take no additional action.
Reported	The test passed quality assurance and is undergoing further processing.
Paused*	The student's test is paused. The time listed indicates how long the test has been paused.
Expired*	The test was not completed by the end of the testing window and the opportunity expired.
Pending*	The student is awaiting approval for a new test opportunity.
Suspended*	The student is awaiting approval to resume a test opportunity.

* Statuses marked with an asterisk (*) appear when the student is not actively testing. The student's row grays out in such cases.



NOTE: The *Students in Your Test Session* table refreshes at regular intervals, but the test administrator or test examiner can also refresh it manually by selecting the [Refresh] arrows  icon in the upper-right corner.

How to Pause a Student's Test


The test administrator or test examiner can pause a student's test via the *Actions* column in the *Students in Your Test Session* table (refer to [figure 1](#)). For information about pause rules, refer to the subsection [Pause Rules \(/caaspp-otam/prep-and-planning/general-test-admin-info/#general-rules-for-tas-and-tes-pause-rules\)](#).



WARNING: If a test is paused for more than 20 minutes, a student who started a CR item would not be permitted by the TDS to finish that response unless that item were on a page with other, unanswered questions; if the CR item were on a page with other, answered test questions, the student would be permitted to finish that response.

To pause an individual student's test:

1. Alert student(s) the test is being paused.

2. In the *Actions* column, select the [**Pause**] double-line [] icon for a student.
3. Select [**OK**] to confirm. The test administrator or test examiner logs the student off, and an information button appears in the *Actions* column.

How to Look Up Students


The test administrator or test examiner can use the student lookup feature to perform a quick or advanced search for student information. This is useful if students signing in to the test session cannot remember their logon information. The student must enter his or her first name exactly as it appears with the student lookup tool. If the first name contains a space or a special character, it must be entered as it appears. (Refer to the guidelines in the *Step 1: Signing Students In* (</caaspp-otam/student-testing-application/sign-in-student-test-site/#signing-student-in>), subsection for information about entering Unicode characters for special characters such as accented letters.)



WARNING: Any incorrect student information in the displayed demographic fields must be updated in CALPADS by an authorized user. After a student's updated record appears in TOMS, the student may begin testing.

To perform a quick search:

1. In the banner at the top of the Test Administrator Interface ([figure 10](#)), select the [**Student Lookup**] button.
2. Enter a student's full SSID in the *SSID* field and select [**Submit SSID**]. Search results appear below the search field (refer to [figure 11](#)).

Quick Search Advanced Search  Close

Enter the student's full SSID and click [Submit SSID] to search for that student's record. Searches by partial SSID are not permitted.

SSID:

Search Results

Confirmation Code:
First Name: TES
SSID:
Grade: 07
Last Name: ZUT
Date of Birth: 07132009
Gender: M
School:
District:
Name:
Ethnicity:

Figure 11. Student Lookup: Quick Search

To perform an advanced search:

1. Select [Student Lookup] > [Advanced Search].
 - a. Select the appropriate LEA and school from the drop-down lists.
 - b. Select the appropriate grade.
 - c. Optional: Enter all or part of a student's first or last name. If there are special characters in the student's first or last name, refer to the guidelines in the [Step 1: Signing Students In \(/caaspp-otam/student-testing-application/sign-in-student-test-site/#signing-student-in\)](/caaspp-otam/student-testing-application/sign-in-student-test-site/#signing-student-in) subsection for information about entering Unicode characters.
2. Select [Search]. Search results appear below the search fields (refer to [figure 12](#)).

Quick Search Advanced Search Close

Use the drop-down menus to select the District, School, and Grade for your search. When selecting "All Grades" a First or Last Name is required.

District/School
Unified

School
Elementary

Grade
All Grades

First Name
[Text Input Field]

Last Name
[Text Input Field]

Search

Search Results

SSID	First Name	Last Name	Grade	Details
[Redacted]	[Redacted]	[Redacted]	03	[Eye Icon]
[Redacted]	[Redacted]	[Redacted]	03	[Eye Icon]
[Redacted]	[Redacted]	[Redacted]	03	[Eye Icon]

Figure 12. Student Lookup: Advanced Search

3. To view a student's information, select the [See Details] [] icon in the *Details* column.

How to Enable Screen Saver Mode

Because the student test progress tables in the Test Administrator Interface may contain sensitive student information, such as SSIDs, there is a screen saver built in to the Test Administrator Interface that will be active in the web browser application window either when the test administrator or test examiner activates it or will activate automatically, if the test administrator or test examiner is not active in the Test Administrator Interface for five

minutes. It turns off when the test administrator returns the device’s focus to the web browser window by, for example, moving a mouse’s cursor over it. It will also turn off automatically if the test session times out due to test administrator or student inactivity.

The screen saver masking hides data from view and shows the session ID, as presented in [figure 13](#). When students are awaiting approval when the screen saver is active, this information is included under the session ID.



Figure 13. Sample session ID in the Test Administrator Interface screen saver

The test administrator can turn the screen saver on manually by selecting the [**Toggle Screen Saver**] section of the “Session ID” box at the top of the Test Administrator Interface. The [**Toggle Screen Saver**] section is at the top-right corner of this box, as indicated in [figure 14](#).



Figure 14. [**Toggle Screen Saver**] section of the “Session ID” box


How to Approve Print Requests



WARNING: Before the test administrator or test examiner approves a student’s request to print a test item or stimulus, ensure that the printer is on and is monitored by staff who have been trained using the test administrator training modules for the test.

A student using the print-on-demand tool can request printouts of test passages and questions. When the student sends print requests, the request notification appears in the *Students in Your Test Session* table (refer to [figure 1](#)). The print-on-demand accommodation is available by preapproval only after the LEA CAASPP coordinator contacts the [LEA Success Agent \(/contact/lea-success-agents/\)](/contact/lea-success-agents/) [↗](#).

To approve print requests:

1. Select the [**Print**] printer  icon in the *Actions* column of the *Tests* table. The *Student Print Request* window appears ([figure 15](#)).

Student Print Request(s) For:

Close

Name: BRA, SEL SSID:

This page displays a request for each passage that a student would like printed. Select [Approve] if you approve the print request, or [Deny] if you do not.
Note: Selecting [Approve] brings up a Print Preview page based on the browser you are using. Select [Print] from that page to send this request to your print station.

Print Requests

New Requests	Date and Time	Action
Print Passage - Item 1 (brf)	1/11/23 9:55 AM	<input checked="" type="checkbox"/> <input type="checkbox"/>
Print Passage - Item 2 (prm)	1/11/23 9:56 AM	<input checked="" type="checkbox"/> <input type="checkbox"/>
Print Passage - Item 3 (BRF)	1/11/23 9:56 AM	<input checked="" type="checkbox"/> <input type="checkbox"/>

Figure 15. *Student Print Requests* window

- Review the print request and take one of the following actions in the *Student Print Request* window ([figure 15](#)):
 - To approve the request, select the [Approve] check mark ☒ icon in the *Action* column. A cover sheet appears in a new browser window.
 - To deny the request, select the [Deny] “X” ☐ icon in the *Action* column. In the window that appears, enter a brief reason for denying the request and select the [Deny] button. Do not proceed to step 3.
- A printer dialog box opens with a cover page and the items that were selected to print.
- Select [Print] to print the requested test elements.

Viewing Approved Requests

The test administrator or test examiner can view a list of every print request approved during the current session.

To view approved requests:

- Select [Approved Requests] from the banner at the top of the Test Administrator Interface ([figure 16](#)).



Figure 16. [Approved Requests] button on Test Administrator Interface

2. If the test administrator or test examiner wants to print the list of approved requests, select the [**Print**] button (indicated in [figure 17](#)).




Approved Requests				 Print	 Close
Student	Test	Request	Question #	Approved On	
PER, ELI SSID 	Grade 11 Math Braille CBT	Print Passage - Item 1 (BRF)	1	12/9/21 4:17 PM	

Figure 17. *Approved Requests* window

How to Print Test Session Information

The test administrator or test examiner can print a snapshot of the Test Administrator Site as it currently appears if a hard-copy record of the session ID or list of approved students is wanted.

To print a snapshot of the page (i.e., screen):

1. In the banner at the top of the Test Administrator Interface, select [**Print Session**]. The device's print dialog window appears.
2. Select the required print settings and then select the approval button ([**Print**] or [**OK**], depending on the web browser).



TIP: Set the print options to landscape mode (horizontal). The test administrator or test examiner can also use the web browser's "Print Preview" feature to scale content to fit on a single printed page.



ALERT: The Family Educational Rights and Privacy Act policies prohibit the release of any student's personally identifiable information. Any printouts must be securely stored and then destroyed when no longer needed.

Stopping a Test Session and Logging Off

This subsection explains how to stop a test session and log off the Test Administrator Site.

How to Stop a Test Session

When students finish testing or the current testing period is over, the test administrator or test examiner should stop the test session. Stopping a session automatically logs off all the students in the session and pauses their tests. Once the test administrator or test examiner stops a test session, the test administrator or test examiner cannot resume it.


To resume testing students, the test administrator or test examiner must start a new session.

ALERT:



- If the Test Administrator Interface is closed accidentally while students are still testing, the session will remain open for 30 minutes before timing out. The test administrator or test examiner can open the web browser and navigate back to the Test Administrator Interface. The test administrator or test examiner will be prompted to enter the active session ID.
- As a security measure, students, test administrators, and test examiners are automatically logged off the Test Administrator Interface after 30 minutes of test administrator or test examiner user inactivity and student inactivity in the test session, which will result in closing the test session. If this occurs, the test administrator or test examiner will have to create a new session and the students will have to log on to the new session to resume testing. When starting a new session, the test administrator or test examiner should give the students the new session ID so that they can log on and resume testing.

To stop a test session:

1. In the upper-right corner of the *Operational Test Session* screen, select the **[Stop]** stop sign  icon (refer to [figure 7](#)). A confirmation message appears.
2. Select **[OK]**. The test session stops.

How to Log Off the Test Administrator Site

The test administrator or test examiner should log off the Test Administrator Site only after stopping a test session.

To log off the Test Administrator Site:

1. In the banner, select the **[Logout as Name]** button in the top-right corner of the screen on the Test Administrator Interface system banner ([figure 18](#)).



Figure 18. Test Administrator Interface system banner

2. When the warning message appears, select **[OK]**. The front page of the CAASPP website appears.



ALERT: If the Test Administrator Interface is closed accidentally while students are still testing, the session will remain open for 30 minutes before timing out. The test administrator or test examiner can open the web browser and navigate back to the Test Administrator Interface. The test

administrator or test examiner will be prompted to enter the active session ID.

Accidentally Closing the Browser Window

If the test administrator or test examiner accidentally closes the browser while students are testing, the session remains open until it times out in 30 minutes. **To return to the test session in the Test Administrator Site, the test administrator or test examiner must enter the active session ID.**

If the test administrator or test examiner does not return to the active session within 30 minutes, the test delivery site logs the test administrator or test examiner off and pauses the students' tests.

Testing Over Multiple Sessions or Days

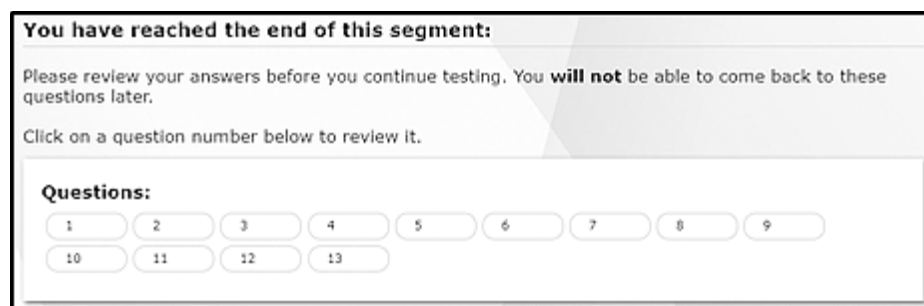
Refer to the *Duration and Timing Information* (</caaspp-otam/prep-and-planning/general-test-admin-info/#testing-time-and-order-of-administration-duration-and-timing>) subsection for estimated testing times and estimated test durations.

Smarter Balanced Assessments, CAST, and CSA

For some tests, particularly the Smarter Balanced PTs, students may be best served by sequential, uninterrupted time that may exceed the time in a student's schedule. Smarter Balanced recommends that the ELA PT be administered in two sessions, corresponding with Part 1 and Part 2. Students can be provided breaks within each part; however, once a student moves on to Part 2, the student will not be able to review or revise items in Part 1. For this reason, it is recommended that students complete Part 1 in one test session; Part 2 would ideally be delivered the next school day. For the mathematics PT, Smarter Balanced recommends that it be administered in one test session of 40–120 minutes.

If the test administrator intends to administer the test over the course of multiple days for a student or group of students, the test administrator may ask students to pause at a designated point. There is nothing built into the system to prevent students from progressing from one item or segment of the test to another. The test administrator should give the students clear directions on when to pause and be made aware that they will not be able to return to any partially completed CR items after a pause of more than 20 minutes. This guidance may be written on a dry-erase board, chalkboard, or another place to which students can easily refer.

Students will receive a notification when they reach the end of the segment or the assessment, similar to the notification shown in [figure 19](#).



The screenshot shows a notification box with a light gray background and a dark border. At the top, it says "You have reached the end of this segment:". Below this, it says "Please review your answers before you continue testing. You **will not** be able to come back to these questions later." and "Click on a question number below to review it." At the bottom, there is a section titled "Questions:" followed by a grid of 13 buttons numbered 1 through 13. The buttons are arranged in two rows: the first row contains buttons 1 through 9, and the second row contains buttons 10 through 13.

You have reached the end of this segment:

Please review your answers before you continue testing. You **will not** be able to come back to these questions later.

Click on a question number below to review it.

Questions:

1	2	3	4	5	6	7	8	9
10	11	12	13					

Figure 19. Sample *End Segment* screen

When testing is resumed on a subsequent day, the test administrator will need to start a new test session and provide a new session ID. When instructing the students to log on, test administrators should read the unitalicized sections of the general script (SAY statements) to the students from the beginning.

CAAs

Students typically take approximately 60 to 100 cumulative minutes or less to successfully complete a single content area—ELA, mathematics, or science—of a CAA. If at any time the test examiner administering the test feels the student is no longer engaged in the test, is not actively participating, or is showing signs of behavioral or functional concerns related to the test, the test examiner can make the decision to pause or end the test. If the choice is made to **pause** the test, the student can reenter and complete testing once settled, or when the test examiner feels it is appropriate. If the decision is made to **end** the test based on the best interests of the student, the test examiner will need to advance through the remaining test items until the test examiner reaches the [**Stop**] button and then submits the test.

Transferring a Test Session

The test administrator or test examiner can transfer an active test session from one device or web browser to another without stopping the session or interrupting in-progress tests. This is useful in scenarios when a device malfunctions while a session is in progress.



WARNING: A session cannot be transferred if the test administrator or test examiner does not know the active Session ID.

The test delivery site ensures that the test administrator or test examiner can only administer a test session from one web browser at a time. If the test administrator or test examiner moves a test session to a new device, the test administrator or test examiner cannot simultaneously administer the session from the original web browser or device.

These instructions apply to both the Test Administrator Interface and Test Administrator Training Site. Additionally, the test administrator or test examiner cannot transfer a session from the Test Administrator Interface to the Test Administrator Training Site or vice versa.

To transfer a test session to a new device or web browser:

1. While the session is still active on the original device or web browser, log on to the Test Administrator Site on the new device or web browser. The [**Active Sessions**] tab appears, listing the active session ([figure 20](#)).

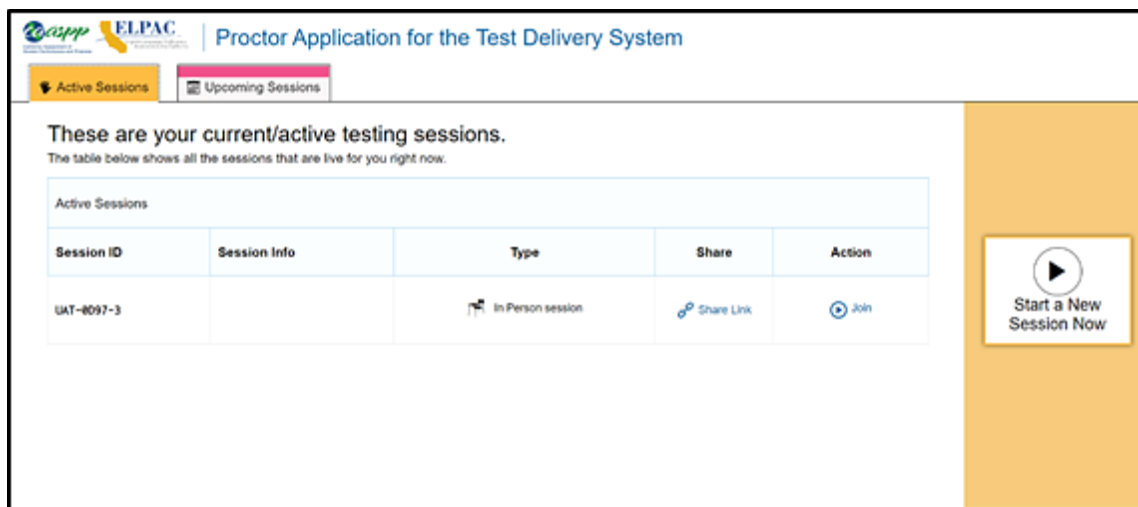


Figure 20. [Active Sessions] tab

2. Select [Join]. The test session screen appears, allowing the test administrator or test examiner to continue monitoring students' progress. The test session on the previous device or web browser automatically closes.



NOTE: The Session ID prompt appears any time the test administrator or test examiner accesses the Test Administrator Site during an active session. If the test administrator or test examiner does not wish to return to the active session, the test administrator or test examiner can select [**Start a New Session Now**] to create a new session or [**Logout**] to close the active session and log off the Test Administrator Site.

Scheduling a Test Session

Test sessions can be scheduled only after the testing window has opened. Sessions can be scheduled for any date within two weeks from the current date. Take the following steps to schedule a test in advance:

1. Log on to the Test Administrator Interface.
2. Select the [Upcoming Sessions] tab and then the [Schedule a Session] button ([figure 21](#)).

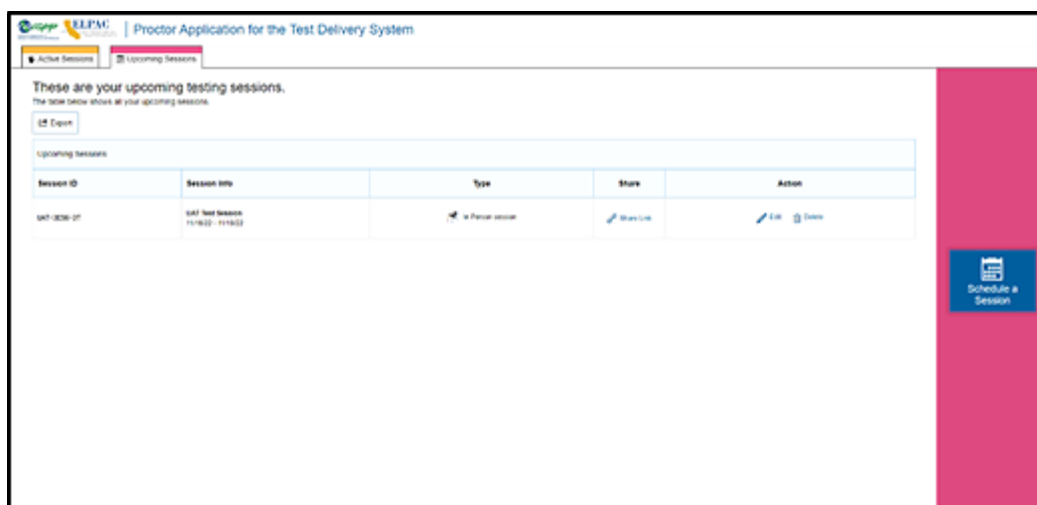


Figure 21. [Upcoming Session] tab with the [Schedule a Session] button

3. Select the start and end date for the future test session and then the [Next] button.
4. Choose the testing category of the assessment to schedule. An example of the *Operational Test Selection* screen showing the testing categories is presented in [figure 22](#).

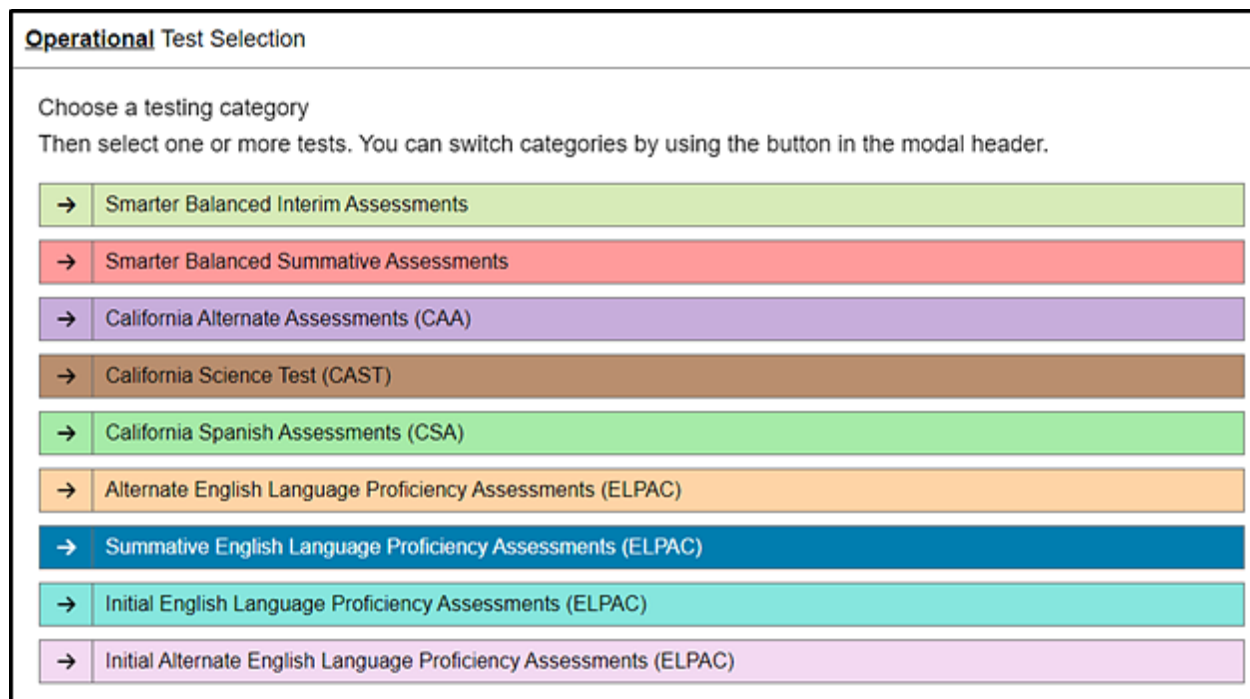


Figure 22. *Operational Test Selection* screen

5. Select the plus-sign [Expand] icon to expand the options for the exact grade and name of the test students will take ([figure 23](#)). Test categories are separated by color and identified by name.

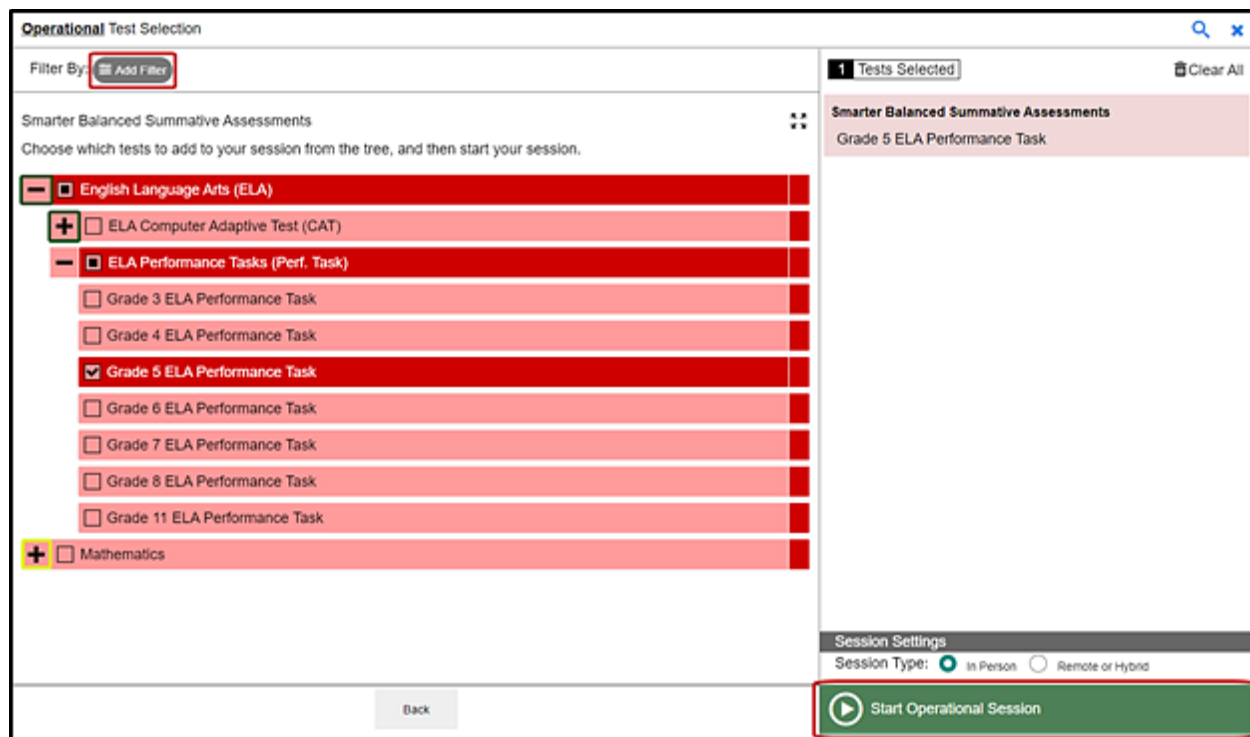


Figure 23. Expanded tests in the *Operational Test Selection* screen

6. Enter a session name, select the *In Person* radio button, and then select the [**Save Session**] button. A *Session Information* pop-up box appears, providing the session ID and session link ([figure 24](#)).

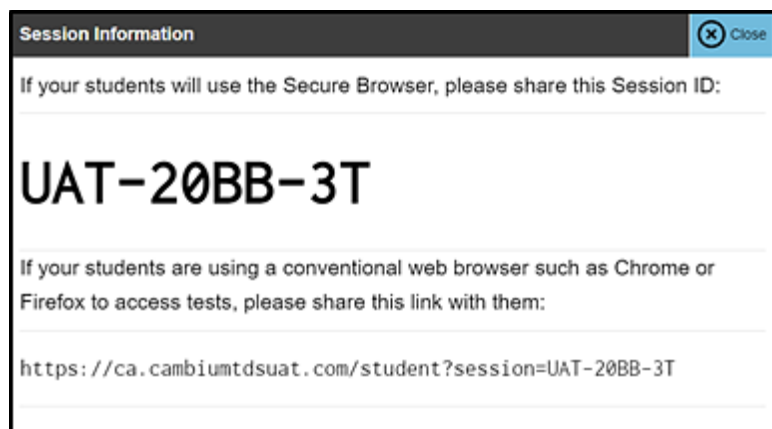


Figure 24. *Session Information* pop-up box with session ID

7. Edit or delete the session in the days prior to the scheduled session date. Note the following about this action:
 - Session information is not editable on the day of the session.
 - The edit function permits changing the date or selecting additional tests to add to the testing session.
 - Only the session type cannot be edited.
 - To switch from an in-person session to a remote session or vice versa, delete the session and recreate it with the correct session type.

In-person test sessions are scheduled and administered separately from remote-testing sessions. This allows student results to be categorized and reported correctly.

Test Expiration

Smarter Balanced CAT Items, CAST, and CSA

A student's Smarter Balanced CAT, CAST, or CSA remains active until the student completes and submits the test or **45 calendar days** after the student has begun the test, whichever occurs first. However, it is recommended that students complete the CAT items portion of the test, CAST, or CSA within **five days** of starting the designated content area.

Smarter Balanced PT

The Smarter Balanced PT is a separate test that remains active for no more than **15 calendar days** after the student has begun the PT. However, Smarter Balanced recommends that students complete the PT in each content area within **three days** of starting. A summary of recommendations for the number of sessions and session durations is

provided in subsection *Duration and Timing Information* (</caaspp-otam/prep-and-planning/general-test-admin-info/#testing-time-and-order-of-administration-duration-and-timing>).



NOTE: If a student starts the test near the end of the testing window, the student must finish before the administration window officially closes. **All tests with responses will submit automatically on the last day of the scheduled test administration window, even if the student has not finished the assessment.**

After


Destroying Test Materials



ALERT: Federal law—the Family Educational Rights and Privacy Act—prohibits the release of any student’s personally identifiable information. Any printed materials must be securely stored and then shredded.

As a reminder, those printed and paper test materials identified in the *Test Security* (</caaspp-otam/test-security/security-of-the-test-environment/>) section must be securely destroyed immediately following each test session and may not be retained from one test session to the next. The only exception to this is scratch paper and graph paper used during the PT, which should be handled according to the guidance provided in the *Handling Secure Printed Materials* (</caaspp-otam/test-security/secure-printed-materials/>) subsection.


Reporting Testing Improprieties, Irregularities, and Breaches

Throughout testing, ensure that all test security incidents were reported in accordance with the guidelines in the *Test Security* (</caaspp-otam/test-security/security-of-the-test-environment/>) section in this manual (that is, LEA CAASPP coordinators or CAASPP test site coordinators must follow the CAASPP STAIRS/Appeals process in TOMS; refer to the *Security Incidents and Appeals Procedure Guide* (</stairs/>)  for details about this process).

Test Directions Overview



These instructions apply to administration of the Smarter Balanced Summative Assessments for ELA and mathematics and CAST only. **Do not use these instructions for administration of the CSA or the CAAs.** The *DFAs* for the CAAs for ELA and mathematics and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.



NOTE: Consider printing the *Administer an Online Test Session* (</caaspp-otam/sb-summ-and-cast-scripts/admin-an-online-test-session/>) subsection of the web-based manual or the *Instructions and Scripts for Administration* (PDF) (</s/pdf/SB-Summative-and-CAST-Scripts.pdf>).  web document to be used on the day of testing for both the CAT and PT portions of each content area test. Remember that for Smarter Balanced assessments, the CAT and PT portions are considered two unique tests and, as such, adherence to the process that follows is needed when initiating both tests.


TA Tasks Before Testing

Before administering a test session, the TA should verify that the following tasks have been completed:

- Verify the security of the testing environment prior to beginning a test session. (Refer to the subsection *Security of the Test Environment* (</caaspp-otam/test-security/security-of-the-test-environment/>).)
 - Arrange student seats so that students cannot view each other's answers.
 - Cover or take down all displayed instructional materials (e.g., vocabulary charts, periodic tables, etc.).
 - Post “TESTING—DO NOT DISTURB” (PDF) (<https://www.caaspp.org/rsc/pdfs/calif-tac-do-not-disturb-sign.pdf>).  signs outside of the testing room.
- Ensure that students do not have access to digital, electronic, or manual devices (e.g., cellphones, smart watches) during testing unless it is an approved medical support. Hang “Unauthorized Electronic Devices May Not Be Used at Any Time During the Testing Session” (PDF) (<https://www.caaspp.org/rsc/pdfs/calif-tac-unauthorized-electronic-devices-sign.pdf>).  signs where clearly visible to students in the testing environment as a test security reminder.
- Make sure each testing device or workstation has headphones.
- Verify that students have access to and use of the additional required resources specific to each assessment and content area (e.g., scratch paper for all tests, headphones for ELA, graph paper for mathematics grades six and above). Refer to the subsection *Additional Required Resources* (</caaspp-otam/ta-interface/about-testing/#additional-required-resources>) for a complete list.
- **Recommended:** Launch secure browsers on all testing devices before students sit down to test.



NOTE: Students are expected to use the embedded calculator for calculator-allowed questions on the mathematics and science tests. The only exception to this is for students in grades six and above with a documented accommodation in an IEP or Section 504 plan to use a non-embedded calculator on a mathematics assessment (accommodation) or students in grades five and eight and high school taking a science assessment (designated support).

To ensure that all students are tested under the same conditions, the TA should adhere strictly to the script for administering the test unless a student is assigned the non-embedded designated support for simplified test directions. The script can be found in the shaded boxes in this chapter. When asked, the TA should answer questions raised by students but should never help the class or individual students with specific test items. **No test items can be read to any student for any content area, unless the student is assigned a read-aloud non-embedded designated support or accommodation as listed in the California Assessment Accessibility Resources Matrix (<https://www.cde.ca.gov/ta/tg/ca/accessibilityresources.asp>)** .

If the class is resuming a test and the TA is sure that all students are able to log on without hearing the logon directions again, the TA may skip the italicized portions of the directions.

All directions that a TA needs to read to students are indicated by the word “SAY” and are in boxes so they stand out from the regular text. They should be read exactly as they are written, using a natural tone and manner (except for students assigned the simplified test directions non-embedded designated support). If the TA makes a mistake in reading a direction, the TA should stop and say, “I made a mistake. Listen again.” Then the direction should be reread.

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

Administer an Online Test Session



NOTE: This subtopic describes the screens associated with in-person testing. Refer to the *Remote Testing* (</caaspp-otam/remote-testing/>) topic for details about testing remotely.

Each assessment is displayed in the Test Administrator Interface using a differently colored background, as follows:

Computer-based Assessments:

- **Red—Smarter Balanced Summative Assessments**
- **Indigo—California Alternate Assessments (CAA)**
- **Brown—California Science Test (CAST)**
- **Green—Smarter Balanced Interim Assessments**
- **Mint—California Spanish Assessment (CSA)**

Online Practice and Training Tests:

- **Golden Yellow—all training tests**

- **Pink—all practice tests**



WARNING: When launching a test session, always be sure to select the correct assessment. To help with differentiating the tests, the assessments each have a differently colored background with a white-text label.

If a TA has mistakenly selected and administered the summative assessment when intending to administer an interim assessment or practice or training test, the TA should stop the test and notify the testing coordinator. The LEA CAASPP coordinator or CAASPP test site coordinator will need to report the incident using the CAASPP STAIRS/Appeals process.



Open the Test Administrator Interface and Approve Students for Testing—All Assessments

The TA must create a test session before students can log on to the Student Testing Site. For a student to take a specific test, it must be included in the test session.

This section contains information on how to start a test session, add tests to the session, verify students' test settings, approve students for testing, and monitor their progress.

WARNINGS: Check students' information and test settings before test sessions.



- A student who requires test settings other than universal tools must have the settings updated in TOMS before testing begins. For information about test settings, including accommodations, refer to the chapter describing student test settings in the *CAASPP and ELPAC TOMS User Guide* (</toms/>)  and the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines* (PDF) (<https://portal.smarterbalanced.org/library/en/usability-accessibility-and-accommodations-guidelines.pdf>) .
- **If there is a student whose test settings are incorrect, do not approve the student for testing.** Instead, contact the LEA CAASPP coordinator or CAASPP test site coordinator to have the student's information updated in TOMS and reschedule the student's testing.

Beginning an Assessment

Follow these instructions to administer the computer-based Smarter Balanced Summative Assessments and the CAST unless a student is assigned the non-embedded designated support for Simplified Test Directions. The TA must create a test session before students can log on to the Student Testing System (**but no more than 30 minutes prior or the system will time out**). When a TA creates a test session, a unique session ID is randomly generated. This session ID must be provided to the students before they log on and should be written down.

The process for administering computer-based tests is as follows:

1. The TA selects tests and starts a test session in the Test Administrator Interface.
2. Students sign in and request approval for tests.
3. The TA reviews students' requests and approves them for testing.
4. Students complete and submit their tests.
5. The TA stops the test session and logs off.

For information about the testing process from a student's perspective, refer to the subsections *Signing In to the Student Testing Site* (</caaspp-otam/student-testing-application/sign-in-student-test-site/>) and *Features of the Student Testing Application* (</caaspp-otam/student-testing-application/features/>).



WARNING: These instructions are for the administration of the Smarter Balanced Summative Assessments and the CAST only. Using these instructions to administer a different assessment is a security incident that must be reported using the STAIRS/Appeals process.

1. Test Administrator

Navigate to the CAASPP website (<https://www.caaspp.org/>)  on a web browser.

2. Test Administrator

Select the [**Test Administrator Interface for All Online Tests**] button, as shown in figure 1.

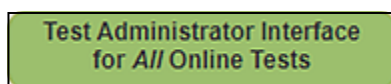


Figure 1. [**Test Administrator Interface for All Online Tests**] button

3. Test Administrator

Log on to the Test Administrator Interface using the TA's sign-in credentials, as shown in figure 2.

Logon

Email Address

Password

[Forgot Your Password?](#)

Secure Logon

First Time User?

If you have not received your activation e-mail or if your link has expired, you may request a new link.

[Request one now](#)

Register for Tools for Teachers?

Tools for Teachers features classroom and professional learning resources created and approved by teachers. Click below to register.

[Register](#)

The California assessment system is provided by Educational Testing Service for use by California LEAs.

For best performance, download the latest version of [Internet Explorer](#), [Firefox](#), [Chrome](#), or [Safari](#).

By using or accessing this site, you agree to the [Terms and Conditions of Use](#).

Figure 2. Test Administrator Interface *Logon* screen

4. Test Administrator

Select the [**Start a New Session Now**] button ([figure 3](#)); this appears on the right side of the screen.

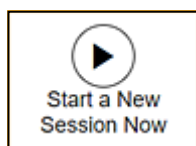


Figure 3. [**Start a New Session Now**] button

5. Test Administrator

If the TA is associated with multiple institutions (school sites), an “Important!” message appears after selecting the [**Start a New Session Now**] button. The TA must select the appropriate institution from the drop-down list in this message and select the [**Go**] button, as shown in [figure 4](#). The TA may only select one institution at a time from the list. Students who have the session ID and are enrolled in a different school than the one the TA selected will also be able to test in the same test session as students in other schools, if the TA has roles in multiple schools. To select a different institution, the TA must log off and then log back on. **Regardless of their test site, students who are testing in person should be supervised at all times.**

Important!

Please choose the institution for which you will be administering this test session.

Click here to choose ▼

Go Close

Figure 4. Message from the Test Administrator Interface

6. Test Administrator

The *Operational Test Selection* screen, as shown in [figure 5](#), color-codes tests and groups them into various categories. A test group, such as “Smarter Balanced Summative Assessments,” may include one or more subgroups. All test groups and subgroups appear collapsed by default.

Operational Test Selection

Choose a testing category
Then select one or more tests. You can switch categories by using the button in the modal header.

- Smarter Balanced Interim Assessments
- Smarter Balanced Summative Assessments
- California Alternate Assessments (CAA)
- California Science Test (CAST)
- California Spanish Assessments (CSA)
- Alternate English Language Proficiency Assessments (ELPAC)
- Summative English Language Proficiency Assessments (ELPAC)
- Initial English Language Proficiency Assessments (ELPAC)
- Initial Alternate English Language Proficiency Assessments (ELPAC)

You must make at least one selection before starting your session.

Start Operational Session

Figure 5. *Operational Test Selection* screen

7. Test Administrator

To select a test or tests for the session, first select the test name and then use one of the following on-screen icons; these are indicated in [figure 6](#):

- To expand a collapsed test group, select the **[Plus]** plus-sign **[+]** icon.
- To collapse a test group, select the **[Minus]** minus-sign **[—]** icon.
- To expand the list of all tests, select the **[Expand All]** outward arrows **[↗ ↘]** icon.
- To select individual tests, mark the checkbox for each test to be included.

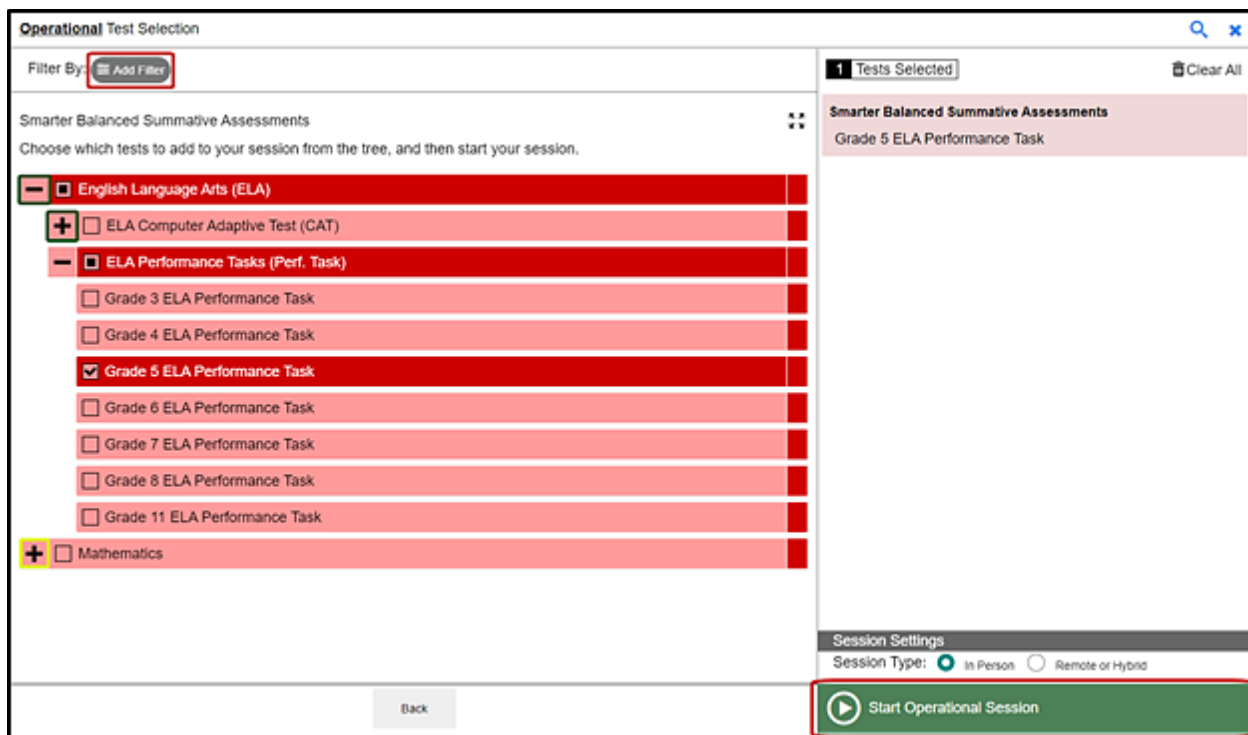


Figure 6. Expanded tests in the *Operational Test Selection* screen

8. Test Administrator

Either use the filtering feature to open specific grade-level or content-area assessments; or, to start the test, select the **[Start Operational Session]** button. These features are indicated in [figure 6](#). Take the following steps to use the filtering feature:

- Select the **[Add Filter]** button **[Add Filter]** (indicated in [figure 6](#)) to access the filter panel.
- Expand the available filter categories by selecting a **[Plus]** plus-sign **[+]** icon (indicated in [figure 7](#)).
- Select the criteria to filter. For example, to select all the tests in a content area, mark the checkbox for that group.
- Select the **[Apply Filter(s)]** button **[Apply Filter(s)]** (indicated in [figure 7](#)).
- Remove the filter by selecting the **[Remove Filter]** “X” icon **[X]** (indicated in [figure 7](#)).
- Select the **[Start Operational Session]** button to start the test.

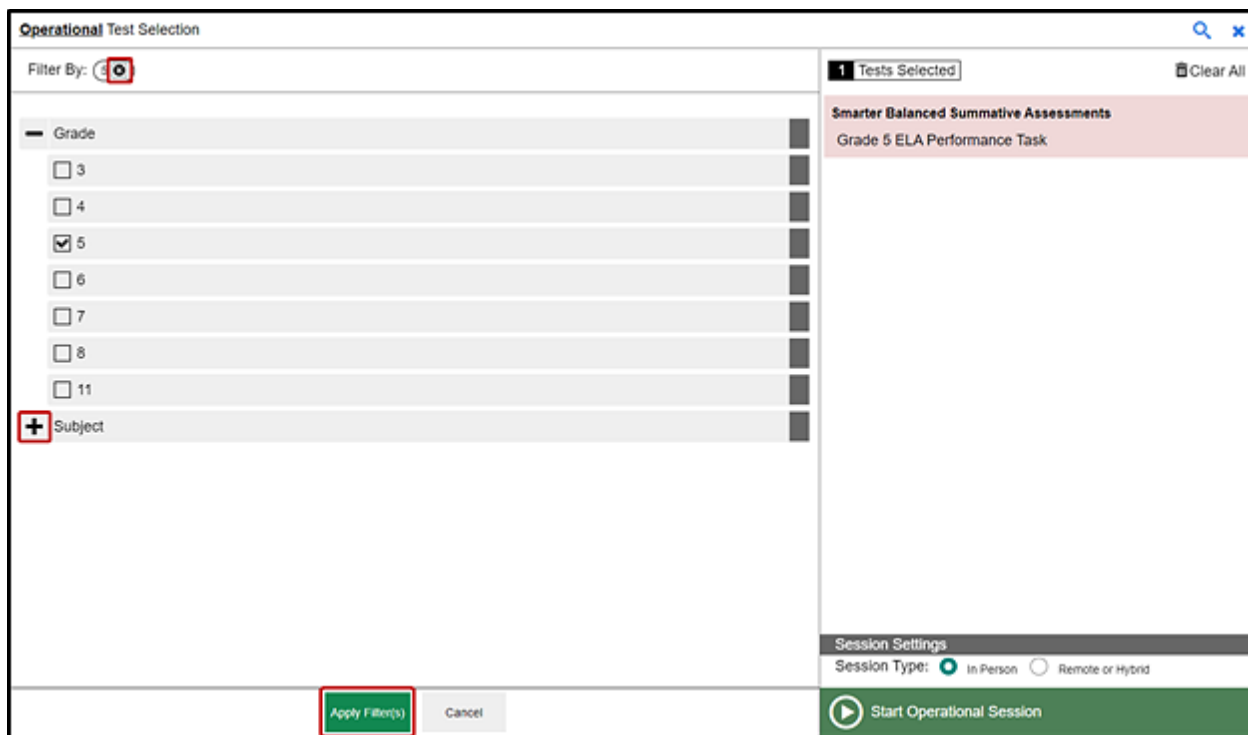


Figure 7. Sample *Operational Test Selection* screen with filtering

9. Test Administrator

If the TA is administering a Smarter Balanced assessment, there will be a warning letting the TA know that a summative assessment is about to be administered. If the TA selects **[OK]**, as shown in [figure 8](#), the TA can either continue with the test administration or exit from the Test Administrator Interface if a summative assessment was selected unintentionally.

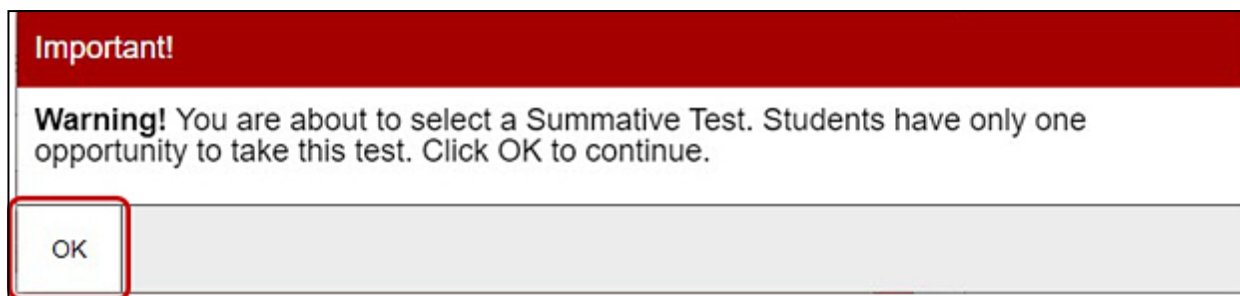


Figure 8. Smarter Balanced Summative Assessment confirmation box

10. Test Administrator

Inform students of the test session ID. The session ID is automatically generated upon selecting **[Start Operational Session]**. Write the session ID in a place where all students can clearly refer to it during group administrations. The current session ID also appears on the Test Administrator Interface screen saver when the screen saver is active. A sample of a session ID is shown in [figure 9](#).



Figure 9. Sample session ID at the top of the Test Administrator Interface

11. Test Administrator

Read the following SAY statement.

SAY:

Today, you will take the [Smarter Balanced—insert grade, ELA/mathematics, and CAT/PT; *or* grade five, eight, or high school California Science Test]. You will be given a test session ID that is required to start the test. Before logging on, let's go over some test rules.

You must answer each question on the screen before selecting NEXT. If you are unsure of an answer, provide what you think is the best answer. If you would like to review that answer at a later time, mark the question for review before going on to the next question. You may go back and change the answer during this test session.

You may pause at any point in the test by selecting PAUSE rather than NEXT after answering a question. Please raise your hand if you need a break and ask permission before selecting PAUSE.

12. Test Administrator

Read the following SAY statement for the **CAT portion** or the **CAST** only.

SAY:

If you pause your test for more than 20 minutes, you will not be able to go back and change your answers to any questions, even the ones you marked for review. You may check your answers to any questions before you pause your test.

13. Test Administrator

Read the following SAY statement for the **mathematics CAT in grades six through eleven, the CAST, and the ELA PT** only.

SAY:

This test is divided into segments. When you get to the end of a segment, you will be told to review your answers before moving on. Once you submit your answers and move on to the next segment, you will not be able to return to any of the questions in the previous segment.

14. Test Administrator

Read the following SAY statement to all students taking the CAST.

SAY:

There is a survey at the end of this test that will help us understand your experience with science in general. Your answers to these survey questions help improve the development of the test, will not count toward your test score, and are confidential, which means they will not be shared with teachers, schools, or parents or guardians.

15. Test Administrator

Read the following SAY statement and all subsequent SAY statements to **everyone**.

SAY:

Your answers need to be your own work. Please keep your eyes on your own test and remember, there should be no talking. If you have a cell phone, smartwatch, or other non-approved electronic devices, please turn off the device and put it away.

If you finish your test early, please raise your hand and sit quietly.

16. Test Administrator

Logon tickets may be provided to each student. The logon tickets should provide the students' SSID. Note that logon tickets are secure testing materials and should be securely destroyed after testing.

17. Student

Log on to the Student Testing Site through the secure browser.

18. Test Administrator

Direct students to sign in using the *Student Sign-In* screen. It is not necessary to read any italicized, asterisked sentences to students testing over multiple days who have already heard these instructions at least once.

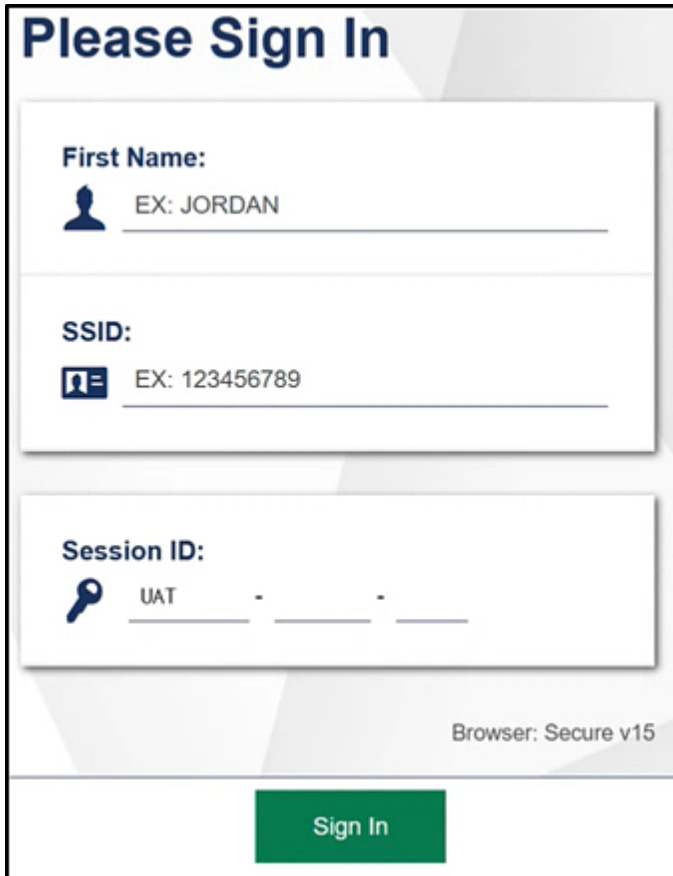
SAY:

Now we are ready to log on. Once you have logged on, you will have to wait for me to approve the test before you start. I'll be checking that you have correctly entered the test session ID and other information.

Enter your first name and SSID number, as listed on your logon ticket. Then enter the test session ID. *Raise your hand if you need help typing this information on your keyboard.*

19. **Student**

Sign in using the *Student Sign-In* screen, as shown in [figure 10](#).



Please Sign In

First Name:
EX: JORDAN

SSID:
EX: 123456789

Session ID:
UAT - -

Browser: Secure v15

Sign In

Figure 10. *Student Sign In* screen

20. **Test Administrator**

Ensure that all students have successfully entered their information.

SAY:

Now select **SIGN IN**. Once you have successfully logged on, you will see a screen with your first name and other information about you. If all of the information on your screen is correct, select **YES** to continue. If any of the information is incorrect, please raise your hand and show me

what is incorrect.

21. **Student**

Verify identity by selecting [No] or [Yes], as shown in [figure 11](#).

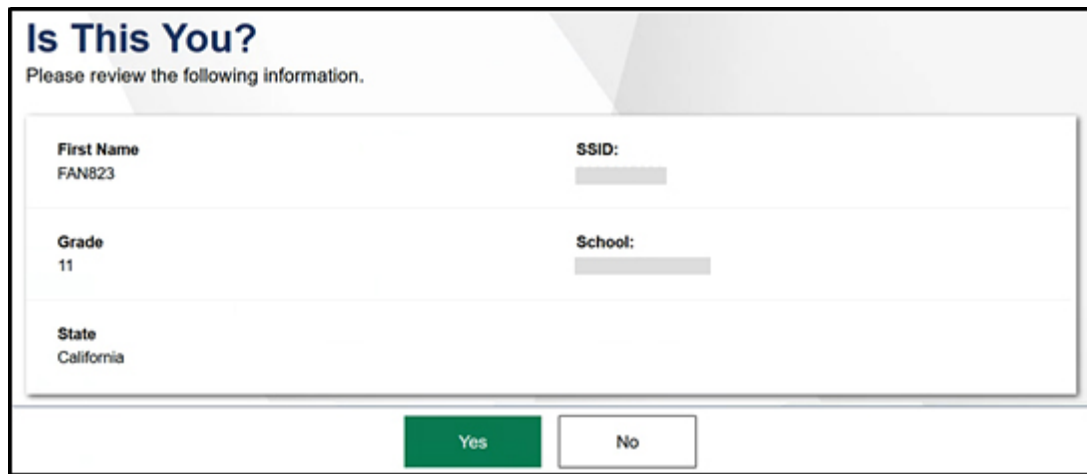


Figure 11. *Is This You?* screen

22. **Test Administrator**

Inform students of the test type (for example, ELA CAT, mathematics PT, science) in which they are participating today.

SAY:

On the next screen, select the [INSERT NAME OF TEST (e.g., ELA Grade 4 CAT)], and then select START TEST. After you have selected your test, you will see a screen with a moving bar and message saying that you are waiting for test administrator approval. Please wait quietly while I check and approve each of your tests.

Only the tests that the TA selected for the test session for which students are eligible are selectable by students. Because students may be able to select from more than one test—for example, a PT and a CAT in both ELA and mathematics—the TA should direct students to select the appropriate test name based on the intended assessment (ELA, mathematics, or science) and type (CAT or PT). The TA should contact the CAASPP test site coordinator if unsure of the content area or assessment that is being administered.

The sample shown in [figure 12](#) is from the practice and training test interface.

23. **Student**

Select the test to take, as shown in [figure 12](#).

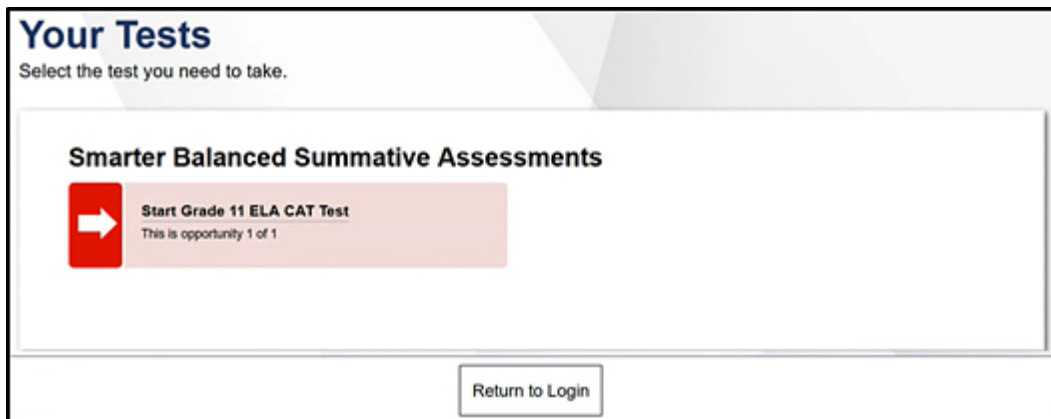


Figure 12. *Your Tests* selection screen

24. Student

Wait for the TA's approval, as shown in [figure 13](#).

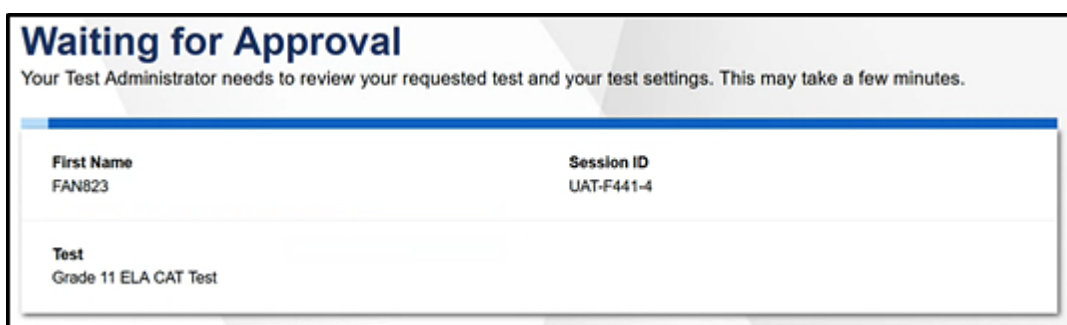




Figure 13. *Waiting for Approval* screen

25. Test Administrator

Approve students to test by selecting the [Approve] check mark  icon in the *Actions* column for individual students or the [Approve All Students] button, as indicated in [figure 14](#), for each group of tests. Select the [See Details] eye  icon, also in [figure 14](#), to view the student's settings for the current test. (For example, if the student had been assigned the designated support to turn off any universal tool(s), the TA can toggle the universal tools on and off.) "Custom" in the *See Details* column indicates the student has been assigned test settings.

If a student's test settings are incorrect, deny the student, the TA should contact the LEA CAASPP coordinator or CAASPP test site coordinator to correct the test settings in TOMS, and test the student on another day.

Ensuring the test settings are correct before the student begins testing is critical to avoid the need for a test reset that may result in additional testing for the student later.

The TA should also ensure that students selected the correct assessment; students who are awaiting approval for an incorrect assessment should be denied approval. These students should log on again and select the correct test. **It is very important that the TA pays close attention to the test name prior to approval to be sure it is**

the correct test to be administered at that time.

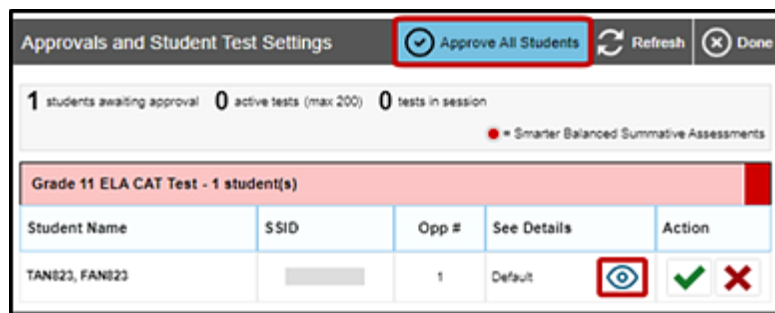


Figure 14. *Approvals and Student Test Settings* screen

26. Test Administrator

Have students run the sound and video checks. All students will have the sound and video playback check. Only students who are using the text-to-speech resource also have the text-to-speech sound check. Only students who are using the speech-to-text resource have the recording device check.

SAY:

Next you should see a screen that prompts you to check that the sound and video on your computer are working. Put your headsets on and select the triangle PLAY button. If you hear the music and see the moving musical notes, select the [I could play the video and sound] button. If not, raise your hand.

27. Student

If beginning a test that has listening items, complete the audio and video checks with headphones. Test with the listening items audio and video check, as shown in [figure 15](#).

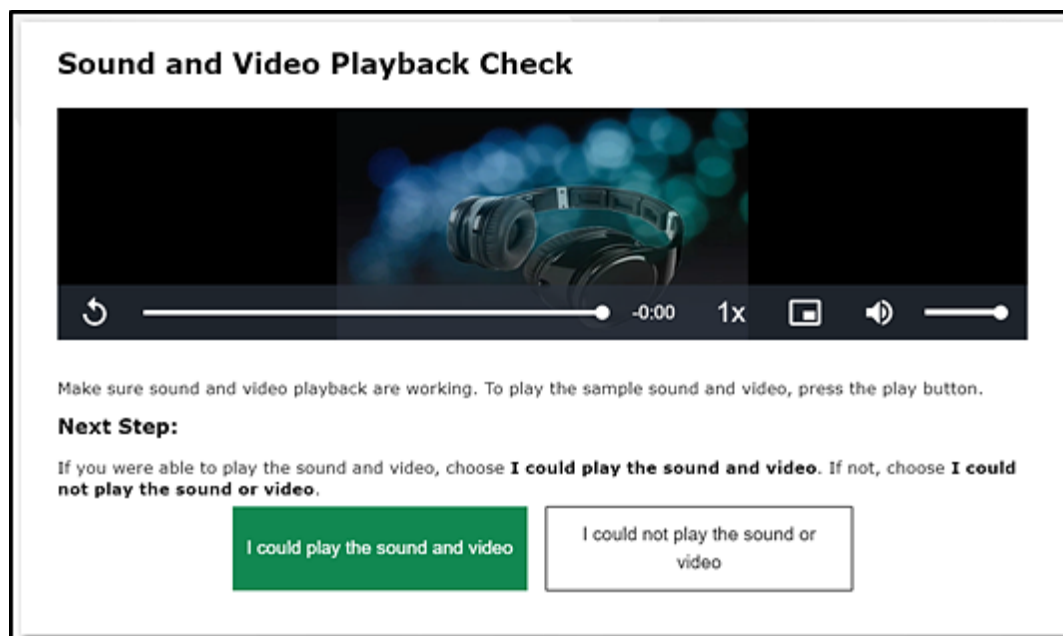


Figure 15. *Sound and Video Playback Check* screen



NOTE: The SAY statements in steps 28 and 30 are only for students taking any assessment using the text-to-speech and speech to text resources. If no student is using either of these resources, continue to step 33.

28. **Test Administrator** (*only for students taking any assessment using the text-to-speech resource*)


SAY:

Next you should see a screen that prompts you to check that the sound on your computer is working. Put your headsets on and select the icon of the speaker in the circle to hear the voice. If you hear the voice, select [I heard the voice]. If not, raise your hand.

29. **Student**

If assigned text-to-speech, complete the audio checks with headphones. Test with text-to-speech audio check, as shown in [figure 16](#).

Text-to-Speech Sound Check
Make sure text-to-speech is working.

 Press the speaker button. You should hear a voice speak the following sentence: "This text is being read aloud."

Sound Settings
Current Voice Pack: Microsoft David - English (United States) ▼

Use the sliders to adjust the available Text-to-Speech settings.

Volume
10

Pitch
10

Rate
10

Next Step:
If you heard the voice clearly, choose **I heard the voice**. If not, choose **I did not hear the voice**. To continue testing without checking text-to-speech, choose **Skip TTS Check**.

I heard the voice I did not hear the voice Skip TTS Check

Figure 16. *Text-to-Speech Sound Check* screen

30. **Test Administrator** (*only for students taking any assessment using the speech-to-text resource*)

SAY:

You should see a screen that prompts you to check that your recording device is working. Put your headsets on and select the icon of the microphone in a circle to record the sound. Follow the rest of the instructions on the screen to record your voice and then listen to your recording. If you hear your voice, select [I heard my recording]. If not, raise your hand.

31. **Student**

If assigned speech-to-text, complete the recording device check with headphones. Test with the recording device check, as shown in [figure 17](#).

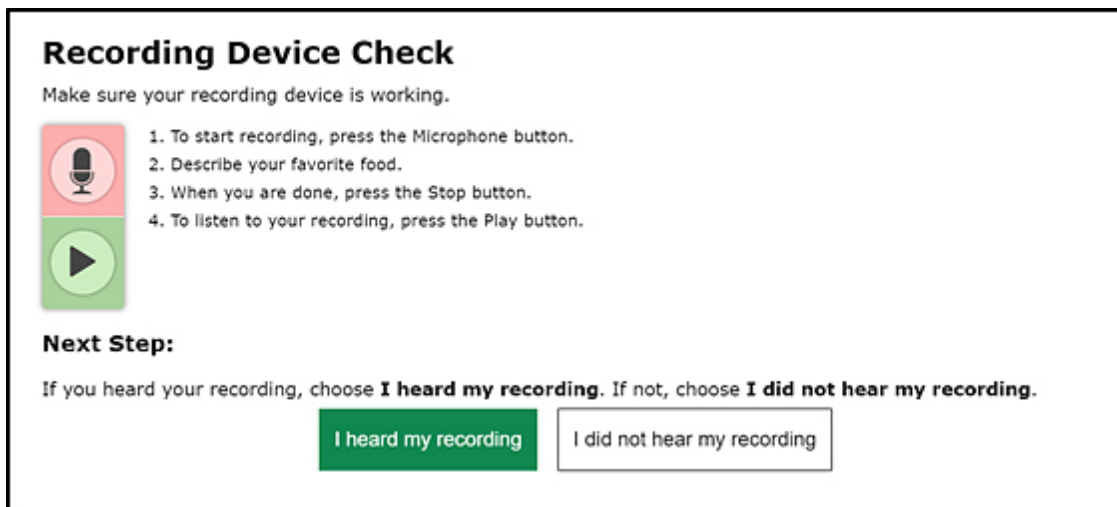


Figure 17. *Recording Device Check* screen

32. **Test Administrator**

If audio issues occur, do the following:

- a. Ensure headphones are securely plugged in to the correct jack or USB port.
- b. If the headphones have a volume control, ensure the volume is not muted.
- c. Ensure that the audio on the device is not muted (often via a control panel or settings window).
- d. If the student is still experiencing issues, contact the CAASPP test site coordinator or school technology coordinator.

33. **Test Administrator**

Tell students how to take the test.

SAY:

Before your test appears, you will see a tutorial page listing the test tools and buttons that you may use during the test or that will appear on the test. You can also find this information during your test by selecting the HELP button.

When you are ready to begin your test, select BEGIN TEST NOW at the bottom of the page.

34. **Student**

Select [**Begin Test Now**], as shown in [figure 18](#), to begin testing.

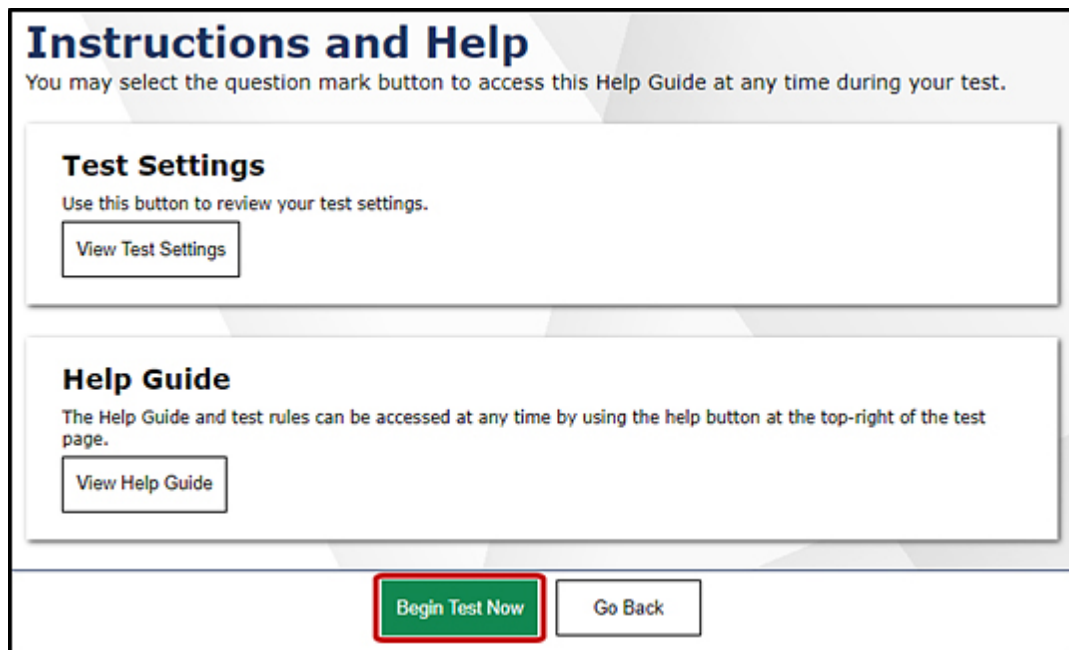


Figure 18. *Instructions and Help* screen

35. **Test Administrator**

Continue with the instructions in the next subsections, [Monitoring Student Progress \(/caaspp-otam/sb-summ-and-cast-scripts/admin-an-online-test-session/#monitoring-student-progress\)](/caaspp-otam/sb-summ-and-cast-scripts/admin-an-online-test-session/#monitoring-student-progress) and [Ending a Test Session \(/caaspp-otam/sb-summ-and-cast-scripts/admin-an-online-test-session/#ending-a-test-session\)](/caaspp-otam/sb-summ-and-cast-scripts/admin-an-online-test-session/#ending-a-test-session).

Monitoring Student Progress

Test Selection

Test Administrator

It is very important that TAs monitor student progress throughout the test session. This includes verifying that students are participating in the appropriate content area and type of test (CAT, PT, or CAST).

The TA monitors the test each student is taking by referring to the *Tests* table in the Test Administrator Interface, shown in [figure 19](#). Note that the list of student names can be sorted by column headings. This site will not show test items or scores but will show the TA the percentage of items that have been delivered to the student.

In the event a student is taking an incorrect test, the TA should pause the student's test. The TA should then instruct the student to log off and log on again to select the correct test. The *Test* column is called out in [figure 19](#).

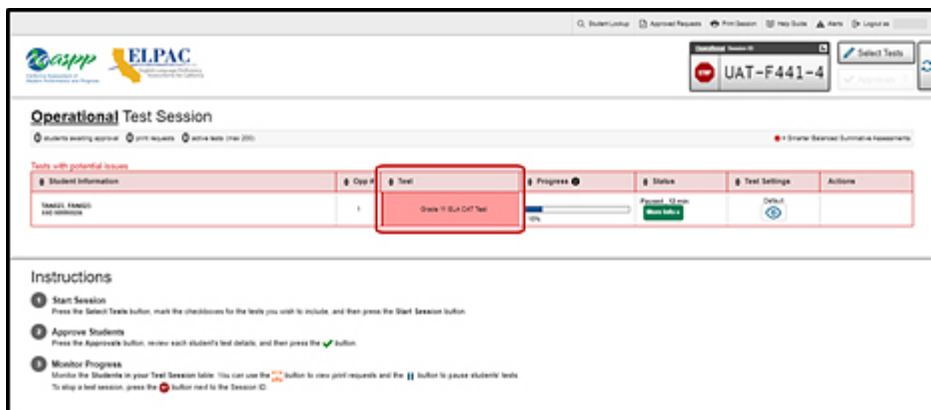


Figure 19. Monitoring student progress in the Test Administrator Interface



WARNING: If the student has already begun to test with incorrect test settings, the test needs to be reset and the settings need to be corrected in TOMS by the CAASPP test site coordinator or LEA CAASPP coordinator. To reset the test, the LEA CAASPP coordinator or CAASPP test site coordinator must report the incident using the STAIRS/Appeals process and submit an Appeal.

In the rare event that a student starts a test unintentionally (for example, if the student selected a PT instead of a CAT, or selected mathematics instead of ELA), the test's expiration timeline will be activated. If a student is unable to return to and complete the test before it expires in 15 days (PT) or 45 days, the CAASPP test site coordinator or LEA CAASPP coordinator must use the STAIRS/Appeals process to report the incident and submit an Appeal to reopen the test.

Test Security

Once students have started the Smarter Balanced assessment or CAST, the TA should monitor the room to ensure that all conditions of test security are maintained. If the TA witnesses or suspects the possibility of a test security incident, the TA should contact the CAASPP test site coordinator, the LEA CAASPP coordinator, or both of these coordinators immediately in accordance with the security guidance provided in this manual.

Student Directions During Testing

While the Test Administrator Interface is designed to refresh automatically every minute, the TA can refresh it manually at any time by selecting the **[Refresh Now]** button at the top right corner of the page.



WARNING: Do **not** use the web browser's [**Refresh**] button to refresh the Test Administrator Interface.

If the TA notices that a student is off task, the TA may say the following statement to the student, **verbatim**, to keep the student focused.

SAY:

It is important that you do your best. Do you need to pause the test and take a break?

If a student is concerned about an item, direct the student to review a tutorial by reading the following script **verbatim**.

SAY:

Try your best and choose the answer that makes the most sense to you. If you are unsure about how a question works, you can review a tutorial by selecting the “tutorial” option from the context menu.

WARNINGS:



- Always write down the session ID for possible future use. If the Test Administrator Interface web browser is accidentally closed while students are still testing, the session will remain open until it times out after 30 minutes. The TA can open the web browser and navigate back to the Test Administrator Interface. The TA will be prompted to enter the active session ID.
- As a security measure, TAs are automatically logged off the Test Administrator Interface after 30 minutes of TA user inactivity and student inactivity in the test session, which will result in closing the test session. If this occurs, the TA will have to create a new session and the students will have to log on to the new session to resume testing. When starting a new session, the TAs should give the students the new session ID so they can log on and resume testing. Please note that students will not be able to return to CAT or science items from previous sessions, even if the responses were marked for review.

Content Applicable *Only* to Students in Grade Eleven Taking Smarter Balanced Summative Assessments

NOTE: Students in grade eleven taking a CAT will get an additional question at the end of their test sessions for both ELA and mathematics, such as is shown in [figure 20](#). This question appears where students are reminded of any test questions flagged for review.



- This question is not part of the assessment, but is presented to allow students the option of selecting whether they will share their scores on the CAASPP Smarter Balanced Summative Assessments with the CSU system and participating CCCs as part of the EAP. Please read the text in the next box if administering a test to students in grade eleven. Otherwise, skip the text in that box and continue with the test administration.
- **Students must answer this question after each of the content-area assessments to have the results of that test reported to the CSU and participating CCCs. Agreeing to release the results of one content-area assessment to the EAP is *not* agreement to release the results of the other content-area assessment; the student must agree individually to both to have both sets of results reported to the EAP. Sending results to the CSU does not impact admission decisions.**

Survey

2022-23 CAASPP Computer Adaptive Test – EAP Release & Instructions Mathematics

Early Assessment of Readiness for College Mathematics

The CAASPP EAP results will assist the California State University (CSU) system and the California Community Colleges (CCC) system in providing you an early assessment of your readiness for college-level mathematics coursework. Your CAASPP EAP results are not required or used for admissions.

Your CAASPP results will be provided to the institutions for which you have applied by marking the release circle. If you mark the "Do Not Release" circle, you will be required to submit the results at a later date if requested.

Release Authorization

By filling in the circle below, I acknowledge that I am voluntarily releasing the results of my Mathematics college readiness assessment to be shared with appropriate officials at the California State University (CSU) and California Community Colleges (CCC).

Release ☐ Do Not Release ☐

Figure 20. Sample EAP question for the CAASPP Smarter Balanced for Mathematics

EAP SECTION—TO BE READ TO STUDENTS IN GRADE ELEVEN ONLY

Test Administrator

Read the following SAY statement.

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 your placement in appropriate coursework once you have been admitted. The release of CAASPP results will not affect your 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, select “Do Not Release.” If you are considering or plan to enroll at CSU or CCC, select “Release” and then select the [Submit Test] button. Your Smarter Balanced results for this test will be provided to both institutions by selecting the Release circle and then submitting. If you do not select to release your results, you may be requested to provide a copy of your results to the institution 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.

Your CAASPP Student Score Report will provide a website, where additional information is available on what your EAP results mean.

END OF EAP SECTION

Ending a Test Session

1. Test Administrator

When there are approximately 10 minutes left in the test session, the TA should give students a brief warning.

SAY:

We are nearing the end of this test session. Please review your answers, including any questions you marked for review now. Do not submit your test unless you have answered all of the questions.

2. Test Administrator

The following should be read for the ELA CAT portion only.

SAY:

If you are working on a set of questions for a reading passage, please finish all of the questions in that set.

SAY:

If you need additional time let me know.

Submitting Tests

1. Test Administrator

After answering the last item in each segment, each student is presented with a screen prompting the student to review answers within that segment of the test prior to submitting. The Mark for Review function is provided as a reminder to the student that the student had a question or concern about a particular item. However, a student cannot return to items in segments that have been submitted.

After answering the last question, students must submit their tests. If students would like to review their answers before submitting their test, they should select [**REVIEW MY ANSWERS**] and then [**SUBMIT TEST**] after they finish reviewing. Once a student selects [**SUBMIT TEST**], the student will not be able to review answers.

2. Test Administrator

Read the following SAY statement.

SAY:

This test session is now over. If you have not finished, select PAUSE, and you will be able to finish at another session.

3. Test Administrator

Read the following SAY statement for the CAT portion and CAST only if the length of time pausing the test is greater than 20 minutes, e.g., the student will continue testing on another day.

SAY:

Remember, if you are not finished and need to pause your test for more than 20 minutes, you will not be able to go back to the questions from this test session, including questions marked for review. You will also not have access to the notes you entered in the Digital Notepad.

SAY:

If you have answered all the questions on your test and have finished reviewing your answers, select SUBMIT TEST. I will now collect any scratch paper or other materials.

4. Test Administrator

Read the following for the PT portion of a Smarter Balanced assessment for students who will continue testing on another day.

SAY:

Please write your name on your scratch paper if you are not finished with the performance task. I will collect it for use during the next test session.

SAY:

If you have answered all the questions on your test and have finished reviewing your answers, select SUBMIT TEST. I will now collect any scratch paper or other materials.

TAs should select [**Stop Session**] to end the test session and pause any student test in the session that is still in progress. When finished, TAs can log off the Test Administrator Interface by selecting the [**Logout as *Name***] button at the top right. TAs should also collect any scratch paper (and graph paper for mathematics in grades six and up).

Logging Off

Test Administrator

To log off the Test Administrator Interface, select the [**Logout as *Name***] button in the top-right corner of the screen on the Test Administrator Interface system banner (shown in [figure 21](#)).



Figure 21. Single Sign-On system banner

Once the Test Administrator Interface is closed, the TA will not be able to resume the test session and will need to create a new test session to continue testing.

ALERTS:



- If the Test Administrator Interface is closed accidentally while students are still testing in person, the session will remain open for 30 minutes before timing out. The TA can open the web browser and navigate back to the Test Administrator Interface. The TA will be prompted to enter the active session ID.
 - If the TA needs to access TOMS or another application, the TA is encouraged to open a separate web browser window and use that window for other applications.
 - This scenario also occurs when a TA navigates to another site from the Test Administrator Interface.
- **If a TA unintentionally logs off the Test Administrator Interface while students are still testing, all in-progress tests will be saved and paused, and the students will be logged off.** The TA cannot resume the original session. The TA will need to log back on, start a new session, and provide the new session ID to students who need to log back on and resume testing.

Resolve Test Administrator Interface Issues During Testing



NOTE: Refer to the [Common Student Sign-in Errors \(/caaspp-otam/student-testing-application/sign-in-student-test-site#signing-student-in-common-errors\)](/caaspp-otam/student-testing-application/sign-in-student-test-site#signing-student-in-common-errors) subsection for information about resolving errors for students.


When summative assessments are not displayed in the Test Administrator Interface, it may be that a TA has not signed the *Test Security Affidavit* in TOMS prior to logging on to the Test Administrator Interface. Once signed, the TA will be allowed access to view and administer the CAASPP assessments.

Other causes might include a dropped internet connection, incorrect web browser version, or other unique situations. These must be resolved before testing can begin.

Test Directions Overview



These instructions apply to administration of the CSA only. **Do not use these instructions for administration of the Smarter Balanced Summative Assessments or the CAST.** The *DFAs* for the CAAs for ELA and mathematics and the embedded performance tasks for the CAA for Science, which include directions, can be downloaded from the password-protected TOMS.




NOTE: Consider printing the *Administer an Online Test Session* (</caaspp-otam/csa-scripts/admin-an-online-test-session/>) subsection of the web-based manual or the *Instructions and Scripts for Administration* (PDF) (</s/pdf/CSA-Scripts.pdf>)  web document to be used on the day of testing for both the CAT and PT portions of each content area test.

TA Tasks Before Testing

Before administering a test session, the TA should verify that the following tasks have been completed:

- Verify the security of the testing environment prior to beginning a test session. (Refer to the subsection *Security of the Test Environment*. (</caaspp-otam/test-security/security-of-the-test-environment/>))
 - Arrange student seats so that students cannot view each other's answers.
 - Cover or take down all displayed instructional materials (e.g., vocabulary charts, etc.).
 - Post “TESTING—DO NOT DISTURB” (PDF) (<https://www.caaspp.org/rsc/pdfs/calif-tac-do-not-disturb-sign.pdf>)  signs outside of the testing room.
- Ensure that students do not have access to digital, electronic, or manual devices (e.g., cell phones, smart watches) during testing unless it is an approved medical support. Hang “Unauthorized Electronic Devices May Not Be Used at Any Time During the Testing Session” (PDF) (<https://www.caaspp.org/rsc/pdfs/calif-tac-unauthorized-electronic-devices-sign.pdf>)  signs where clearly visible to students in the testing environment as a test security reminder.
- Make sure each testing device or workstation has headphones.
- Verify that students have access to and use of the additional required resources specific to each assessment and content area (e.g., scratch paper for all tests, headphones for ELA, graph paper for mathematics grades six and above). Refer to the subsection *Additional Required Resources* (</caaspp-otam/ta-interface/about-testing/#additional-required-resources>) for a complete list.
- **Recommended:** Launch secure browsers on all testing devices before students sit down to test.
- **Recommended:** Consider printing this section to be used on the day of testing.

To ensure that all students are tested under the same conditions, the TA should adhere strictly to the script for administering the test unless a student is assigned the non-embedded designated support for simplified test directions. The script can be found in the shaded boxes in this chapter. When asked, the TA should answer questions raised by students but should never help the class or individual students with specific test items. **No test items can be read to any student for any content area, unless the student is assigned a read-aloud non-embedded designated support or accommodation as listed in the *California Assessment Accessibility Resources Matrix*** (<https://www.cde.ca.gov/ta/tg/ca/accessibilityresources.asp>) .

If the class is resuming a test and the TA is sure that all students are able to log on without hearing the logon directions again, the TA may skip the italicized portions of the directions.

All directions that a TA needs to read to students are indicated by the word “SAY” and are in boxes so they stand out from the regular text. They should be read exactly as they are written, using a natural tone and manner (except for students assigned the simplified test directions non-embedded designated support). If the TA makes a mistake in reading a direction, the TA should stop and say, “He hecho un error. Eschuchen de nuevo. (I made a mistake. Listen again.)” Then the direction should be reread.

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

Any time a student logs on to the testing system, the TA should follow this script.

Administer an Online Test Session



NOTE: This subtopic describes the screens associated with in-person testing. Refer to the *[Remote Testing \(/caaspp-otam/remote-testing/\)](/caaspp-otam/remote-testing/)* topic for details about testing remotely.

Each assessment is displayed in the Test Administrator Interface using a differently colored background, as follows.

Computer-based Assessments:

- **Red—Smarter Balanced Summative Assessments**
- **Indigo—California Alternate Assessments (CAA)**
- **Brown—California Science Test (CAST)**
- **Green—Smarter Balanced Interim Assessments**
- **Mint—California Spanish Assessment (CSA)**

Online Practice and Training Tests:

- **Golden Yellow—all training tests**
- **Pink—all practice tests**



WARNING: When launching a test session, always be sure to select the correct assessment. To help with differentiating the tests, the assessments each have a differently colored background with a white-text label.

If a TA has mistakenly selected and administered the summative assessment when intending to administer an interim assessment or practice or training test, the TA should stop the test and notify the testing coordinator. The LEA CAASPP coordinator or CAASPP test site coordinator will need to report the incident using the CAASPP STAIRS/Appeals process.



Open the Test Administrator Interface and Approve Students for Testing—All Assessments

The TA must create a test session before students can log on to the Student Testing Site. For a student to take a specific test, it must be included in the test session.

This section contains information on how to start a test session, add tests to the session, verify students' test settings, approve students for testing, and monitor their progress.

WARNINGS: Check students' information and test settings before test sessions.



- A student who requires test settings other than universal tools must have the settings updated in TOMS before testing begins. For information about test settings, including accommodations, refer to the chapter describing student test settings in the *CAASPP and ELPAC TOMS User Guide* (</toms/>)  and the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines* (PDF) (<https://portal.smarterbalanced.org/library/en/usability-accessibility-and-accommodations-guidelines.pdf>) .
- **If there is a student whose test settings are incorrect, do not approve the student for testing.** Instead, contact the LEA CAASPP coordinator or CAASPP test site coordinator to have the student's information updated in TOMS and reschedule the student's testing.

Beginning an Assessment

Follow these instructions to administer the CSA unless a student is assigned the non-embedded designated support for Simplified Test Directions. The TA must create a test session before students can log on to the Student Testing System (**but no more than 30 minutes prior or the system will time out**). When a TA creates a test session, a unique session ID is randomly generated. This session ID must be provided to the students before they log on and should be written down.

The process for administering computer-based tests is as follows:

1. The TA selects tests and starts a test session in the Test Administrator Interface.
2. Students sign in and request approval for tests.
3. The TA reviews students' requests and approves them for testing.


4. Students complete and submit their tests.
5. The TA stops the test session and logs off.

For information about the testing process from a student's perspective, refer to the subsections *Signing In to the Student Testing Site* (</caaspp-otam/student-testing-application/sign-in-student-test-site/>) and *Features of the Student Testing Application* (</caaspp-otam/student-testing-application/features/>).



WARNING: These instructions are for the administration of the CSA only. Using these instructions to administer a different assessment is a security incident that must be reported using the STAIRS/Appeals process.

1. Test Administrator

Navigate to the CAASPP website (<https://www.caaspp.org/>)  on a web browser.

2. Test Administrator

Select the [**Test Administrator Interface for *All* Online Tests**] button, as shown in figure 1.

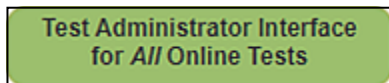


Figure 1. [**Test Administrator Interface for *All* Online Tests**] button

3. Test Administrator

Log on to the Test Administrator Interface using the sign-in credentials, as shown in figure 2.

Figure 2. Test Administrator Interface *Logon* screen

4. Test Administrator

Select the [**Start a New Session Now**] button ([figure 3](#)); this appears on the right side of the screen.

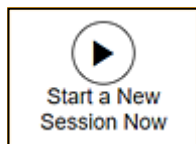
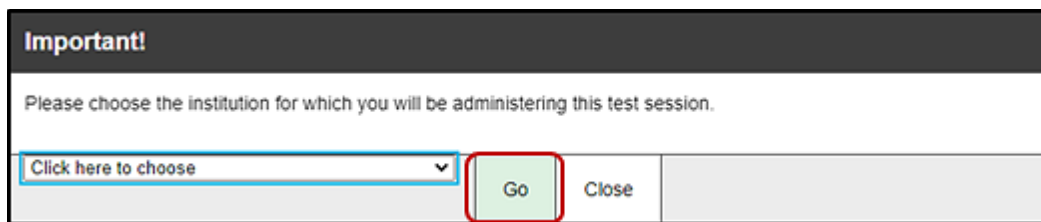


Figure 3. [**Start a New Session Now**] button

5. Test Administrator

If the TA is associated with multiple institutions (school sites), an “Important!” message appears after selecting the [**Start a New Session Now**] button. The TA must select the appropriate institution from the drop-down list in this message and select the [**Go**] button, as shown in [figure 4](#). The TA may only select one institution at a time from the list. Students who have the session ID and are enrolled in a different school than the one the TA selected will also be able to test in the same test session as students in other schools, if the TA has roles in multiple schools. To select a different institution, the TA must log off and then log back on. **Regardless of their test site, students who are testing in person should be supervised at all times.**



Important!

Please choose the institution for which you will be administering this test session.

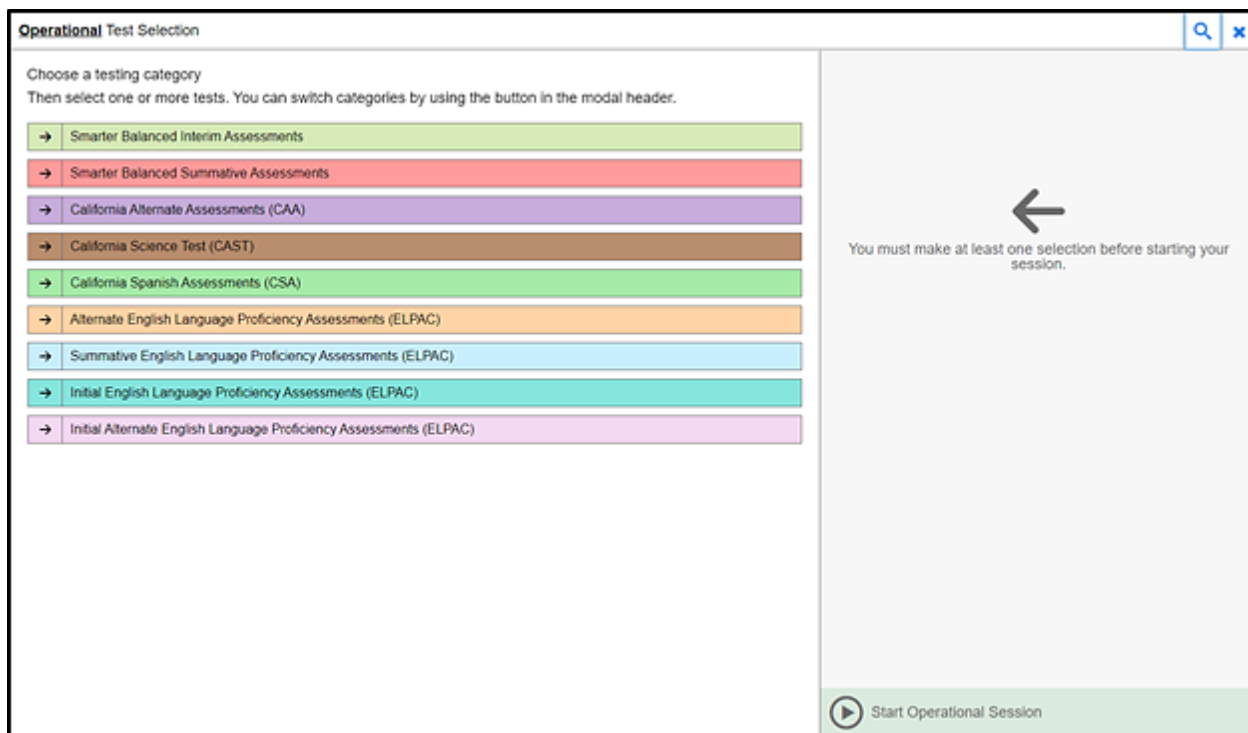
Click here to choose

Go Close

Figure 4. Message from the Test Administrator Interface

6. Test Administrator

The *Operational Test Selection* screen, as shown in [figure 5](#), color-codes tests and groups them into various categories. A test group, such as “California Spanish Assessments (CSA),” may include one or more subgroups. All test groups and subgroups appear collapsed by default.



Operational Test Selection

Choose a testing category
Then select one or more tests. You can switch categories by using the button in the modal header.

- Smarter Balanced Interim Assessments
- Smarter Balanced Summative Assessments
- California Alternate Assessments (CAA)
- California Science Test (CAST)
- California Spanish Assessments (CSA)
- Alternate English Language Proficiency Assessments (ELPAC)
- Summative English Language Proficiency Assessments (ELPAC)
- Initial English Language Proficiency Assessments (ELPAC)
- Initial Alternate English Language Proficiency Assessments (ELPAC)

You must make at least one selection before starting your session.

Start Operational Session

Figure 5. *Operational Test Selection* screen

7. Test Administrator

To select a test or tests for the session, first select the test name and then use one of the following on-screen icons; these are indicated in [figure 6](#):

- To expand a collapsed test group, select the **[Plus]** plus-sign **[+]** icon.
- To collapse a test group, select the **[Minus]** minus-sign **[—]** icon.
- To expand the list of all tests, select the **[Expand All]** outward arrows **[↗ ↘]** icon.
- To select individual tests, mark the checkbox for each test to be included.

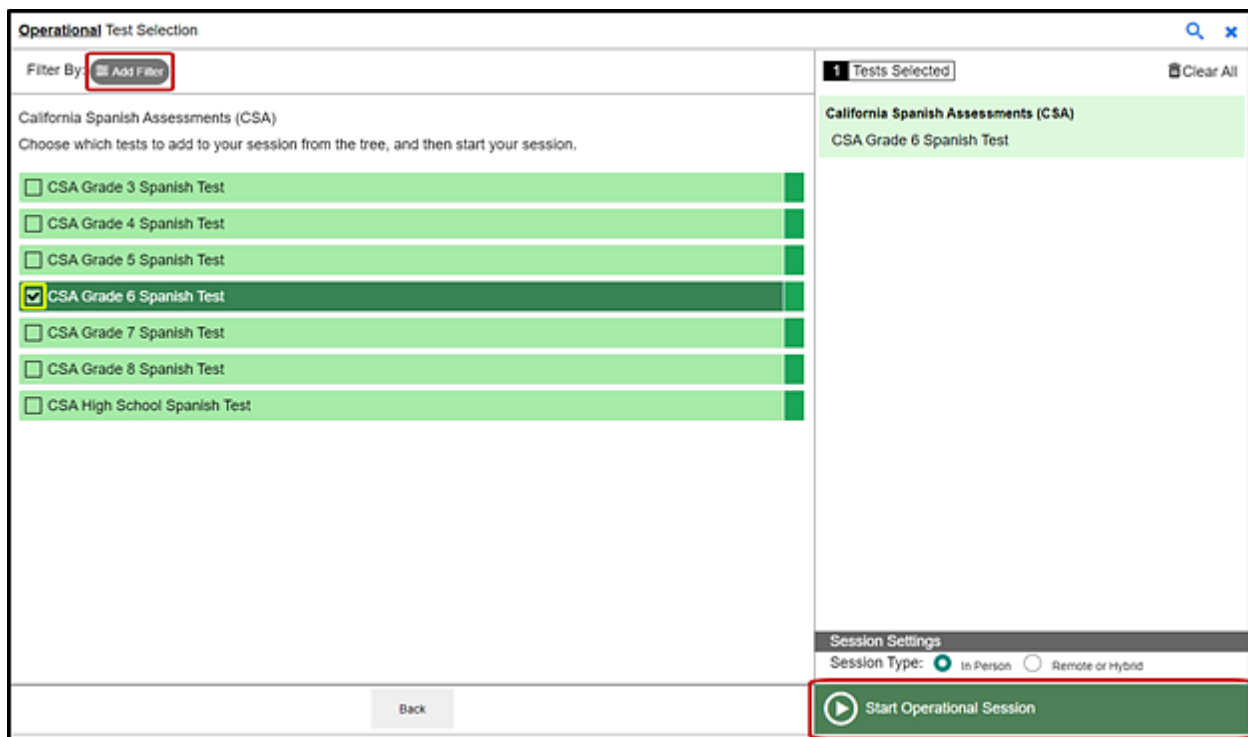


Figure 6. Expanded *Operational Test Selection* screen

8. Test Administrator

Either use the filtering feature to open specific grade-level or content-area assessments; or, to start the test, select the **[Start Operational Session]** button. These features are indicated in [figure 6](#). Take the following steps to use the filtering feature:

- Select the **[Add Filter]** button **[Add Filter]** (indicated in [figure 6](#)) to access the filter panel.
- Expand the available filter categories by selecting a **[Plus]** plus-sign **[+]** icon (indicated in [figure 7](#)).
- Check the criteria to filter.
- Select the **[Apply Filter(s)]** button **[Apply Filter(s)]** (indicated in [figure 7](#)).
- Remove the filter by selecting the **[Remove Filter]** “X” icon **[X]** (indicated in [figure 7](#)).
- Select the **[Start Operational Session]** button to start the test.

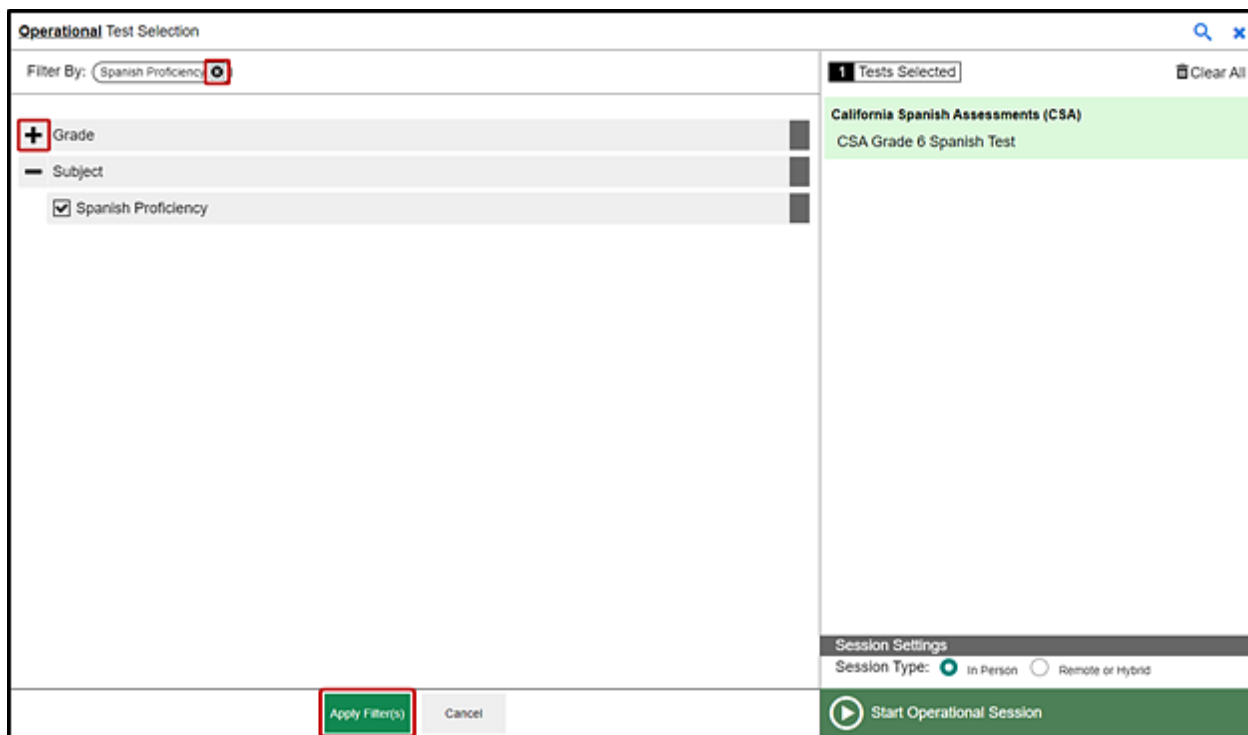


Figure 7. Sample *Operational Test Selection* screen with filtering

9. Test Administrator

Inform students of the test session ID. The session ID is automatically generated upon selecting [**Start Operational Session**] in the previous step. Write the session ID in a place where all students can clearly refer to it during group administrations. The current session ID also appears on the Test Administrator Interface screen saver when the screen saver is active. A sample of a session ID is shown in [figure 8](#).



Figure 8. Sample session ID on the Test Administrator Interface

10. Test Administrator

Read the following SAY statement.

SAY:

Hoy tomarán la prueba de California en español para el grado [mencionar grado]. Yo les daré el número de identificación de la sesión que se requiere para iniciar la prueba. Antes de iniciar la prueba, revisaremos algunas reglas que hay que seguir.

Deben responder a cada pregunta en la pantalla antes de seleccionar [SIGUIENTE]. Si no están seguros de la respuesta, contesten lo que piensen que es la mejor respuesta. Si desean revisar la respuesta más adelante, marquen la pregunta para revisarla antes de pasar a la siguiente sección. Podrán regresar y cambiar la respuesta durante esta parte de la prueba.

Podrán hacer una pausa en cualquier punto de la prueba seleccionando [PAUSA] en lugar de [SIGUIENTE] después de contestar una pregunta. Levanten la mano si necesitan hacer una pausa en la prueba y pidan permiso antes de seleccionar [PAUSA].

11. Test Administrator

Read the following SAY statement and all subsequent SAY statements to everyone.

SAY:

Por favor, tengan en cuenta que esta prueba está dividida en dos secciones. Cuando lleguen al final de una sección, se les pedirá que revisen sus respuestas antes de continuar. Una vez que terminen con sus respuestas y pasen a la sección siguiente, no podrán regresar a ninguna de las preguntas de la sección anterior.

Sus respuestas deben ser su propio trabajo. Por favor, mantengan los ojos en su prueba y recuerden, no deben hablar durante la prueba. Si tienen un teléfono celular o smartwatch, deben guardarlo y mantenerlo apagado.

Si terminan la prueba antes del tiempo indicado, por favor levanten la mano y permanezcan sentados en silencio.

12. Test Administrator

Logon tickets may be provided to each student. The logon tickets should provide the students' SSID. Note that logon tickets are secure testing materials and should be securely destroyed after testing.

13. Student

Log on to the Student Testing Site through the secure browser.

14. Test Administrator

Direct students to sign in using the *Student Sign-In* screen. It is not necessary to read any italicized, asterisked sentences to students testing over multiple days who have already heard these instructions at least once.

SAY:

Ya estamos listos para iniciar la sesión. Cuando hayan empezado la sesión, tendrán que esperar hasta que yo inicie la prueba antes de comenzar. Estaré comprobando que hayan introducido correctamente la identificación de la sesión de prueba y el resto de la información.

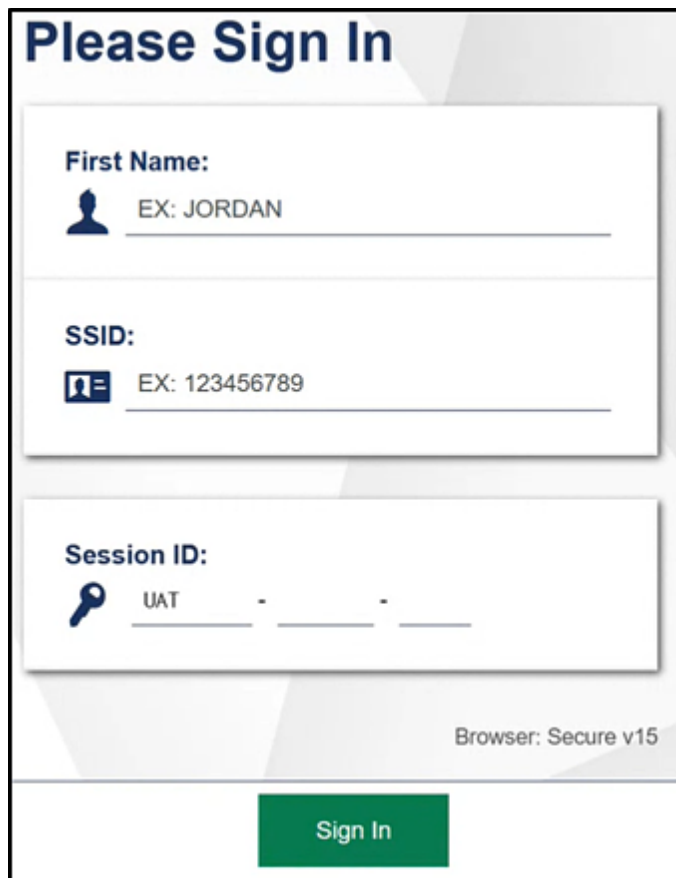
Incluyan su nombre completo, no sus apodos, seguido de su número de estudiante SSID. A continuación, introduzcan la identificación para la sesión. **Levanten la mano si necesitan ayuda para escribir esta información en el teclado.*

SAY:

Ahora seleccionen [SIGN IN]. Cuando se haya iniciado la sesión correctamente, verán una pantalla con su nombre y más información personal. Si toda la información en la pantalla está correcta, seleccionen [Yes] para continuar. Si la información está incorrecta, levanten la mano y muéstrenme lo que está incorrecto.

15. **Student**

Sign in using the *Student Sign-In* screen, as shown in [figure 9](#).



Please Sign In

First Name:
EX: JORDAN

SSID:
EX: 123456789

Session ID:
UAT - -

Browser: Secure v15

Sign In

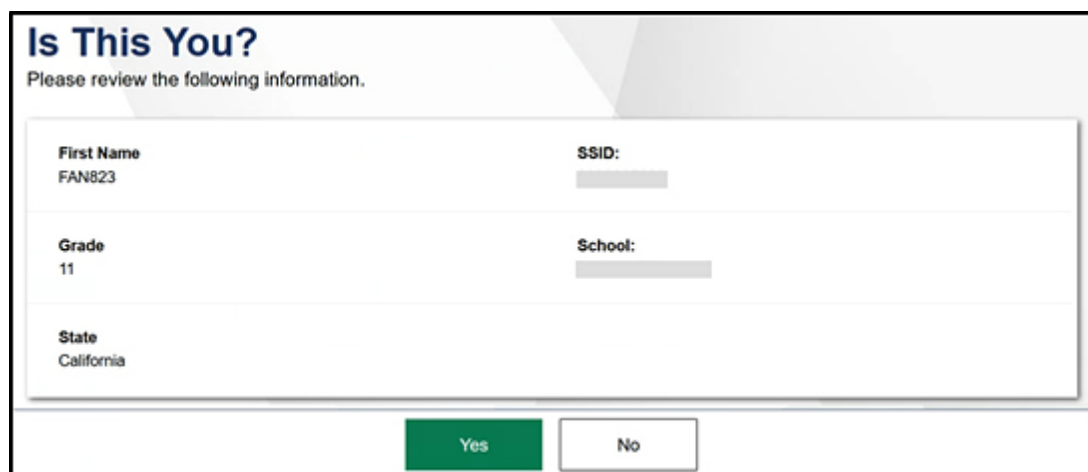
Figure 9. *Student Sign In* screen

16. Test Administrator

Ensure that all students have successfully entered their information.

17. Student

Verify identity by selecting [No] or [Yes], as shown in [figure 10](#).



Is This You?
Please review the following information.

First Name FAN823	SSID: <input type="text"/>
Grade 11	School: <input type="text"/>
State California	

Figure 10. *Is This You?* screen

18. Test Administrator

Inform students of the test type (for example, CSA) in which they are participating today.

SAY:

En la siguiente pantalla, seleccionen CSA [mencionar grado]. Cuando hayan seleccionado su prueba, verán una pantalla con una barra en movimiento y un mensaje diciendo que están esperando la aprobación del administrador de la prueba. Por favor esperen en silencio mientras compruebo y apruebo cada una de sus pruebas.



NOTE: Only the tests that the TA selected for the test session for which students are eligible are selectable by students.

19. Student

Select the test to take, as displayed in [figure 11](#).

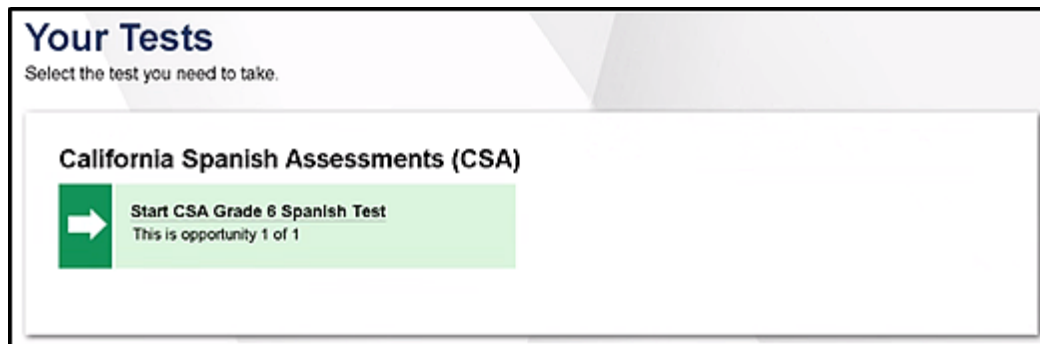


Figure 11. *Your Tests* selection screen

20. Student

Wait for the TA’s approval, as displayed in [figure 12](#).

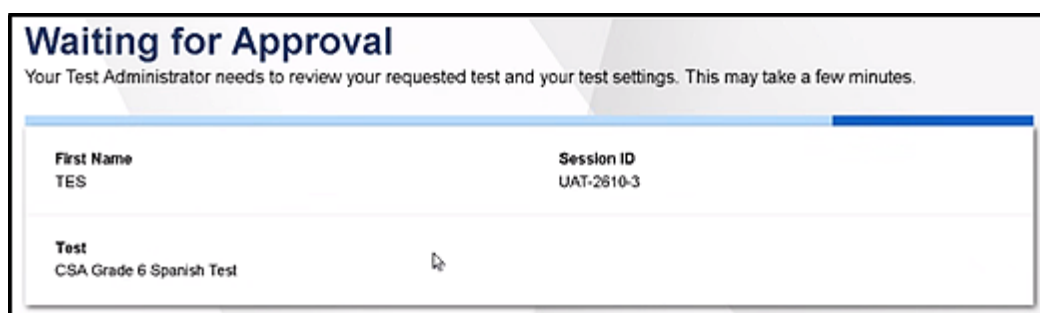




Figure 12. *Waiting for Approval* screen

21. Test Administrator

Approve students to test by selecting the [**Approve**] check mark  icon in the *Actions* column for individual students or the [**Approve All Students**] button, as shown in [figure 13](#). Select the [**Details**] eye  icon, also in [figure 13](#), to view and adjust the student’s settings (universal tools) for the current test opportunity. (For example, if the student had been assigned the designated support to turn off any universal tool(s), the TA can toggle the universal tools on and off.) “Custom” in the *Details* column indicates the student has been assigned test settings.



NOTE: If a student’s test settings are incorrect, deny the student access to the test, contact the LEA CAASPP coordinator or CAASPP test site coordinator to correct the test settings in TOMS, and test the student on another day.

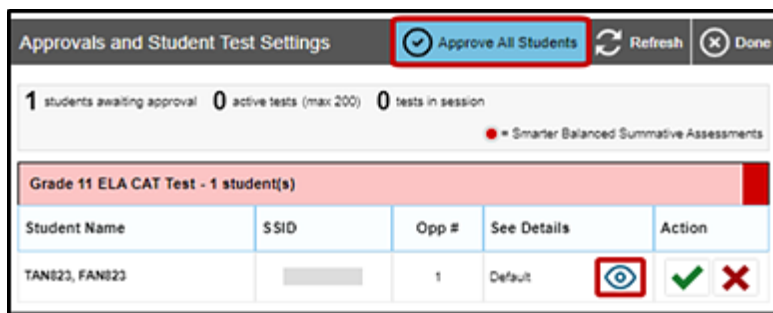


Figure 13. *Approvals and Student Test Settings* screen

22. Test Administrator

Have students run the sound check.

SAY:

A continuación, verán una pantalla que les pedirá que comprueben que el sonido y el video en sus computadoras están funcionando. Colóquense los auriculares y seleccionen el botón triangular [PLAY]. Si oyen la música y ven las notas musicales moviéndose, seleccionen el botón [SÍ, PUDE REPRODUCIR EL VIDEO Y SU SONIDO]. Si algo está incorrecto, levanten la mano.

SAY:

Si todo está correcto, haz clic en [CONTINUAR].

23. Student

Complete the audio and video checks with headphones. Test with the listening items audio and video check, as shown in [figure 14](#).

Verificaciones de audio / video

Tu prueba contiene multimedia. Por favor, realiza las siguientes comprobaciones antes de continuar.

Verificación de sonido y video



Asegúrate de que la función de texto a voz funciona. Haz clic en el botón para ver y escuchar la muestra.

Próximo paso:

Si pudiste reproducir el video y su sonido, elige **Sí**, puede reproducir el video y su sonido. Si no, elige **No**, no puede reproducir el video o el sonido.

Sí, puede reproducir el video y su sonido

No, no puede reproducir el video o el sonido

Revisión de sonido de la función De voz a texto en español

Revisa la configuración de tu función De texto a voz en español.



Presione el botón. Dependiendo de su configuración de voz, debe escuchar una voz hablar en voz alta.

Configuración de sonido

Paquete de voz actual Microsoft Sabina Desktop - Spanish (Mexico)

Utiliza los controles deslizantes para ajustar las configuraciones disponibles.

Próximo paso:

Si escuchaste claramente el audio, presiona **[Sí, escuché la voz]**. De lo contrario, presiona **[No, no escuché la voz]** para diagnosticar el problema. También puedes omitir esta revisión presionando el botón **[Omitir revisión TTS]**.

Escuché la voz

No escuché la voz

Omitir la verificación de audio en español.

Continuar

Volver

Figure 14. *Sound and Video Playback Check* screen

24. Test Administrator

If audio issues occur, do the following:

- Ensure headphones are securely plugged in to the correct jack or USB port.
- If the headphones have a volume control, ensure the volume is not muted.

- c. Ensure that the audio on the device is not muted (often via a control panel or settings window).

If the student is still experiencing issues, contact the CAASPP test site coordinator or school technology coordinator.

25. Test Administrator

Tell students how to take the test.

SAY:

Antes de que aparezca la prueba en la pantalla, podrán ver una página de tutorial que les permitirá ver las herramientas de la prueba y los botones que se pueden utilizar durante la prueba o que aparecerán en la prueba. Si seleccionan el botón [VER LA GUÍA DE AYUDA] ahora mismo, podrán ver la página del tutorial. También pueden encontrar esta información durante la prueba seleccionando el botón de ayuda [?] en la esquina superior derecha de la pantalla.

Si quieren ver sus configuraciones ahora mismo, seleccionen el botón [VER CONFIGURACIONES].

Cuando estén listos para comenzar su prueba, seleccionen [COMENZAR LA PRUEBA AHORA] en la parte inferior de la pantalla.

26. Student

Select [**Comenzar la prueba ahora**], as shown in [figure 15](#), to begin testing.

Instrucciones y ayuda

Puedes seleccionar el botón del signo de interrogación para tener acceso a esta guía de ayuda en cualquier momento durante la prueba.

Configuraciones

Usa este botón para revisar la configuración de la prueba.

Ver configuraciones

Guía de ayuda

Se puede acceder a la guía de ayuda y a las reglas de prueba en cualquier momento utilizando el botón en la parte superior derecha de la página de la prueba."

Ver la guía de ayuda

Comenzar la prueba ahora Volver

27. Test Administrator

Navigate students through the three survey questions. If students are unsure of the response that they need to input, help them provide the correct answer. Do not let any student move ahead when going through the survey questions. Make sure all students are on the same survey question, and that they are providing the appropriate response. The SAY text for the survey questions that follow is provided in both English and Spanish and may be read in either language.

SAY:

This is the first segment of the test. There are three survey questions you will need to answer with my guidance. These questions are very important. Once we are done with question three of the survey, you may continue testing.

Esta es la primera sección de la prueba. Hay tres preguntas de una encuesta que deberán contestar con mi ayuda. Estas preguntas son muy importantes. Una vez que hayan contestado las tres preguntas, podrán continuar con la prueba.

Question one asks, “Did you receive instruction in Spanish in the current school year?” If you do not know which answer to select, please raise your hand and I will help you with the answer.” If you do not know which answer to select, please raise your hand and I will help you with the answer.

La pregunta número uno dice: «¿Recibiste educación en español durante el presente año escolar?» Si no saben qué respuesta elegir, por favor levanten la mano y les ayudaré con la respuesta.

Now we are all on question two. Question two asks, “Which program were you enrolled in?” If you do not know which answer to select, please raise your hand and I will help you with the answer.

Ahora estamos todos en la pregunta número dos. La pregunta dos dice: «¿En qué tipo de programa escolar estuviste matriculado/inscrito?» Si no saben qué respuesta elegir, por favor levanten la mano y les ayudaré con la respuesta.

We are now on question three of the survey. The question asks, “What percentage of your school day instruction was provided in Spanish?” If you do not know which answer to select, please raise your hand and I will help you with the answer.

If you have four periods in the day and you take a course that is taught in Spanish, select the option that indicates “25%.” If you are in program where you are in class for six hours and you are taught in Spanish for two hours, select the option that indicates “33%.”

Ahora estamos todos en la pregunta número tres de la encuesta. La pregunta tres dice: «¿Qué porcentaje de tu educación diaria recibiste en español?» Si no saben qué respuesta elegir, por favor levanten la mano y les ayudaré con la respuesta.

Now that we have completed the survey, you may proceed with the test.

Ahora que hemos completado la encuesta, pueden continuar con la prueba.

28. Test Administrator

Continue with the instructions in the next subsections, [Monitoring Student Progress \(/caaspp-otam/csa-scripts/admin-an-online-test-session/#monitor-student-progress\)](/caaspp-otam/csa-scripts/admin-an-online-test-session/#monitor-student-progress) and [Ending a Test Session \(/caaspp-otam/csa-scripts/admin-an-online-test-session/#end-test-session\)](/caaspp-otam/csa-scripts/admin-an-online-test-session/#end-test-session).

Monitoring Student Progress

Test Selection

Test Administrator

It is very important that TAs monitor student progress throughout the test session. This includes verifying that students are participating in the appropriate content area and type of test (CSA).

The TA monitors the test each student is taking by referring to the *Tests* table in the Test Administrator Interface, shown in [figure 16](#). Note that the list of student names can be sorted by linked (underlined) column headings. This site will not show test items or scores but will show the TA the percentage of items that have been delivered to the student.

In the event a student is taking an incorrect test, the TA should pause the student’s test. The TA should then instruct the student to log off and log on again to select the correct test. The *Test* column is indicated in [figure 16](#).

The screenshot displays the 'Operational Test Session' interface. At the top, there are logos for 'caaspp' and 'ELPAC', along with a 'Session ID' box showing 'UAT-07EB-3'. Below the header, there are statistics: '0 students awaiting approval', '0 print requests', and '0 active tests (max 200)'. The main section is titled 'Tests without issue' and contains a table with the following columns: 'Student Information', 'Cyp #', 'Test', 'Progress', 'Status', 'Test Settings', and 'Actions'. A red box highlights the 'Test' column, which contains the entry 'CSA Grade 5 Spanish Test'. Below the table, there is an 'Instructions' section with three numbered steps: 1. Start Session, 2. Approve Students, and 3. Monitor Progress.

Figure 16. Monitoring student progress in the Test Administrator Interface



NOTE: If a student's test expires, contact the LEA CAASPP coordinator or CAASPP test site coordinator, who can use the STAIRS/Appeals process in TOMS to submit an Appeal to reopen the test.



WARNING: If the student has already begun to test with incorrect test settings, the test needs to be reset and the settings need to be corrected in TOMS by the CAASPP test site coordinator or LEA CAASPP coordinator. To reset the test, the LEA CAASPP coordinator or CAASPP test site coordinator must report the incident using the STAIRS/Appeals process and submit an Appeal.

Test Security

Once students have started the CSA, the TA should monitor the room to ensure that all conditions of test security are maintained. If the TA witnesses or suspects the possibility of a test security incident, the TA should contact the CAASPP test site coordinator, the LEA CAASPP coordinator, or both of these coordinators immediately in accordance with the security guidance provided in this manual.

Student Directions During Testing

While the Test Administrator Interface is designed to refresh automatically every minute, the TA can refresh it manually at any time by selecting the [**Refresh Now**] button at the top right corner of the page.



WARNING: Do **not** use the web browser's [**Refresh**] button to refresh the Test Administrator Interface.

If the TA notices that a student is off task, the TA may say the following statement to the student, **verbatim**, to keep the student focused.

SAY:

Es importante que lo hagas lo mejor que puedas. ¿Necesitas hacer una pausa en la prueba y tomar un descanso?

If a student is concerned about an item, direct the student to review a tutorial by reading the following script **verbatim**.

SAY:

Hazlo lo mejor que puedas y elige la respuesta que más sentido tiene. Si no estás seguro de cómo funciona una pregunta, puedes revisar el tutorial seleccionando el botón “i” en el lado derecho de la pantalla.

WARNINGS:



- **Always write down the session ID for possible future use.** If the Test Administrator Interface web browser is accidentally closed while students are still testing, the session will remain open until it times out after 30 minutes. The TA can open the web browser and navigate back to the Test Administrator Interface. The TA will be prompted to enter the active session ID.
- As a security measure, TAs are automatically logged off the Test Administrator Interface after 30 minutes of TA user inactivity and student inactivity in the test session, which will result in closing the test session. If this occurs, the TA will have to create a new session and the students will have to log on to the new session to resume testing. When starting a new session, the TAs should give the students the new session ID so they can log on and resume testing.

Ending a Test Session

1. Test Administrator

When there are approximately 10 minutes left in the test session, the TA should give students a brief warning.

SAY:

Nos estamos acercando al final de esta sesión de la prueba. Por favor, revisen ahora las preguntas que han completado o que han seleccionado para revisar. No envíen su prueba a menos de que hayan contestado todas las preguntas.

SAY:

Si están trabajando en un grupo de preguntas para un mismo pasaje de lectura, por favor contesten todas las preguntas de ese grupo.

SAY:

Avísenme si necesitan más tiempo.

2. Test Administrator

After answering the last item in each segment, each student is presented with a screen prompting the student to review answers within that segment of the test prior to submitting. The Mark for Review function is provided as a reminder to the student that the student had a question or concern about a particular item. However, a student cannot return to items in segments that have been submitted.

After answering the last question, students must submit their tests. If students would like to review their answers before submitting their test, they can do so by selecting **[TERMINAR PRUEBA]**. Once students have reviewed their answers, students must select **[FINALIZAR PRUEBA]** to submit their tests. Once students have selected **[FINALIZAR PRUEBA]**, they will not be able to review their answers.

3. Test Administrator

Read the following SAY statement.

SAY:

Esta sesión de prueba se ha terminado. Si no han terminado la prueba, seleccionen PAUSA y podrán terminarla en otra sesión.

[Para la prueba CSA: podrán regresar y cambiar sus respuestas cuando regresen a la prueba, siempre y cuando regresen a la prueba dentro del tiempo permitido para la CSA].

Si han contestado a todas las preguntas y han terminado de revisar sus respuestas, seleccionen [FINALIZAR PRUEBA]. Ahora recogeré sus materiales.

TAs should select **[Stop Session]** to end the test session and pause any student test in the session that is still in progress. When finished, TAs can log off the Test Administrator Interface by selecting the **[Logout as Name]** button at the top right. TAs should also collect any used scratch paper.

Logging Off

To log off the Test Administrator Interface, select the **[Logout as Name]** button in the top-right corner of the screen on the corner on the Test Administrator Interface system banner (shown in [figure 17](#)).



Figure 17. Single Sign-On system banner

Once the Test Administrator Interface is closed, the TA will not be able to resume the test session and will need to create a new test session to continue testing.

ALERTS:



- If the Test Administrator Interface is closed accidentally while students are still testing in person, the session will remain open for 30 minutes before timing out. The TA can open the web browser and navigate back to the Test Administrator Interface. The TA will be prompted to enter the active session ID.
 - If the TA needs to access TOMS or another application, the TA is encouraged to open a separate browser window and use that window for other applications.
 - This scenario also occurs when a TA navigates to another site from the Test Administrator Interface.
- **If a TA unintentionally logs off the Test Administrator Interface while students are still testing, all in-progress tests will be saved and paused, and the students will be logged off.** The TA cannot resume the original session. The TA will need to log back on, start a new session, and provide the new session ID to students who need to log back on and resume testing.

Resolve Test Administrator Interface Issues During Testing



NOTE: Refer to the *Common Student Sign-in Errors* (</caaspp-otam/student-testing-application/sign-in-student-test-site#signing-student-in-common-errors>) subsection for information about resolving errors for students.




When summative assessments are not displayed in the Test Administrator Interface, it may be that a TA has not signed the *Test Security Affidavit* in TOMS prior to logging on to the TA Interface. Once signed, the TA will be allowed access to view and administer the CAASPP assessments.


Other causes might include a dropped internet connection, incorrect web browser version, or other unique situations. These must be resolved before testing can begin.

Signing In to the Student Testing Site

This section describes the student sign-in process for the student testing application. A student follows this procedure when starting a new test or resuming a paused test.

NOTES: The student must sign in to the appropriate testing site:

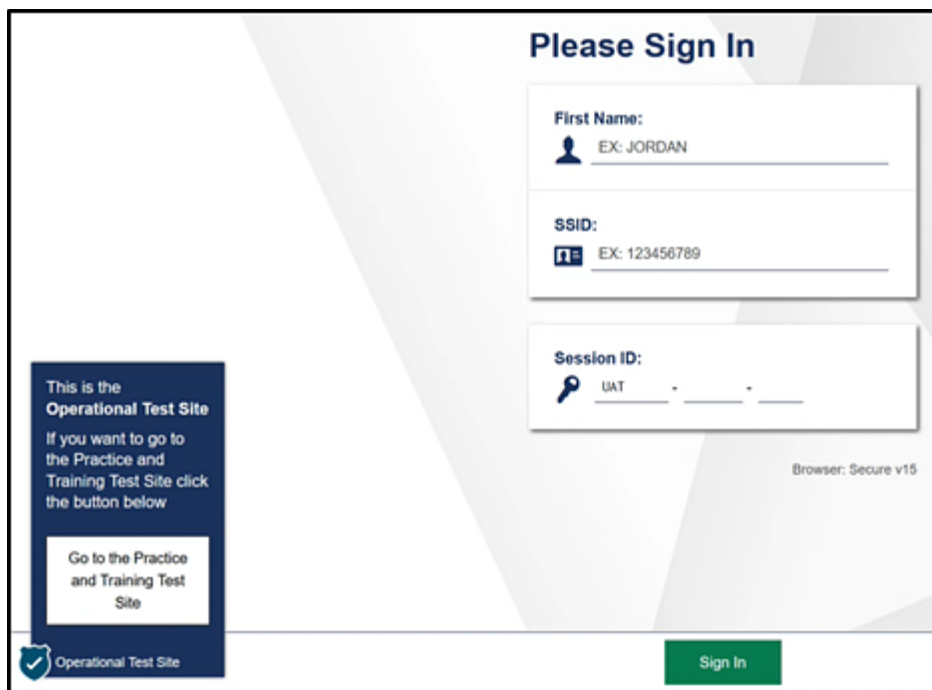
- 
- For sessions created in the Test Administrator Interface, the student signs in to the student testing application using the secure browser.
 - For sessions created in the Test Administrator Training Site, the student signs in to the Student Training Site. The student can access the Practice and Training Test Site (<https://www.caaspp.org/practice-and-training/index.html>)  directly, using the [**Practice & Training Tests**] button on the CAASPP website (<https://www.caaspp.org/>) , or via the secure browser by selecting the [Training Test] link.
 - This topic describes the screens and steps associated with in-person testing. Refer to the Remote Testing (</caaspp-otam/remote-testing/>) topic for details about testing remotely.

If the student does not know what SSID and name to use (full name or preferred name) as it appears in TOMS, a test administrator or test examiner can retrieve it in the Test Administrator Site (<https://capt.cambiumtds.com/testadmin>)  (refer to the subsection How to Look Up Students (</caaspp-otam/ta-interface/use-ta-interface/#creating-test-session-lookup-students>)).

Step 1: Signing a Student In

To sign a student in to a test session:

1. The student launches the secure browser on a testing device. The *Student Sign-In* screen appears (refer to figure 1).



Please Sign In

First Name:
 EX: JORDAN

SSID:
 EX: 123456789

Session ID:
 UAT - - -

Browser: Secure v15

Operational Test Site
 This is the Operational Test Site
 If you want to go to the Practice and Training Test Site click the button below

Go to the Practice and Training Test Site

Operational Test Site

Sign In

Figure 1. *Student Sign In* screen

2. The student enters the following information:

- In the *First Name* field, the student enters a first name as it appears in TOMS.
- In the *SSID* field, the student enters an SSID as it appears in TOMS.
- In the *Session ID* field, the student enters the session ID that was provided and as it appears on the Test Administrator Site (<https://capt.cambiumtds.com/testadmin>) (indicated in [figure 2](#)).



Student Login | Appointment Requests | Print Session | Test Guide | Alerts | Logout

Operational Test Session

Students awaiting approval | Print requests | Active tests (over 200)

Instructions

Start Session
 Press the **Select Tests** button, mark the checkboxes for the tests you wish to include, and then press the **Start Session** button.

Session ID: UAT-3935-3

Select Tests

Figure 2. Sample session ID

3. The student selects the **[Sign In]** button. The *Is This You?* screen appears (shown in [figure 3](#)).

To enter special characters that appear in a student's name:

- If there is a special character in the student's first name, the student must use the Unicode character equivalent for that character; instructions for entering characters vary by operating system. Additionally, the Wikipedia topic Unicode input (https://en.wikipedia.org/wiki/Unicode_input) provides more information about entering Unicode characters and contains links to additional resources.

- Windows:** Press [Alt] + number pad [#####]. For example, press the [Alt] + keypad [0201] to create the "É" in "JOSÉ."

- **Chrome:** Press [Ctrl] + [Shift] + [U] until an underlined “U” is displayed, and then key in the key sequence for the character. For example, after the underlined “U,” type [00C9] + [Enter] or [Space bar] to create the “É” in “JOSÉ.”
- **macOS and iOS:** Hold the standard character key until the Unicode accent characters are displayed. For example, holding down [A] will provide eight accented versions of the letter “A.”
- **Linux:** Press [Ctrl] + [Shift], type [U], and then type the hexadecimal digits.


Common Student Sign-in Errors

The TDS generates an error message if a student cannot sign in. [Table 1](#) lists the most common student sign-in issues, with possible resolutions:

Table 1. Student Sign-in Errors

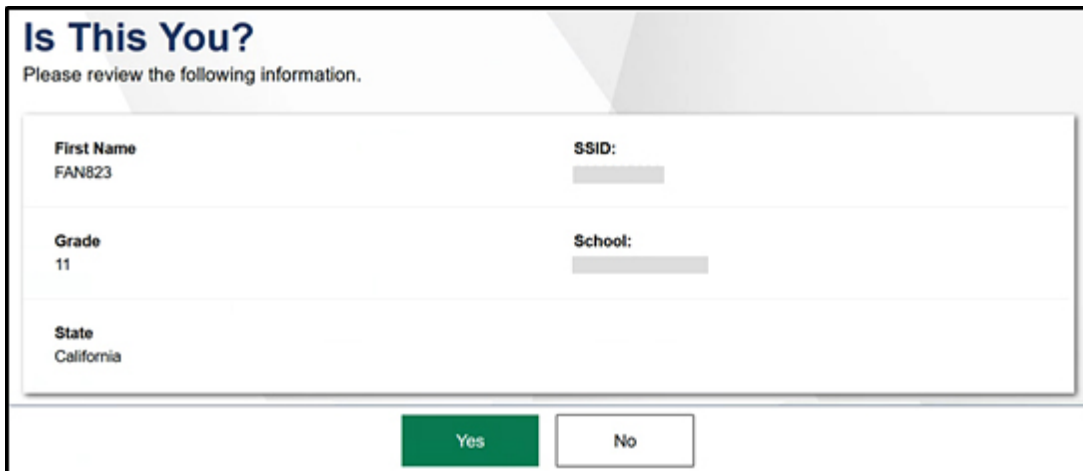
Message	Cause	Solution(s)
This session is not available for testing	The student entered the session ID incorrectly or signed in to the wrong site.	Verify that the student correctly entered the active session ID. Also, verify that both the test administrator or test examiner and the student are using the correct sites. For example, students signed in to the Student Training Site cannot access sessions created in the Test Administrator Interface. As shown in figure 1 , a message displayed in the bottom-left corner of the Student Sign-In page indicates which site the student is on, the practice and training site or the operational site. If a student is on the wrong site, the student can select the button included in the message to proceed to the correct site.
No match	Student information was not entered correctly.	Verify that the student has entered the student’s name exactly as it appears in the Student Lookup tool. Spaces or accented characters must also be included; special characters in names may be added by typing the Unicode character (for example, by pressing the [Alt] + keypad [0201] to create the “É” in “JOSÉ” on Windows devices).
No match for student ID	Student information was not entered correctly.	Verify that the student used a correct SSID and did not preface the SSID with “CA-” as had been required in previous years. If this does not resolve the error, use the Student Lookup tool to verify the student’s information. Refer to the subsection How to Look Up Students (/caaspp-otam/ta-interface/use-ta-interface/#creating-test-session-lookup-students) for additional information.

Message	Cause	Solution(s)
Session has expired	The session ID corresponds to a closed session.	Ensure that the student enters the correct session ID and verify that the session is open. For more information about test sessions, refer to the subsection <i><u>Creating a Test Session (/caaspp-otam/ta-interface/use-ta-interface/#creating-test-session)</u></i> .
You must test in a session in your own school	The student is not associated with the school, or the test administrator or test examiner is not associated with the student's school.	A student must test at the school of enrollment. A test administrator must be assigned the CAASPP Test Administrator role for all schools whose students participate within a test session.
No tests are available at this time	The student does not have demographic information that would make the student eligible for an assessment entered into TOMS or the entered information has not yet reached the TDS.	Verify that the test for which the student is registered is included in the session.
Unsupported Browser/OS Combination	The online testing system cannot determine whether the student is taking the test through the correct secure browser.	Ensure the latest version of the secure browser is installed and that the student launched the secure browser instead of a standard web browser. If the latest version of the secure browser is already running, then log the student off, restart the device, and try again.
Unable to Establish a Connection with the Test Delivery System	The secure browser cannot connect to the TDS. This is most likely to occur if there is a network-related problem.	Check whether the network cable is plugged in (for wired connections) or whether the Wi-Fi connection is live (for wireless connections). Also check whether the secure browser must use specific proxy settings; if so, those settings must be part of the command that launches the secure browser. Finally, verify that a firewall allows access to the TDS.

Message	Cause	Solution(s)
Test Environment Is Not Secure	This message can occur when the secure browser detects a forbidden application running on the device (refer to the subsection <i>Security of the Test Environment</i> (/caaspp-otam/test-security/security-of-the-test-environment/).	If this message appears on an iPad, ensure that Assessment Mode is enabled. Refer to the <i>CAASPP and ELPAC Technical Specifications and Configuration Guide for Online Testing</i> (/tech-specs-and-config/)  or contact the technology coordinator.

Step 2: Verifying Student Information

After a student signs in, the *Is This You?* page (i.e., screen) appears ([figure 3](#)). The student verifies personal information on this page.



Is This You?
Please review the following information.

First Name FAN823	SSID: [Redacted]
Grade 11	School: [Redacted]
State California	

Yes No

Figure 3. *Is This You?* screen

To verify personal information:

1. If all the information is correct, the student selects [Yes]. The *Your Tests* page appears ([figure 4](#)).
2. If any of the information displayed is incorrect, the student must not proceed with testing. The student should select [No]. A test administrator or test examiner must notify the CAASPP test site coordinator that the student's information is incorrect.



WARNING: Incorrect student demographic information must be updated before the student begins testing. Tell the LEA CAASPP coordinator or CAASPP test site coordinator (as appropriate) that the student's information needs to be updated. The student should not begin testing until all information is correct.

Step 3: Selecting a Test

The *Your Tests* page (i.e., screen) displays all the tests a student is eligible to take (refer to [figure 4](#)). The student (or the test examiner for the CAA) can only select tests that have been selected by the test administrator or test examiner and still need to be completed.

Tests are shaded in a light color with an arrow icon pointing at the test name. When starting a new test opportunity, the arrow is solid. When resuming a test opportunity, the arrow is striped.

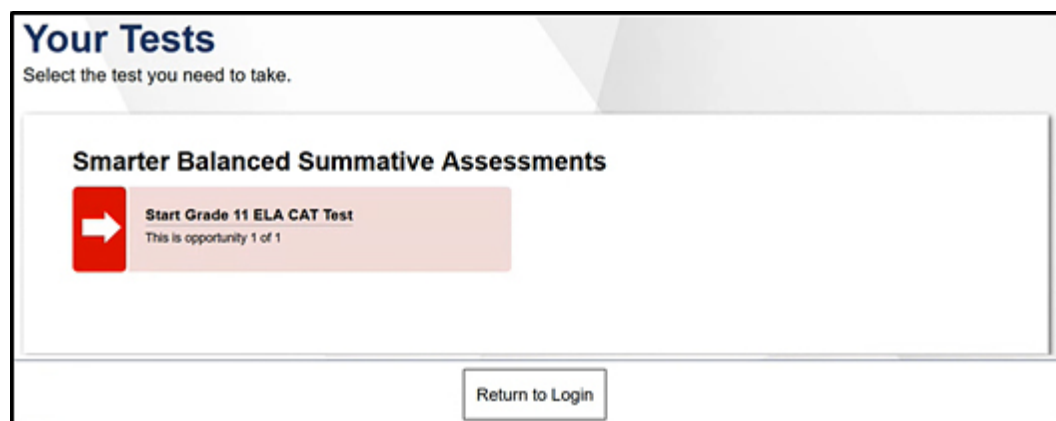


Figure 4. Sample *Your Tests* page

To select an available test:

1. The student or the test examiner (for a CAA) selects the required test name. The request is sent to the test administrator or test examiner for approval, and the Waiting for Approval message appears ([figure 5](#)).

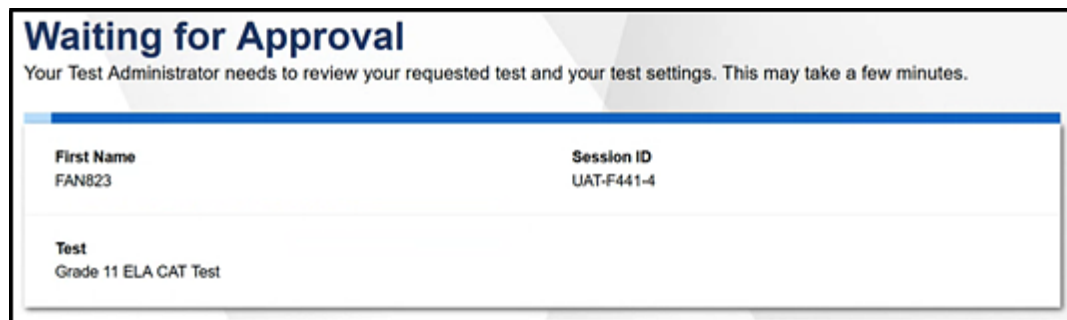


Figure 5. *Waiting for Approval* dialog box

2. If a student's required test is not displayed, the student should select [**Return to Login**]. Verify the test session includes the correct tests and add additional tests, if necessary.

Step 4: Verifying Test Information

After the test administrator or test examiner approves the student for testing, the student (or the test examiner, for a CAA) should verify the test information and settings on the *Your Test Settings* page (i.e., screen) (refer to [figure 6](#) for the *Choose Settings* screen that is available in a practice test).

Choose Settings:
Review the following test settings. You can change the options, if necessary.

High School ELA Practice Test

Presentation

American Sign Language ☐ OFF

Audio Transcriptions ☐ OFF

Presentation English

Literacy Assistance Resources

Text-to-Speech None

Translations (Glossaries) English Glossary

Integration with Assistive Technology

Select Undo Changes Go Back

Figure 6. *Choose Settings* screen

To verify test information:

1. If the settings are correct, the student (or the test examiner, for a CAA) selects [**OK**].
2. If the settings are incorrect, the student (or the test examiner, for a CAA) selects [**Request Changes**]. The test administrator or test examiner must report the incorrect test settings to the CAASPP test site coordinator, who will update them as required in TOMS and reschedule the student's testing. After a student's test settings are corrected, the student must sign in and request approval again.

Step 5: Sound and Video Check

Audio/Video Check

The *Audio/Video Checks* page (i.e., screen) appears for the Smarter Balanced, CAST, CAAs for ELA and mathematics, and CSA tests (refer to [figure 7](#)); the CAA for Science has a video check only. A student verifies seeing the sample video and hearing the sample audio in the “Sound and Video Playback Check” section. The screen is in Spanish for the CSA.

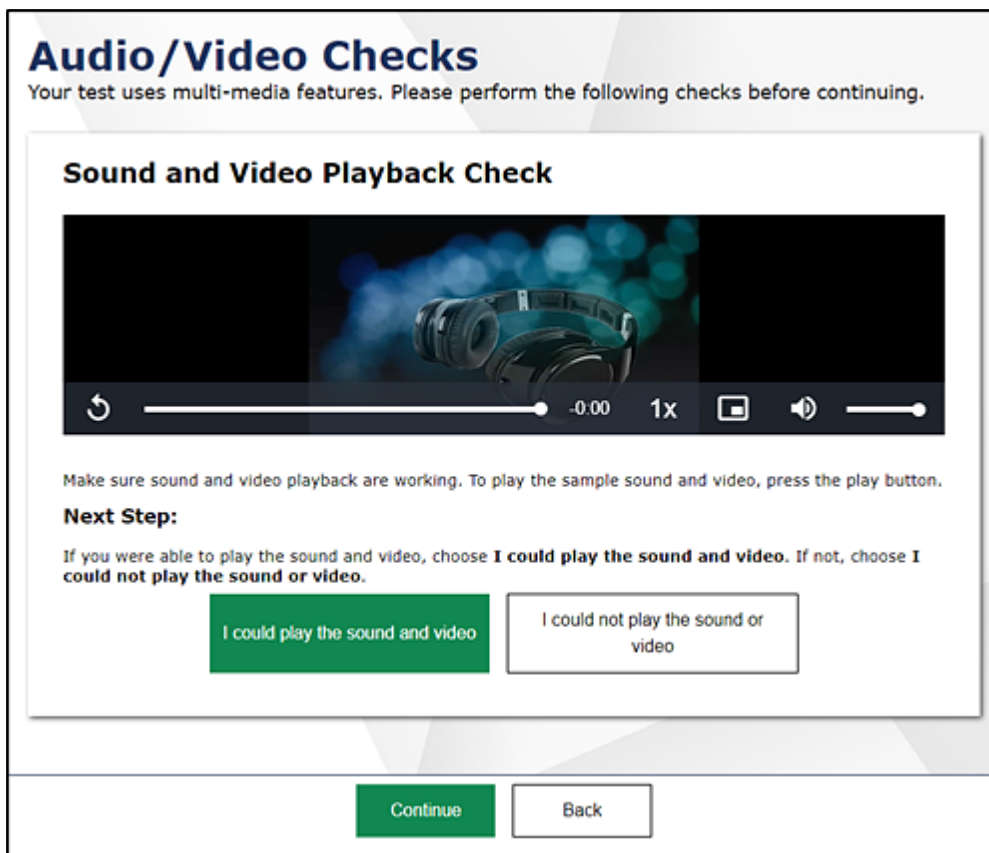



Figure 7. “Sound and Video Playback Check” section of the *Audio/Video Checks* page

To check audio and video settings:

1. The student plays the video and listens to the audio by selecting the **[Play]** arrow  icon.
2. Depending on the sound and video quality, the student does one of the following:
 - a. If the student can hear the sound and see the video, the student selects **[I could play the sound and video]**. A green check appears at the upper-right corner of the panel and the *Instructions and Help* page appears.
 - b. If the student cannot see the video and hear the sound, the student selects **[I could not play the sound or video]**. The *Audio/Video Playback Problem* panel appears, giving the student two options:
 - i. A student can select **[Try Again]** to return to “Sound and Video Playback Check.”
 - ii. A student can select **[Log Out]**. A test administrator or test examiner should troubleshoot the device and headphones or move the student to another device with working audio and video.

Text-to-Speech Check

The “Text-to-Speech Sound Check” section of the *Audio/Video Checks* page (i.e., screen) appears if a student has the text-to-speech setting and for all students who are testing remotely with the secure browser ([figure 8](#)). On this section of the screen, the student verifies that text-to-speech is working properly on the student’s device. A student can only use text-to-speech within a supported secure browser.

Text-to-Speech Sound Check

Make sure text-to-speech is working.

Press the speaker button. You should hear a voice speak the following sentence: "This text is being read aloud."

Sound Settings

Current Voice Pack: Microsoft David - English (United States) ▼

Use the sliders to adjust the available Text-to-Speech settings.

Volume 10

Pitch 10

Rate 10

Next Step:


If you heard the voice clearly, choose **I heard the voice**. If not, choose **I did not hear the voice**. To continue testing without checking text-to-speech, choose **Skip TTS Check**.

I heard the voice I did not hear the voice Skip TTS Check


Continue Back

Figure 8. “Text-to-Speech Sound Check” section of the *Audio/Video Checks* page



NOTE: When text-to-speech is enabled, the student may adjust the volume, pitch, rate settings, and available Voice Pack once the test begins by selecting the *Settings* menu (cog wheel icon, ) in the upper-right corner of the screens. The student does not have to exit the test to do so.

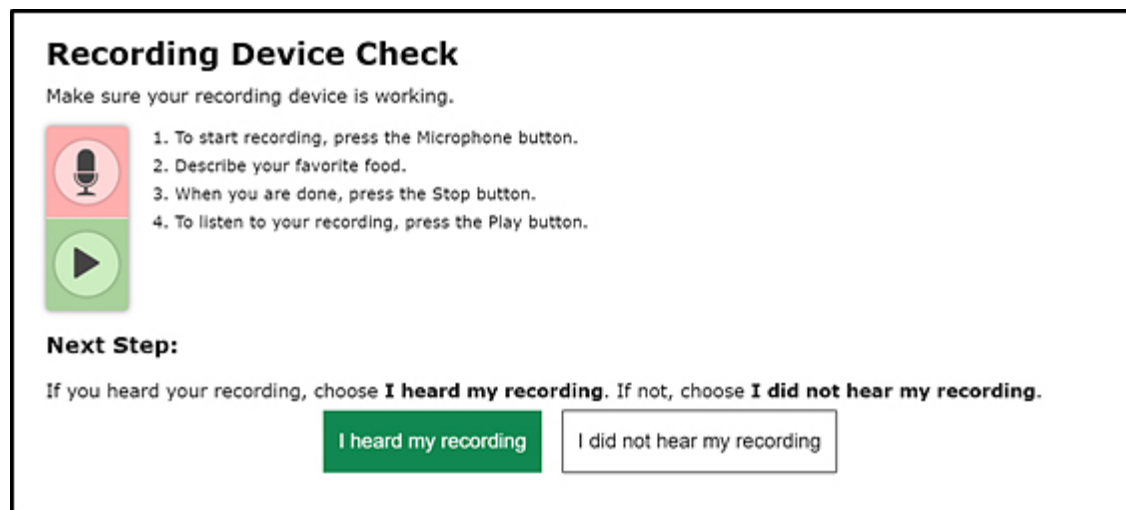
To check text-to-speech functionality:

1. A student selects the [**TTS Speaker**] speaker  icon and listens to the audio.
 - a. If the voice is clearly audible, the student selects [**I heard the voice**]. A green check appears at the upper-right corner of the panel and the student can proceed.
 - b. If the voice is not clearly audible, the student adjusts the settings using the sliders and selects the [**TTS Speaker**] icon again.
 - c. If the student still cannot hear the voice clearly, the student selects [**I did not hear the voice**] and closes the secure browser. A test administrator can work with the student to adjust audio or headset settings (for more information, refer to the subsection *Troubleshooting Audio Issues* (</caaspp-otam/student-testing-application/sign-in-student-test-site/#sound-video-check-troubleshooting>)). The student can sign in again when the issue is resolved.
 - d. To continue without testing text-to-speech, the student selects [**Skip TTS Check**].

Recording Device Check for Speech-to-Text

The “Recording Device Check” section of the *Audio/Video Checks* page (i.e., screen) appears if a student has the speech-to-text setting ([figure 9](#)). On this screen, the student’s voice is recorded and the student verifies that the recorded audio is heard. A student can only use speech-to-text resource within a supported secure browser.

The student should log off if the recording device does not work. The test administrator should troubleshoot the recording device or set up a different one.



Recording Device Check

Make sure your recording device is working.

1. To start recording, press the Microphone button.
2. Describe your favorite food.
3. When you are done, press the Stop button.
4. To listen to your recording, press the Play button.




Next Step:

If you heard your recording, choose **I heard my recording**. If not, choose **I did not hear my recording**.

I heard my recording **I did not hear my recording**

Figure 9. “Recording Device Check” section of the *Audio/Video Checks* page

To check speech-to-text functionality:

1. The student selects the [**Recording**] microphone [- 2. The student selects the [**Stop**] square [- 3. The student selects the [**Play**] arrow [- a. If the recorded audio is clearly audible, the student selects [**I heard my audio**]. A green check appears at the upper-right corner of the panel and the student can proceed.
- b. If the recorded audio is not clearly audible, the student selects [**I did not hear my recording**] to open the *Problem Recording Audio* panel.
 - If the student still cannot hear the recorded audio clearly, the student can select [**Try Again**] to return to “Recording Device Check” and retry.
 - The student can select [**Select New Recording Device**]*—*which only appears for students testing on computers or tablets with multiple recording devices*—*to open the *Recording Input Device Selection* panel and select a different recording device.

Troubleshooting Audio Issues

Prior to testing, ensure that audio is enabled on each device and that headsets are functioning correctly. If audio issues occur, take one of the following actions:

- Ensure headphones are securely plugged in to the correct jack or USB port.
- If the headphones have a volume control, ensure the volume is not muted.
- Ensure that the audio on the device is not muted (often via a control panel or settings window). This requires logging off the secure browser to check the device's volume settings and then logging back on to the secure browser.

If the student is still experiencing issues, contact the CAASPP test site coordinator or school technology coordinator.

Step 6: Viewing Test Instructions and Starting the Test

The *Instructions and Help* page (i.e., screen) is the last step of the sign-in process (refer to [figure 10](#)). A student may review this page to understand how to navigate the test and use test tools.

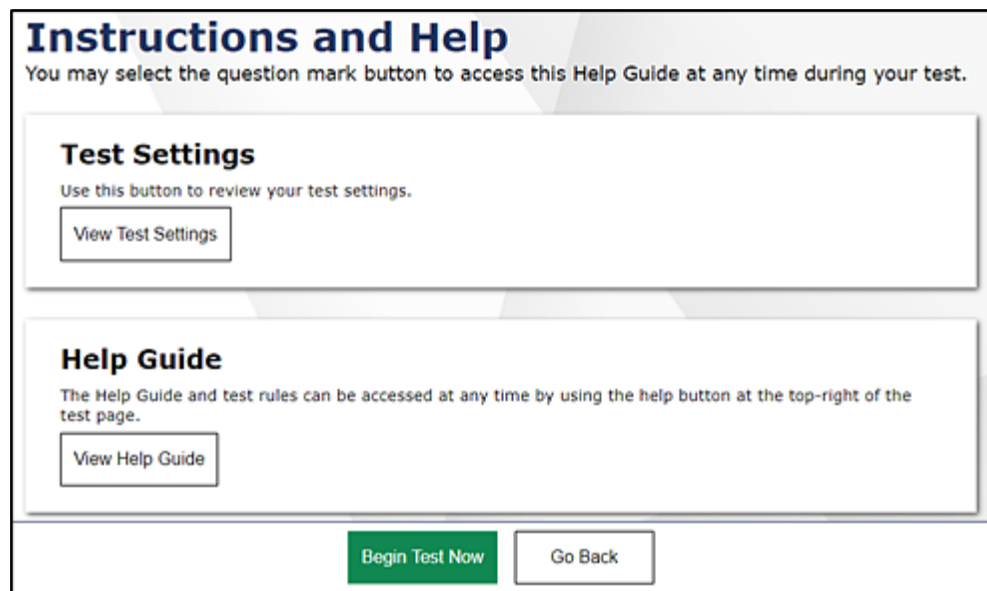


Figure 10. *Instructions and Help* page

To proceed and begin the test:

1. After reviewing this page, the student selects [**Begin Test Now**]. The test opportunity officially begins or resumes.

Features of the Student Testing Application

This section describes the layout of the student testing application and the available testing tools. Note that tools and features vary depending on the test being taken; not all tools are available for all tests.

Test Layout

Figure 1 shows the main sections of the layout for a test page (i.e., screen) that includes a stimulus.

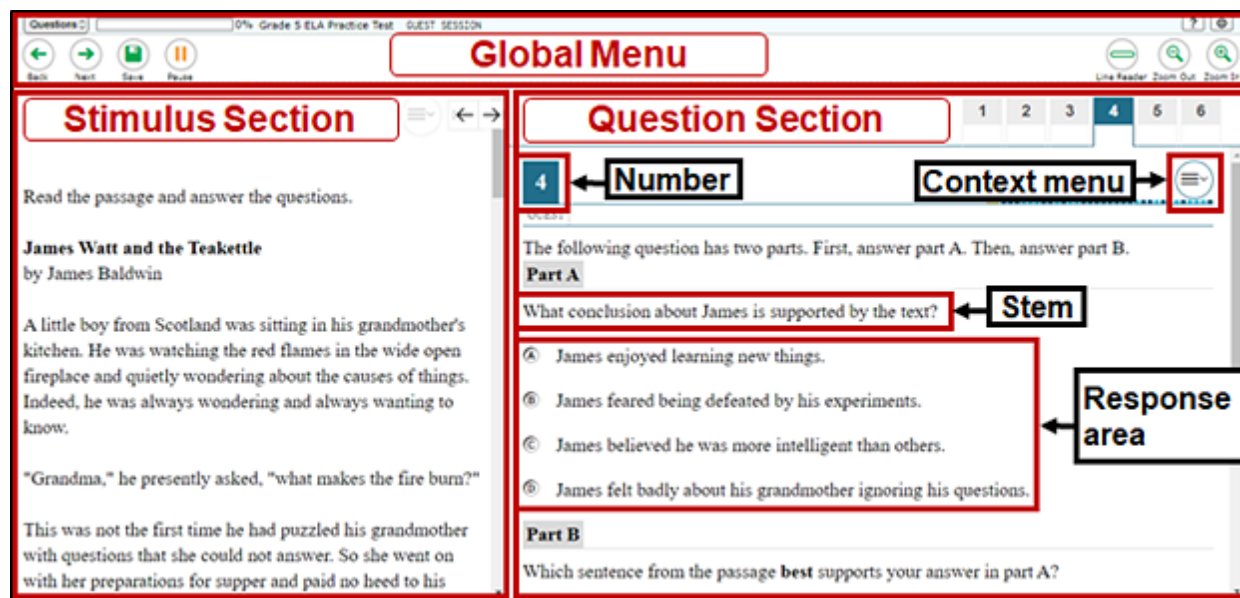


Figure 1. Sample test layout

A test page can include the following sections:

- The *Global Menu* section displays the global navigation and tool buttons. The banner above the Global Menu displays the *Questions* drop-down list, test information, [**Help**] question mark [?] button, and [**System Settings**] cog wheel [⚙] button.
- The *Stimulus* section appears only for questions associated with a stimulus. A stimulus is a reading passage or other testing material (such as a video or graphic) that a student reviews to answer associated questions. This section contains the stimulus content (such as a reading passage or graphic), context menu, and Expand Passage tool.
- The *Question* section contains one or more test questions (also known as “items”). Each question includes a number, context menu, stem, and response area.

For more information about the global menu and context menus, refer to the subsection [*Using Menus and Selected Tools*](#) (/caaspp-otam/student-testing-application/features/#test-tools-using-menus-and-selected-tools).

Test Tools

This section provides an overview of the TDS’ available tools.

Figure 2 shows the location of primary features and tools available in the TDS.

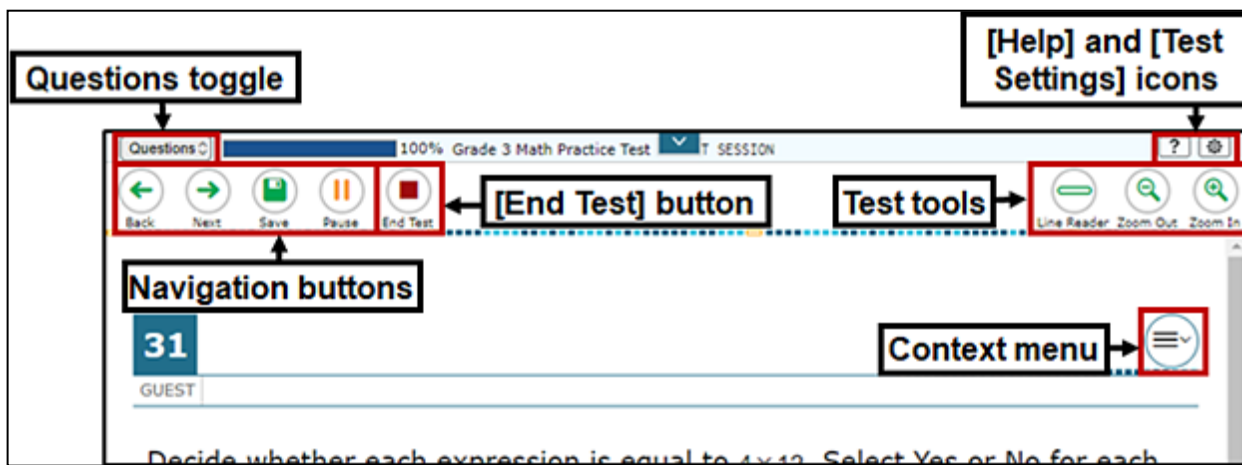












Figure 2. Test page

















NOTE: Some tools are available for all tests, while others are only available for a particular subject, accessibility resource, or type of question.

Table 1 lists the global tools available to students in the testing application.

Table 1. Global Tools

Global Tool	Instructions
Calculator 	To use the on-screen calculator, the student selects the [Calculator]  icon.
Dictionary 	To look up definitions and synonyms in the Merriam-Webster dictionary or thesaurus, the student selects the [Dictionary] open book  icon.
Formula 	To view the on-screen formula (also called <i>science reference</i>) sheet, the student selects the [Formula] xy^2  icon in the global menu.
Help 	To view the on-screen <i>Help Guide</i> window, the student selects the [Help] question mark  icon in the upper-right corner.
Line Reader 	The student moves an on-screen horizontal line that surrounds each line of text with shading after selecting the [Line Reader] line  icon. This tool is not available while the Highlighter tool is in use.

Global Tool	Instructions
Masking 	<p>The student takes the following steps to temporarily cover a distracting area of the test page:</p> <ol style="list-style-type: none"> 1. Select the [Masking] square  icon. 2. Select and drag across the distracting area. 3. Release the mouse button. 4. To close the masking tool, select [Masking] again.
Notes 	<p>To enter notes in the on-screen notepad, the student selects the [Notes] paper and pencil  icon. These notes are available globally and can be accessed from any page in the test.</p>
Pause 	<p>To pause a test, select the [Pause] parallel lines  icon. Pausing logs the student off the test.</p>
Periodic Table 	<p>To view the on-screen periodic table, the student selects the [Periodic Table]  icon in the global menu.</p>
Print Page 	<p>To print a test item when print-on-demand has been enabled, the student selects the [Print Page] printer  icon.</p>
Print Passage 	<p>To print a reading passage when print-on-demand has been enabled, the student selects the [Print Passage] printer  icon.</p>
System Settings 	<p>To adjust audio volume or the rate and pitch of speech for text-to-speech during the test, the student selects the [System Settings] cog wheel  icon in the upper-right corner. A student testing on a mobile device cannot use this tool to adjust volume. To adjust audio volume on a mobile device, the student must use the device's built-in volume control.</p>
























Global Tool	Instructions
Transcripts 	To view a transcript of the audio content for the current test page, the student selects the [Transcripts]  icon in the global menu. The text in transcripts can be read by a screen reader.
Zoom buttons  	To enlarge the text and images on a test page, the student selects the [Zoom In] magnifying glass (plus)  icon. The student can zoom in up to four levels. To undo zooming, the student selects the [Zoom Out] magnifying glass (minus)  icon.

Table 2 lists the other tools available to students in the testing application.

Table 2. Context Menu and On-Screen Tools

Context Menu Tool	Instructions
American Sign Language (ASL)	<p>To view audio content translated into ASL via an on-screen video, the student selects <i>American Sign Language</i> from the context menu.</p> <p><i>The student takes the following steps to view ASL videos:</i></p> <ol style="list-style-type: none"> 1. From the context menu, select American Sign Language . 2. If only one ASL video is available, the video opens automatically. <p>If multiple ASL videos are available, sign language  icons appear next to the test content for each video. The student may select the icon for the test content to translate into ASL.</p>
Closed-Captioning	<p>Questions and stimuli with audio elements automatically display closed-captions for a student testing with the appropriate accommodations. Selecting an [Up] up arrow  icon or [Down] down arrow  icon moves the closed-captioning box to the top or bottom of the testing area, and selecting the [Close] “X”  icon closes the closed-captioning box.</p>

Context Menu Tool	Instructions
Expand Item and Passage	<p>Test questions (items) in the right pane of the testing screen can be expanded to cover the width of the whole screen. When used in conjunction with the expand passage universal tool—that is, expand passage is not turned off by the test administrator—the student can use this tool to expand either passages or questions. (This tool is the default expansion tool in the CAAs for ELA and mathematics.)</p> <ul style="list-style-type: none"> To expand the passage section, the student selects the right arrow  icon below the global menu. To collapse the expanded passage section, the student selects the left arrow  icon in the upper-right corner. To expand the question section, the student selects the left arrow  icon below the global menu. To collapse the expanded question section, the student selects the right arrow  icon in the upper-left corner.
Expandable Passages	<p>When the expand item universal tool has been turned off by the test administrator or test examiner, the student uses the arrows  icon in the upper-right corner to expand the passage to cover the entire screen.</p>
Glossary (Word List)	<p>To open the glossary, the student selects a word or phrase that has a border around it. If translated glossary resources are being used (mathematics and science only), the student has the option of hearing the glossary item read aloud by selecting the [Speaker] icon.</p>
Highlighter	<p>To highlight text, the student selects the text on the screen and then selects <i>Highlight Selection</i> from the context menu. To remove highlighting, the student selects <i>Reset Highlighting</i> from the context menu.</p> <p>Text in images cannot be highlighted. This tool is not available while the line reader tool is in use. Highlighting persists only during a single test session.</p>
Mark for Review	<p>To mark a question for review, the student selects <i>Mark for Review</i> from the context menu. The question number displays a flap in the upper-right corner, like this: ; and a [Mark for Review] check mark  appears next to the number. The <i>Questions</i> toggle list displays a flag  for the selected question.</p>
Notepad	<p>To enter notes for a question, the student selects <i>Notepad</i> from the context menu. After the student enters a note, the [Notepad] note  icon appears next to the question number.</p> <p>The student can access notes only for a question on that question's test page.</p>

Context Menu Tool	Instructions
Print Item	To send a print request for an individual question, the student selects <i>Print Item</i> from the context menu. After sending the request, the [Printer] [] icon appears next to the question number.
Strikethrough	<p>For selected-response questions, the student can cross out an answer option to focus on the options the student thinks might be correct. There are two options for using this tool:</p> <ul style="list-style-type: none"> Option A: <ol style="list-style-type: none"> To activate Strikethrough mode, the student opens the context menu and selects <i>Strikethrough</i>. The student selects each answer option to strike out. To deactivate Strikethrough mode, the student presses the [Esc] key or selects outside the question's response area. Option B: <ol style="list-style-type: none"> The student right-clicks an answer option and selects <i>Strikethrough</i>.
Speech-to-Text	The student selects the [Microphone] [] icon in the formatting toolbar of the item response area to dictate responses to CR items. The dictated response is transcribed as text in the item response area.
Text-to-Speech	To listen to passages and questions, the student selects a Speak option from the context menu. To listen to CR content, the student selects the [Speaker] [] icon in the writing tools bar.
Tutorial	To view a short video demonstrating how to respond to a particular question type, the student selects <i>Tutorial</i> from the context menu.

Using Menus and Selected Tools

This section describes how to use the global and context menus to access on-screen tools. This section also provides further details for using some of the student testing application tools.



NOTE: Students can access tools using a mouse or keyboard commands. For information about keyboard commands, refer to [table 5](#).

About the Global Menu

The global menu at the top of the test page contains navigation buttons on the left and tools on the right (refer to [figure 3](#)).

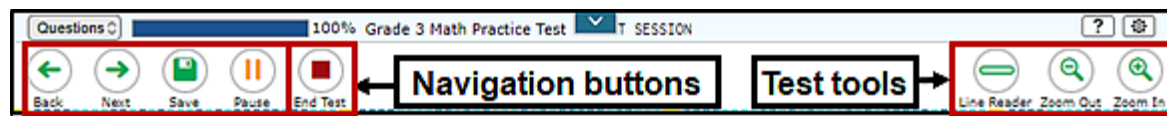


Figure 3. Global menu

To open a test tool in the global menu:

1. The student selects the button for the tool. The selected test tool activates.

About the Context Menus

Each test question may include several elements, such as the question number and answer options (refer to [figure 1](#)). The context menu for each element (including the stimulus) only contains tools applicable to that element ([figure 4](#)).

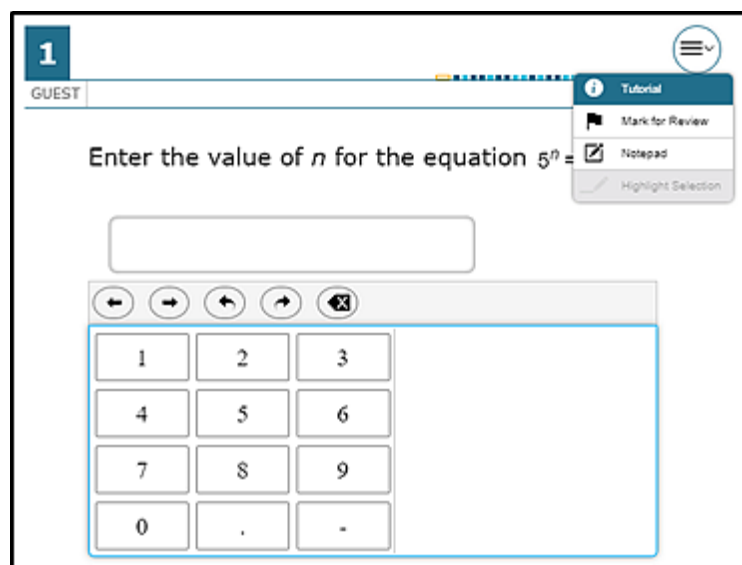


Figure 4. Context menu for a mathematics question

Opening a Context Menu for Passages and Questions

A student can access context menus by right-clicking elements or by selecting elements and then selecting the context menu button.

To access the context menu for a passage or question:

1. The student selects the [Context Menu] parallel line [≡] icon in the upper-right corner of the passage or question. The context menu opens.
2. The student selects a tool to activate or open it. [Figure 5](#) shows a context menu for a sample ELA item.

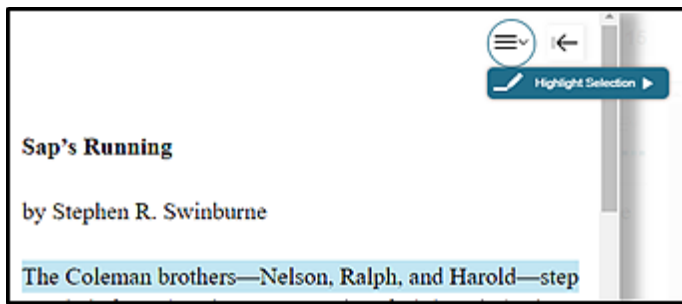


Figure 5. Context menu for ELA passage (*sample screen*)

Opening a Context Menu for Answer Options

A student can use the context menu to access tools for answer options in a multiple-choice or multiselect question.

To access an answer option's context menu:

1. To open the context menu, the student performs one of the following actions:
 - If the student is using a **two-button mouse** , right-click an answer option.
 - If the student is using a **single-button mouse** , select an answer option while pressing the [Ctrl] key.
 - If the student is using a **Chromebook** , select an answer option while pressing the [Alt] key.
 - If the student is using a **tablet** , the student taps the answer option and then taps the [**Context Menu**] icon; this selects the answer option until selecting a different option.
2. The student selects a tool from the context menu. [Figure 6](#) shows a context menu for a sample ELA item.

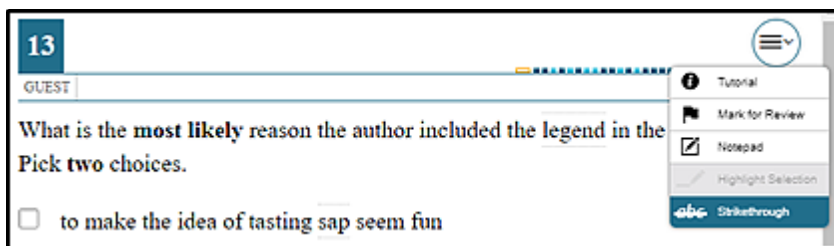


Figure 6. Context menu for ELA answer options (*sample screen*)

About the Masking Tool

A student who has masking as a designated support can use the Masking tool to hide sections of the test page the student finds distracting ([figure 7](#)).

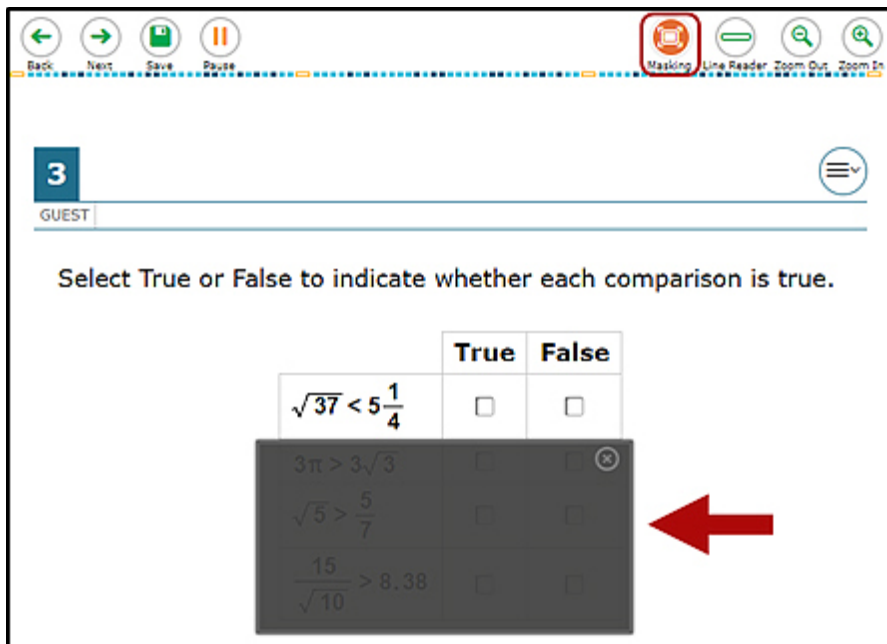


Figure 7. Test page with masked area (*sample screen*)

To mask an area of a test page:

- To activate the Masking tool, the student selects [**Masking**] in the global menu. The button changes color and becomes orange.
- The student selects and drags across the distracting area of the test page using the mouse (desktop or laptop) or a finger (tablet).
- The student releases the mouse button or lifts a finger. The selected area becomes dark gray. The tool remains active until the student deactivates it.

To deactivate the masking tool:

1. The student selects [**Masking**] in the global menu again. The button becomes green. Any masked area remains on the screen until the student removes it.

To remove a masked area from a test page:

1. The student selects the [**X**] in the upper-right corner of a masked area. Note that this does *not* delete any masked area on the screen.

About the Line Reader Tool

A student moves an on-screen horizontal line that surrounds each line of text with shading after selecting the [**Line Reader**] line icon (indicated in [figure 8](#)). To move the line reader, the student selects (clicks) anywhere on the next line to be shaded.

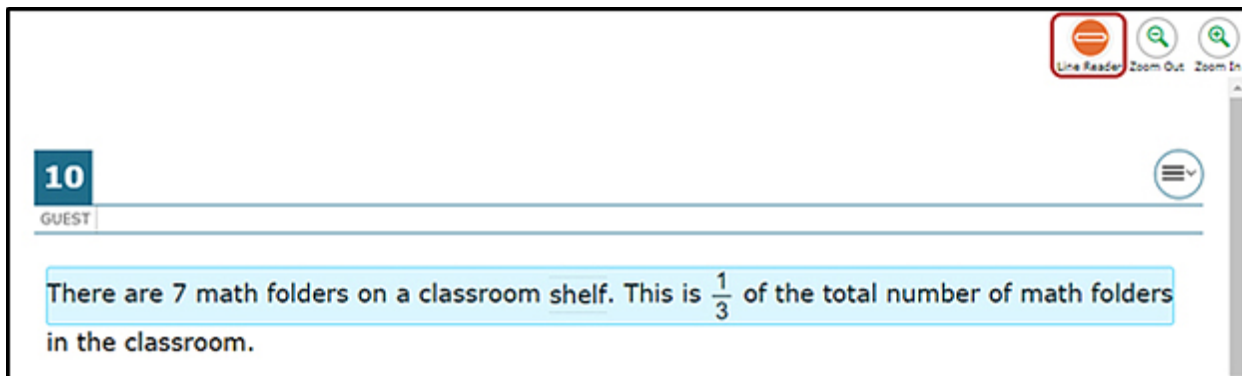


Figure 8. Line Reader (*sample screen*)

- This universal tool applies to both items and passages.
- Selecting an answer option with the line reader universal tool also will cause an option such as a radio button or checkbox to be selected.
 - If the student selects the *Option B* radio button in a vertical list of answer options, selecting (clicking) Option B's text will both shade the line of text in the line reader *and* select that answer option as the student's response to the test question ([figure 9](#)). The student must select a line of text away from a radio button answer option—in a passage or the test question, for example—to unselect the selected line as the focus of the line reader universal tool. However, that answer option is still selected as the student's response unless or until the student selects a different option.

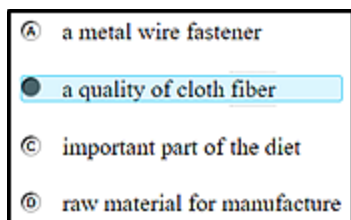


Figure 9. Line Reader with a radio button (*sample screen*)

- For answer options with checkboxes, if the student selects the *third option's* checkbox in a vertical list of answer options, selecting (clicking) the third option's text will both shade the line of text in the line reader *and* select that answer option as one of the student's responses to the test question ([figure 10](#)). The student must select a line of text away from a checkbox answer option—in a passage or the test question, for example—to unselect the selected line as the focus of the line reader universal tool. However, that answer option is still selected as one of the student's responses unless or until the student selects the checkbox to unselect it.

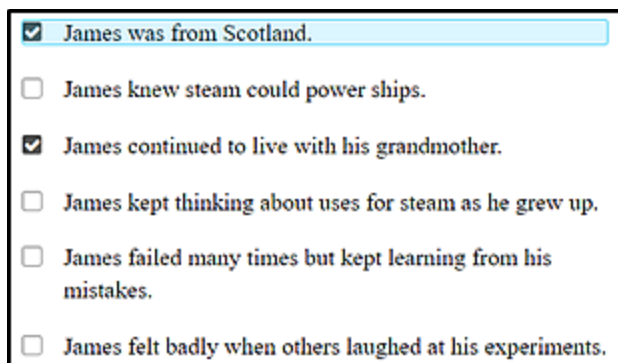


Figure 10. Line Reader with a checkboxes (*sample screen*)

About Text-to-Speech

A student testing with text-to-speech can listen to passages, questions, answer options ([figure 11](#)), and responses to CR items ([figure 12](#)). Text-to-speech is only available for operational testing when using the secure browser and only when assigned as an embedded accommodation (Smarter Balanced for ELA and CSA reading passages) or designated support (mathematics, ELA, CAST, and CSA items). Text-to-speech is only available for the practice tests in conjunction with a supported Chrome or Firefox web browser.

For information about configuring text-to-speech, refer to the [CAASPP and ELPAC Accessibility Guide \(/accessibility-guide/\)](#).

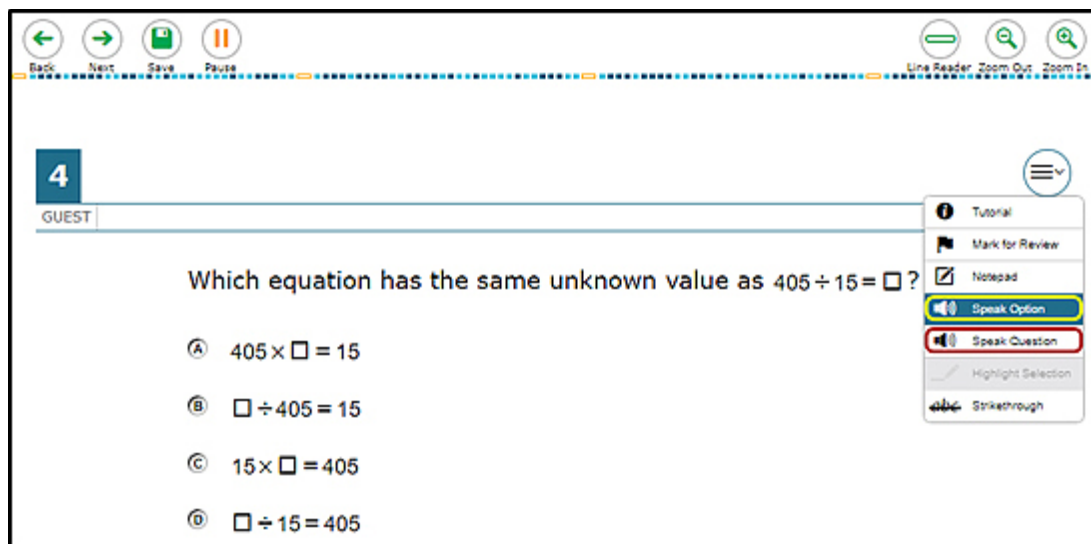


Figure 11. Speak tool options for questions (*sample screen*)

The following details apply for a student to listen to question content with the text-to-speech tool:

- To listen to a passage, a student opens the passage context menu and selects a Speak option, either *Speak Question* (stimuli or passage), *Speak Option* (test question), or from both menu options. The student can also select a portion of text to listen to, such as a word or phrase. To do this, the student selects the text, opens the passage context menu, and selects *Speak Selection*.



ALERT: When listening to passages, the student can pause text-to-speech and then resume it at the point where it was paused. However, this feature is not available on mobile devices. A student testing on a mobile device can resume a paused text-to-speech passage by selecting the remaining text to be read aloud and selecting *Speak Selection* from the context menu.

- To listen to a question or answer options, a student opens the question context menu and selects one of the following Speak options:
 - To listen only to the question, the student selects *Speak Question*.
 - To listen to a multiple-choice question and all answer options, the student selects *Speak Question and Options*.
 - To listen only to an answer option, the student selects the answer option and then selects *Speak Option* from the context menu. The student can also right-click the answer option and select *Speak Option*.

To listen to a written response, the student selects the **[Speaker]** icon to hear what has been entered into the response area (indicated in [figure 12](#)).

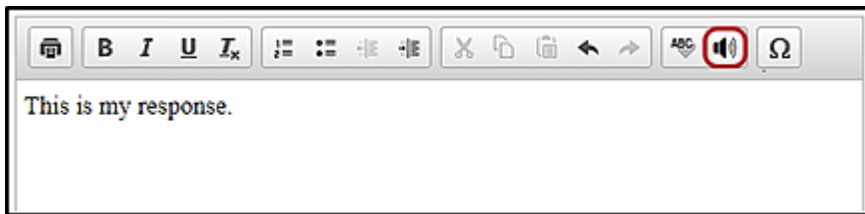


Figure 12. **[Speaker]** icon in a response (*sample screen*)


About Speech-to-Text

The speech-to-text tool allows a student to dictate responses to items that support the use of speech-to-text. The student's spoken words are then transcribed as text in the item response area (refer to [figure 13](#)).

For information about configuring speech-to-text, refer to the [CAASPP and ELPAC Accessibility Guide \(/accessibility-guide/\)](#). [🔗](#)

The screenshot shows a test interface with a top navigation bar containing tabs numbered 1 through 9. Tab 2 is selected and highlighted in blue, with a green checkmark icon below it. Below the navigation bar, a header area displays the number '2' in a blue box on the left and a menu icon (three horizontal lines with a checkmark) on the right. Underneath the header, the text 'GUEST' is visible. The main question area contains the text: 'What is the author's message about the Oregon Trail? Use details from the text to support your answer.' Below the question, there is a text response area. At the top of this area is a microphone icon inside a red square, which is highlighted by a red box. Below the microphone icon, the text 'This is my response.' is entered into the response field.

Figure 13. Speech-to-text response

To begin dictating, the student selects the [**Microphone**] [] icon that is displayed at the top of the item's text response area. Note the following about the student's use of speech-to-text:

- The formatting toolbar scrolls along with the page and remains visible while the item is in focus.
- As the student speaks, the words are transcribed into the text response area. However, there may be a slight delay while the text is being transcribed and dots appear in the text response area to indicate that the transcription is in process.
- Students can dictate for five minutes at a time.
- The entered text may be auto punctuated. The student can also control the punctuation and grammar of the text through speech commands to some extent. For example, the student can say, “New Paragraph” to create a new paragraph.
- It is ultimately the student's responsibility to ensure the accuracy of the transcription as well as grammar and punctuation.
- The student selects the [**Microphone**] icon to stop dictating.



ALERT: A student cannot navigate away from the test page when the microphone is enabled.


Text Response Formatting Toolbar

In addition to the standard test tools described in the subsection [Test Tools \(/caaspp-otam/student-testing-application/features/#test-tools\)](/caaspp-otam/student-testing-application/features/#test-tools), a student can use a formatting toolbar for part 2 of the ELA PT above the response field for text response questions (refer to [figure 14](#)). The formatting toolbar allows the student to apply styling to text and use standard word-processing features.



Figure 14. Text response question with formatting toolbar












NOTES:




- The lower-right corner of the response field displays the word count and character count for the student's response.
- The **[Print]** printer icon shown in [figure 11](#) is available in practice and training tests only and allows a text response for a practice or training test item to be printed. Neither the icon nor the functionality is available in summative assessments.

[Table 3](#) provides an overview of the formatting tools available.

Table 3. Description of Formatting Tools



Tool	Description of Function
	Bold , italicize , or underline selected text
	Remove formatting that was applied to the selected text
	Insert a numbered or bulleted list
	Indent a line of selected text
	Decrease indent of text
	Cut selected text
	Copy selected text
	Paste copied or cut text
	Undo the last edit to text or formatting in the response field
	Redo the last undo action
	Use spell check to identify potentially misspelled words in the response field

Tool	Description of Function
	Add a special character in the response field

Spell Check

The spell check tool identifies words in the ELA PT or CAST response field that may be misspelled.

To use spell check:

1. In the toolbar, the student selects the [**Spell Check**] a-b-c  icon. Potentially incorrect words change color and become underlined.
2. To exit spell check, the student selects the [**Spell Check**] a-b-c  icon again.




ALERT: The spell check tool does not identify misspelled words in real time (as they are typed on the screen). To check for misspelled words, the student must enable spell check mode. All words that are potentially misspelled will be indicated.

Special Characters

A student can add mathematical characters, accented characters, and other symbols to ELA PT responses.

To add a special character:

1. In the toolbar, the student selects the [**Special Characters**] omega  icon.
2. In the window that pops up, the student selects the required character (refer to [figure 15](#)).

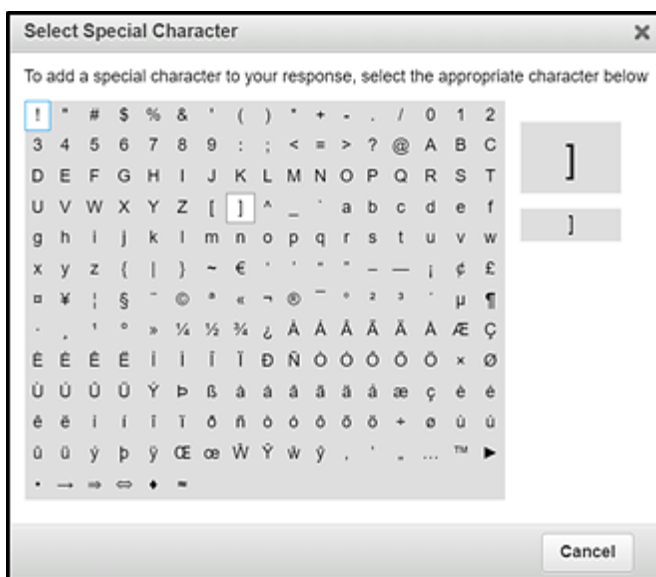


Figure 15. *Select Special Character* window

Keyboard Navigation for Students

A student can use keyboard commands to navigate between test elements, features, and tools.

NOTES:



- Keyboard commands require the use of the primary keyboard. A student should not use keys in a numeric keypad.
- Some keyboard commands, such as the commands for using the line reader, are available only when using a supported desktop secure browser.

Sign-In Pages and In-Test Pop-ups

Table 4 lists keyboard commands for selecting options on the sign-in pages (i.e., screens) or pop-up windows that appear during a test.

Table 4. Keyboard Commands for Sign-In Pages and Pop-Up Windows

Keyboard Command	Function
[Tab]	Move to the next option
[Shift] + [Tab]	Move to the previous option
[Enter]	Select the active option
[Space bar]	Mark checkbox
Arrow keys	Scroll through drop-down list options
[Esc]	Close pop-up window

Keyboard Commands for Test Navigation

Table 5 lists keyboard commands for navigating tests and responding to questions.

Table 5. Keyboard Commands for Test Navigation

Keyboard Command	Description of Function
[↑] (up arrow)	Scroll up
[↓] (down arrow)	Scroll down

Keyboard Command	Description of Function
[→] (right arrow)	Scroll to the right
[←] (left arrow)	Scroll to the left
[Tab]	Move to the next element
[Shift] + [Tab]	Move to the previous element
[Space bar]	Select an answer option
[Ctrl] + [→] (right arrow)	Go to the next test page
[Ctrl] + [←] (left arrow)	Go to the previous test page
[Ctrl] + [G]	Open the global menu
[Ctrl] + [M]	Open a context menu

Keyboard Commands for Global and Context Menus

A student can use keyboard commands to access tools in the global and context menus. For more information about tools, refer to [table 1](#).

Global Menu

To access the global menu tools using keyboard commands:

1. The student presses [Ctrl] + [G]. The global menu list opens.
2. To move between options in the global menu, the student uses the [Up] or [Down] arrow key.
3. To select an option, the student presses [Enter].
4. To close the global menu without selecting an option, the student presses [Esc].

Context Menus

1. To navigate to an element, the student presses [Tab].
2. To navigate in reverse, the student presses [Shift] + [Tab].
3. The student presses [Ctrl] + [M]. The context menu for the selected element opens.
4. To move between options in the context menu, the student uses the [Up] or [Down] arrow key.

5. To select an option, the student presses [Enter].

6. To close the context menu without selecting an option, the student presses [Esc].

To select text and open context menu options:

1. The student navigates to the element containing the text to be selected.

2. The student presses [Ctrl] + [M] to open the context menu.

3. If multiple options are available, the student uses the arrow keys to navigate to [Enable Text Selection].

4. The student presses [Enter]. A flashing cursor appears at the upper-left corner of the active element.

5. To move the cursor to the beginning of the text the student wants to select, the student uses the arrow keys.

6. The student presses [Shift] and an arrow key to select text. The text the student selects appears shaded.

7. The student presses [Ctrl] + [M] again and then chooses the tool to use for the selected text, for example, *Highlight Selection*.

Keyboard Commands for Grid Questions

Technology-enhanced questions with the grid response area ([figure 16](#)) may have up to three main sections:

1. **Answer Space:** This is the grid area where a student enters the response.

2. **Button Row:** Action buttons may appear above the answer space. Buttons may include [Delete], [Add Point], [Add Arrow], [Add Line], [Add Circle], [Add Dashed Line], and [Connect Line].

3. **Object Bank:** This is a panel containing objects a student can move to the answer space.

The diagram illustrates the layout of a grid question interface. It is divided into three main sections: **Object bank**, **Button row**, and **Answer space**. The **Object bank** is located on the left and contains a vertical list of numbers from 0 to 9. The **Button row** is located at the top and contains a **Delete** button. The **Answer space** is the large central area where the student enters their response. It contains a mathematical equation: $3 \square \cdot 3 \square = 3 \square$. The **Answer space** is outlined with a red border, and the **Object bank** and **Button row** are also outlined with red borders.

Figure 16. Grid question

To move between the main sections:

1. To move clockwise, the student presses [Tab].
2. To move counterclockwise, the student presses [Shift] + [Tab].

To add an object to the answer space:

1. With the object bank active, the student uses the arrow keys to move between objects. The active object has a blue background.
2. To add the active object to the answer space, the student presses [Space bar].

To use the action buttons:

1. With the button row active, the student uses the left and right arrow keys to move between the buttons. The active button is white.
2. To select a button, the student presses [Enter].
3. The student presses [Space bar] to apply the point, arrow, or line to the answer space.

To move objects and graph elements in the answer space:

1. With the answer space active, the student presses [Enter] to move between the objects.
2. The student presses [Space bar]. The active object displays a blue border.
3. The student presses an arrow key to move the object. To move the object in smaller increments, the student holds [Shift] while pressing an arrow key.

Keyboard Commands for Equation Questions

Equation questions allow a student to use keyboard commands to open a menu listing the special characters the student can insert into the response area.

To insert special characters in the response area:

1. With the focus in the text field of the response area, the student presses [Alt] + [7]. The *Special Characters* window opens.
2. To move between options in the context menu, the student uses the [Up] or [Down] arrow key.
3. To add the selected option to the response area, the student presses [Enter].

Proceeding Through a Test

A student can respond to questions, pause a test, review previously answered questions, and submit a test. The following sections describe each of these tasks.

Viewing Stimuli

When a test question is associated with a stimulus, a student should review that stimulus before responding to the question.

About Reading Passages

When the stimulus is a reading passage, the content is read on the left side of the page (i.e., screen) (indicated in [figure 1](#)).

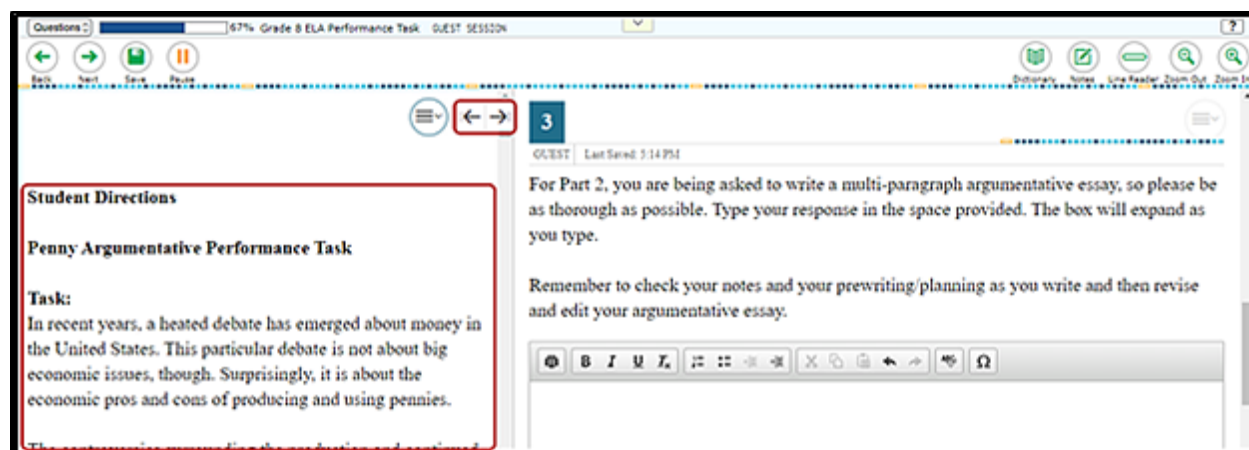


Figure 1. Sample reading passage

Between the passage and the test question (stem) are two arrows. To expand the passage section, select the [**Expand Passage**] right-arrow [→] icon. The section will expand and overlap the question section for easier readability. To expand the test question section, select the [**Expand Question**] left-arrow [←] icon.

To collapse the expanded passage, select the [**Collapse Passage**] left-arrow [←] icon. To collapse the expanded test question, select the [**Collapse Question**] right-arrow [→] icon.

About Videos

When the stimulus is a video, a student can use standard video features to control the playback. These are shown in [figure 2](#).

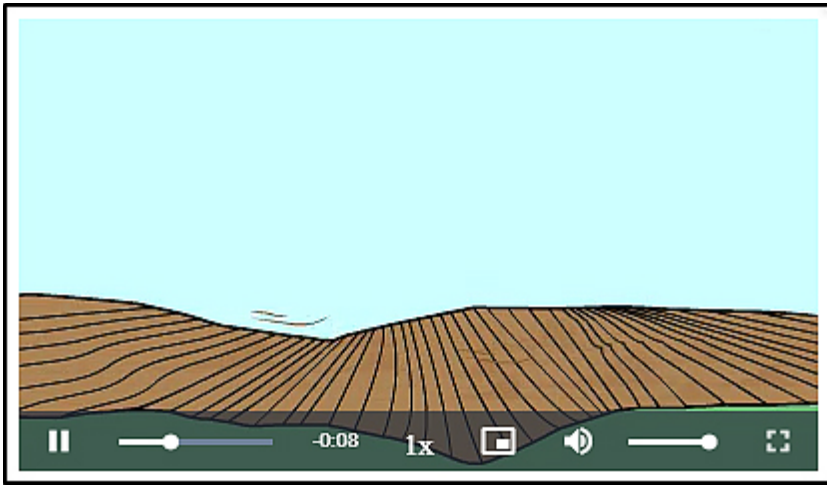


Figure 2. Video playback features

- To play a video, the student or test examiner selects the [**Play**] triangle [▶] in the video playback area.
- To jump to a different point in the video, the student or test examiner drags the slider to the required location.
- To adjust the speed at which the video plays, the student or test examiner selects the [**Speed**] 1x [1x] icon, and then selects the required speed from the menu that appears.
- To mute or unmute a video that includes audio, the student or test examiner selects the [**Volume**] speaker [🔊] icon in the lower-right corner.
- To expand the video to full-screen mode, the student or test examiner selects the [**Screen Size**] expand [⛶] icon in the lower-right corner. To exit full-screen mode, the student or test examiner selects the [**Screen Size**] icon again.

Responding to Test Questions

A student answers test questions depending on the question's type.

- **Multiple-choice questions:** A student selects a single answer option.
- **Multiselect questions:** A student selects one or more answer options.
- **Technology-enhanced questions:** A student follows the instructions given for each question. Technology-enhanced questions require the student to do one of the following tasks:
 - Select one or more choices from a list of answer options
 - Use an on-screen keypad to generate an answer
 - Select graphic objects or text excerpts on the screen
 - Place points, lines, or bars on a graph
 - Drag and drop text or graphic objects around on the screen

- Enter text in a text box or table
- Match answer options together
- Modify a highlighted word or phrase in a reading selection
- Enter input parameters to run an on-screen simulation



NOTE: Students can use the [Student Practice and Training Test Site](https://capt.cambiumtds.com/student) (<https://capt.cambiumtds.com/student>) to familiarize themselves with the question types that may appear on tests.

Some test pages (i.e., screens) may have only one question, and others may have more. Some questions may consist of multiple parts that a student must answer. After the student responds to all the questions on a page, the student selects [Next] to proceed to the next page.

All responses are saved automatically. The student can also manually save responses to questions by selecting [Save] in the global menu.

Selecting the *Mark as No Response* Option (CAA for Science Only)

When a student taking a CAA for Science embedded PT is presented with a question and does not respond, a test examiner may select the *Mark as No Response* option on the context menu. Using this option provides information about the student's testing experience. This option is highlighted in the context menu shown in [figure 3](#).

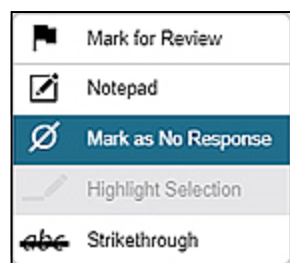


Figure 3. Context menu with the *Mark as No Response* option

Refer to the [Response Options for Alternate Assessments \(PDF\)](https://www.caaspp.org/rsc/pdfs/CAASPP-ELPAC-Response-Options-for-Alternate-Assessments.2021.pdf) (<https://www.caaspp.org/rsc/pdfs/CAASPP-ELPAC-Response-Options-for-Alternate-Assessments.2021.pdf>) for additional information about using the *Mark as No Response* option for a student who takes the CAA for Science.

Pausing Tests



NOTE: A test administrator may want to remind students taking Smarter Balanced CATs and the CAST that if their tests are paused for more than 20 minutes, they may be unable to change answers to previously answered items. For more information, refer to the [Pause Rules](#) ([/caaspp-](#)

A student can pause the test at any time. Pausing a test logs the student off the test.

To pause a test:

- The student selects the [**Pause**] parallel line [⏸] icon in the global menu. A confirmation message appears.
- The student selects the [**Yes**] button. This logs the student off. The *Student Sign In* page appears.
- To resume testing, the student repeats the sign-in process. Refer to the subsection *Signing In to the Student Testing Site* ([/caaspp-otam/student-testing-application/sign-in-student-test-site/](#)).



ALERT: When a student is testing on a Chromebook, the test administrator or test examiner should make sure a student pauses the test before closing the lid of the Chromebook. If the lid is closed before the test pauses, whomever opens the Chromebook next will be able to see the last question the student was viewing (and any response that was entered).

Reviewing Questions in a Test

A student may return to a previous question and modify the response if the test was not paused for more than 20 minutes. Refer to the *Pause Rules* ([/caaspp-otam/prep-and-planning/general-test-admin-info/#general-rules-for-tas-and-tes](#)) subsection for more information.

A student can use the [**Back**] left-arrow [←] icon or the *Questions* drop-down list to return to questions the student wants to review. The drop-down list displays “(marked)” for any questions marked for review and the [**Mark for Review**] flag-check icon [🚩] (refer to [figure 4](#)).

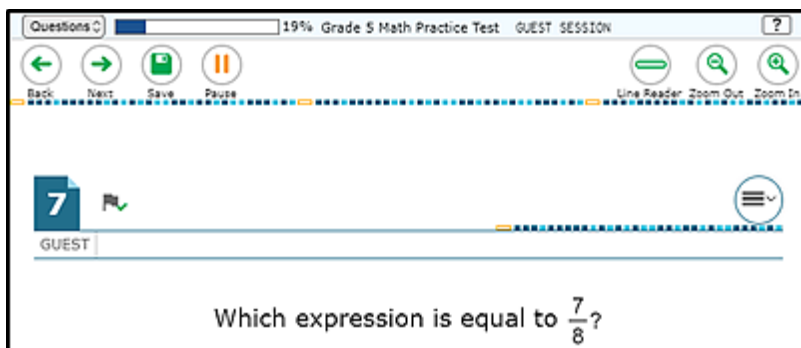


Figure 4. Question marked for review

Reaching the End of a Segment

In a segmented test, the *End Segment* page appears after a student completes the last question in the current segment. This page allows the student to review questions from the current segment or proceed to the next segment. A flag appears for any questions marked for review (refer to [figure 5](#)). For the CAAs, a warning icon appears for any unanswered questions.

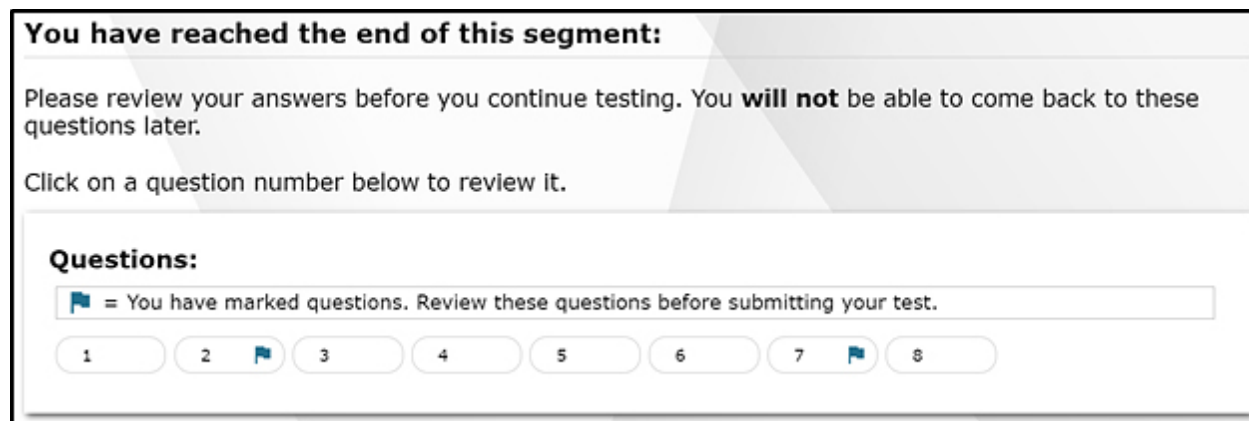


Figure 5. *End Segment* page

To review questions:

1. The student selects a question number.

To move to the next segment:

1. The student selects **[Next]** in the global menu.



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



NOTE: A test administrator may want to remind students that once they complete a segment and move on, they cannot return to the previous segment. For this reason, students taking a CAT or the CAST should review their responses before continuing to the next segment.

Submitting a Test

This section describes how a student submits a test when the student is finished answering questions.

Reaching the End of a Test


After a student responds to the last test question but before the student submits the test, the **[End Test]** red-square [] icon appears in the global menu; refer to [figure 6](#) for global menu options.



Figure 6. Global Menu with [End Test] button

To end a test:

1. The student selects the [End Test] icon. A confirmation message appears.
2. The student selects [Yes].

End Test Page

When a student ends a test, the *End Test* page appears (refer to [figure 7](#)). This page allows the student to review answers from the current test segment and submit the test for scoring. A [Marked for Review] flag icon appears for any questions marked for review. For the CAAs, a warning icon appears if there are any unanswered questions.

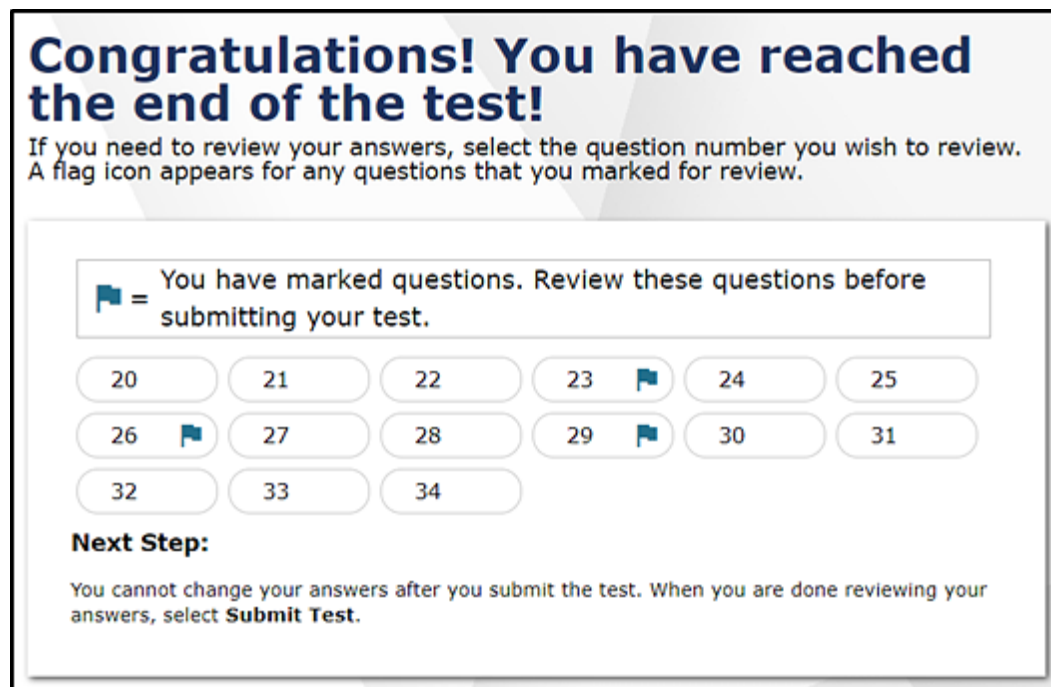


Figure 7. *End Test* page

To review answers:

1. The student selects a question number.
2. To return to the *End Test* page, the student selects [End Test] in the global menu.

To submit the test:

1. The student selects [Submit Test].



WARNING: Once a student selects [**Submit Test**], the student cannot return to the test or modify answers.

Test Summary Page

After a student submits the test, the *Test Summary* page (i.e., screen) appears, displaying the student's name, the test name, and the completion date (refer to [figure 8](#)).

Figure 8. *Test Summary* page

Closing the Student Testing Site on Tablets

After a test session ends, close the SecureTest application on student tablets.

To close the student testing application on iOS devices:

1. The student double-taps the [**Home**] button. The multitasking bar appears.
2. The student locates the SecureTest app preview and slides it upward.



To close the student testing application on Chromebooks:

1. The student selects [**Close Secure Browser**] in the upper-right corner.


Signing In to the Student Testing Site

This section describes the student sign-in process for the student testing application. A student follows this procedure when starting a new test or resuming a paused test.

NOTES: The student must sign in to the appropriate testing site:

- For sessions created in the Test Administrator Interface, the student signs in to the student testing application using the secure browser.
- For sessions created in the Test Administrator Training Site, the student signs in to the Student Training Site. The student can access the Practice and Training Test Site (<https://www.caaspp.org/practice-and-training/index.html>)  directly, using the [**Practice & Training Tests**] button on the CAASPP website (<https://www.caaspp.org/>) , or via the secure browser by selecting the [Training Test] link.
- This topic describes the screens and steps associated with in-person testing. Refer to the Remote Testing (</caaspp-otam/remote-testing/>) topic for details about testing remotely.

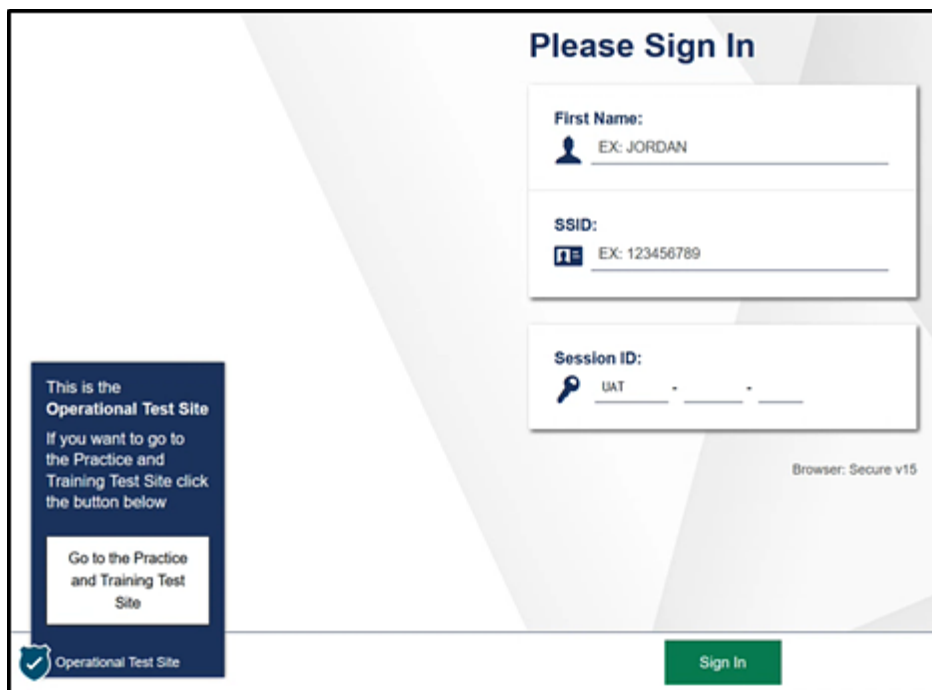


If the student does not know what SSID and name to use (full name or preferred name) as it appears in TOMS, a test administrator or test examiner can retrieve it in the Test Administrator Site (<https://capt.cambiumtds.com/testadmin>)  (refer to the subsection How to Look Up Students (</caaspp-otam/ta-interface/use-ta-interface/#creating-test-session-lookup-students>)).

Step 1: Signing a Student In

To sign a student in to a test session:

1. The student launches the secure browser on a testing device. The *Student Sign-In* screen appears (refer to figure 1).



Please Sign In

First Name:
 EX: JORDAN

SSID:
 EX: 123456789

Session ID:
 UAT - - -

Browser: Secure v15

This is the Operational Test Site
 If you want to go to the Practice and Training Test Site click the button below

Go to the Practice and Training Test Site

Operational Test Site

Sign In

Figure 1. *Student Sign In* screen

2. The student enters the following information:

- In the *First Name* field, the student enters a first name as it appears in TOMS.
- In the *SSID* field, the student enters an SSID as it appears in TOMS.
- In the *Session ID* field, the student enters the session ID that was provided and as it appears on the Test Administrator Site (<https://capt.cambiumtds.com/testadmin>) (indicated in [figure 2](#)).



Operational Test Session

Instructions

Start Session

Press the **Select Tests** button, mark the checkboxes for the tests you wish to include, and then press the **Start Session** button.

Session ID: UAT-3935-3

Figure 2. Sample session ID

3. The student selects the **[Sign In]** button. The *Is This You?* screen appears (shown in [figure 3](#)).

To enter special characters that appear in a student's name:

- If there is a special character in the student's first name, the student must use the Unicode character equivalent for that character; instructions for entering characters vary by operating system. Additionally, the Wikipedia topic Unicode input (https://en.wikipedia.org/wiki/Unicode_input) provides more information about entering Unicode characters and contains links to additional resources.

- Windows:** Press [Alt] + number pad [#####]. For example, press the [Alt] + keypad [0201] to create the "É" in "JOSÉ."

- **Chrome:** Press [Ctrl] + [Shift] + [U] until an underlined “U” is displayed, and then key in the key sequence for the character. For example, after the underlined “U,” type [00C9] + [Enter] or [Space bar] to create the “É” in “JOSÉ.”
- **macOS and iOS:** Hold the standard character key until the Unicode accent characters are displayed. For example, holding down [A] will provide eight accented versions of the letter “A.”
- **Linux:** Press [Ctrl] + [Shift], type [U], and then type the hexadecimal digits.


Common Student Sign-in Errors

The TDS generates an error message if a student cannot sign in. [Table 1](#) lists the most common student sign-in issues, with possible resolutions:

Table 1. Student Sign-in Errors

Message	Cause	Solution(s)
This session is not available for testing	The student entered the session ID incorrectly or signed in to the wrong site.	Verify that the student correctly entered the active session ID. Also, verify that both the test administrator or test examiner and the student are using the correct sites. For example, students signed in to the Student Training Site cannot access sessions created in the Test Administrator Interface. As shown in figure 1 , a message displayed in the bottom-left corner of the Student Sign-In page indicates which site the student is on, the practice and training site or the operational site. If a student is on the wrong site, the student can select the button included in the message to proceed to the correct site.
No match	Student information was not entered correctly.	Verify that the student has entered the student’s name exactly as it appears in the Student Lookup tool. Spaces or accented characters must also be included; special characters in names may be added by typing the Unicode character (for example, by pressing the [Alt] + keypad [0201] to create the “É” in “JOSÉ” on Windows devices).
No match for student ID	Student information was not entered correctly.	Verify that the student used a correct SSID and did not preface the SSID with “CA-” as had been required in previous years. If this does not resolve the error, use the Student Lookup tool to verify the student’s information. Refer to the subsection How to Look Up Students (/caaspp-otam/ta-interface/use-ta-interface/#creating-test-session-lookup-students) for additional information.

Message	Cause	Solution(s)
Session has expired	The session ID corresponds to a closed session.	Ensure that the student enters the correct session ID and verify that the session is open. For more information about test sessions, refer to the subsection <i><u>Creating a Test Session (/caaspp-otam/ta-interface/use-ta-interface/#creating-test-session)</u></i> .
You must test in a session in your own school	The student is not associated with the school, or the test administrator or test examiner is not associated with the student's school.	A student must test at the school of enrollment. A test administrator must be assigned the CAASPP Test Administrator role for all schools whose students participate within a test session.
No tests are available at this time	The student does not have demographic information that would make the student eligible for an assessment entered into TOMS or the entered information has not yet reached the TDS.	Verify that the test for which the student is registered is included in the session.
Unsupported Browser/OS Combination	The online testing system cannot determine whether the student is taking the test through the correct secure browser.	Ensure the latest version of the secure browser is installed and that the student launched the secure browser instead of a standard web browser. If the latest version of the secure browser is already running, then log the student off, restart the device, and try again.
Unable to Establish a Connection with the Test Delivery System	The secure browser cannot connect to the TDS. This is most likely to occur if there is a network-related problem.	Check whether the network cable is plugged in (for wired connections) or whether the Wi-Fi connection is live (for wireless connections). Also check whether the secure browser must use specific proxy settings; if so, those settings must be part of the command that launches the secure browser. Finally, verify that a firewall allows access to the TDS.

Message	Cause	Solution(s)
Test Environment Is Not Secure	This message can occur when the secure browser detects a forbidden application running on the device (refer to the subsection <i>Security of the Test Environment</i> (/caaspp-otam/test-security/security-of-the-test-environment/).	If this message appears on an iPad, ensure that Assessment Mode is enabled. Refer to the <i>CAASPP and ELPAC Technical Specifications and Configuration Guide for Online Testing</i> (/tech-specs-and-config/)  or contact the technology coordinator.

Step 2: Verifying Student Information

After a student signs in, the *Is This You?* page (i.e., screen) appears ([figure 3](#)). The student verifies personal information on this page.

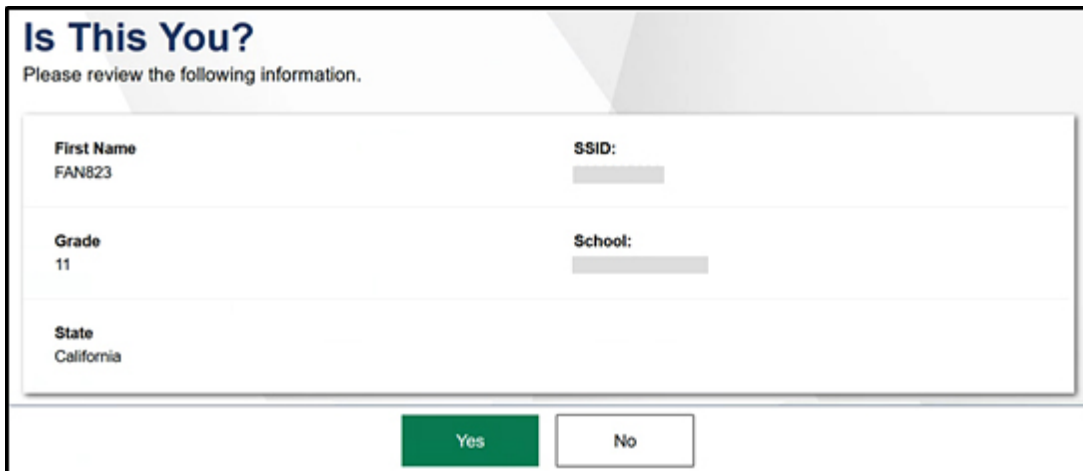


Figure 3. *Is This You?* screen

To verify personal information:

1. If all the information is correct, the student selects [Yes]. The *Your Tests* page appears ([figure 4](#)).
2. If any of the information displayed is incorrect, the student must not proceed with testing. The student should select [No]. A test administrator or test examiner must notify the CAASPP test site coordinator that the student's information is incorrect.



WARNING: Incorrect student demographic information must be updated before the student begins testing. Tell the LEA CAASPP coordinator or CAASPP test site coordinator (as appropriate) that the student's information needs to be updated. The student should not begin testing until all information is correct.

Step 3: Selecting a Test

The *Your Tests* page (i.e., screen) displays all the tests a student is eligible to take (refer to [figure 4](#)). The student (or the test examiner for the CAA) can only select tests that have been selected by the test administrator or test examiner and still need to be completed.

Tests are shaded in a light color with an arrow icon pointing at the test name. When starting a new test opportunity, the arrow is solid. When resuming a test opportunity, the arrow is striped.

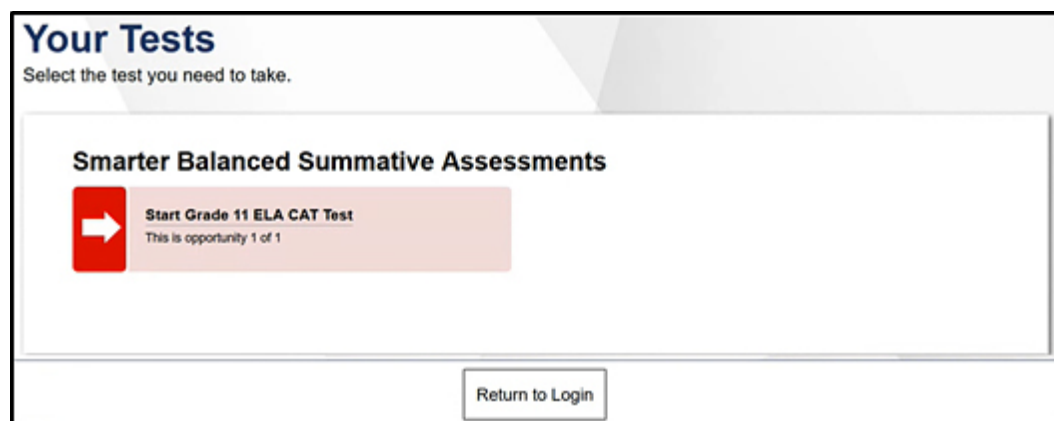


Figure 4. Sample *Your Tests* page

To select an available test:

1. The student or the test examiner (for a CAA) selects the required test name. The request is sent to the test administrator or test examiner for approval, and the Waiting for Approval message appears ([figure 5](#)).

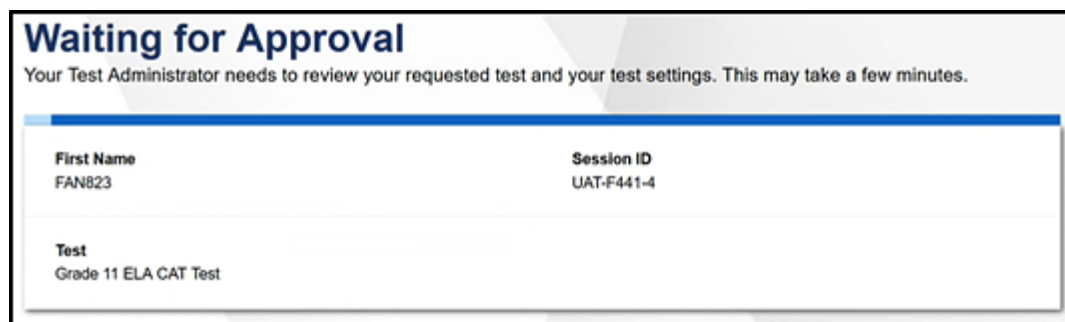


Figure 5. *Waiting for Approval* dialog box

2. If a student's required test is not displayed, the student should select [**Return to Login**]. Verify the test session includes the correct tests and add additional tests, if necessary.

Step 4: Verifying Test Information

After the test administrator or test examiner approves the student for testing, the student (or the test examiner, for a CAA) should verify the test information and settings on the *Your Test Settings* page (i.e., screen) (refer to [figure 6](#) for the *Choose Settings* screen that is available in a practice test).

Choose Settings:
Review the following test settings. You can change the options, if necessary.

High School ELA Practice Test

Presentation

American Sign Language ☐ OFF

Audio Transcriptions ☐ OFF

Presentation English

Literacy Assistance Resources

Text-to-Speech None

Translations (Glossaries) English Glossary

Integration with Assistive Technology

Select Undo Changes Go Back

Figure 6. *Choose Settings* screen

To verify test information:

1. If the settings are correct, the student (or the test examiner, for a CAA) selects [**OK**].
2. If the settings are incorrect, the student (or the test examiner, for a CAA) selects [**Request Changes**]. The test administrator or test examiner must report the incorrect test settings to the CAASPP test site coordinator, who will update them as required in TOMS and reschedule the student's testing. After a student's test settings are corrected, the student must sign in and request approval again.

Step 5: Sound and Video Check

Audio/Video Check

The *Audio/Video Checks* page (i.e., screen) appears for the Smarter Balanced, CAST, CAAs for ELA and mathematics, and CSA tests (refer to [figure 7](#)); the CAA for Science has a video check only. A student verifies seeing the sample video and hearing the sample audio in the “Sound and Video Playback Check” section. The screen is in Spanish for the CSA.

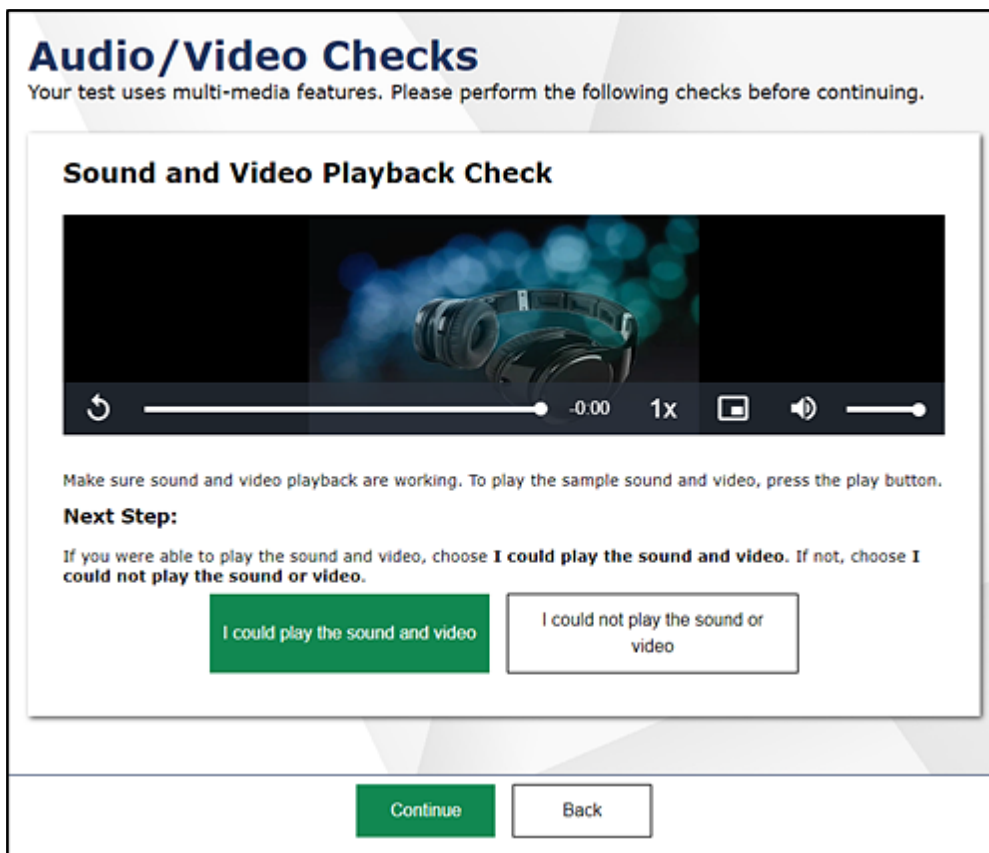



Figure 7. “Sound and Video Playback Check” section of the *Audio/Video Checks* page

To check audio and video settings:

1. The student plays the video and listens to the audio by selecting the **[Play]** arrow  icon.
2. Depending on the sound and video quality, the student does one of the following:
 - a. If the student can hear the sound and see the video, the student selects **[I could play the sound and video]**. A green check appears at the upper-right corner of the panel and the *Instructions and Help* page appears.
 - b. If the student cannot see the video and hear the sound, the student selects **[I could not play the sound or video]**. The *Audio/Video Playback Problem* panel appears, giving the student two options:
 - i. A student can select **[Try Again]** to return to “Sound and Video Playback Check.”
 - ii. A student can select **[Log Out]**. A test administrator or test examiner should troubleshoot the device and headphones or move the student to another device with working audio and video.

Text-to-Speech Check

The “Text-to-Speech Sound Check” section of the *Audio/Video Checks* page (i.e., screen) appears if a student has the text-to-speech setting and for all students who are testing remotely with the secure browser ([figure 8](#)). On this section of the screen, the student verifies that text-to-speech is working properly on the student’s device. A student can only use text-to-speech within a supported secure browser.

Text-to-Speech Sound Check

Make sure text-to-speech is working.

Press the speaker button. You should hear a voice speak the following sentence: "This text is being read aloud."

Sound Settings

Current Voice Pack: Microsoft David - English (United States) ▾

Use the sliders to adjust the available Text-to-Speech settings.

Volume 10

Pitch 10

Rate 10

Next Step:


If you heard the voice clearly, choose **I heard the voice**. If not, choose **I did not hear the voice**. To continue testing without checking text-to-speech, choose **Skip TTS Check**.

I heard the voice I did not hear the voice Skip TTS Check


Continue Back

Figure 8. “Text-to-Speech Sound Check” section of the *Audio/Video Checks* page



NOTE: When text-to-speech is enabled, the student may adjust the volume, pitch, rate settings, and available Voice Pack once the test begins by selecting the *Settings* menu (cog wheel icon, ) in the upper-right corner of the screens. The student does not have to exit the test to do so.

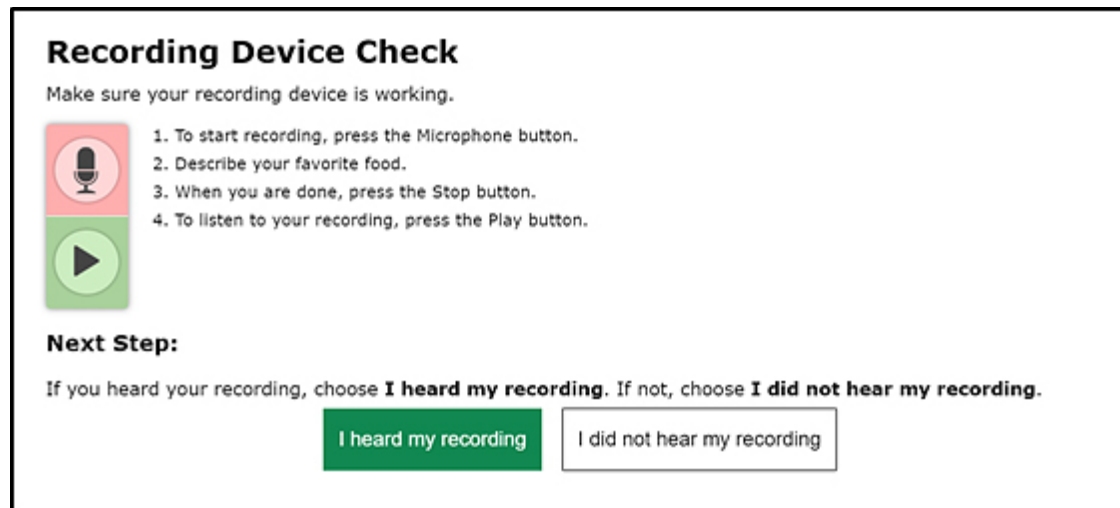
To check text-to-speech functionality:

1. A student selects the [**TTS Speaker**] speaker  icon and listens to the audio.
 - a. If the voice is clearly audible, the student selects [**I heard the voice**]. A green check appears at the upper-right corner of the panel and the student can proceed.
 - b. If the voice is not clearly audible, the student adjusts the settings using the sliders and selects the [**TTS Speaker**] icon again.
 - c. If the student still cannot hear the voice clearly, the student selects [**I did not hear the voice**] and closes the secure browser. A test administrator can work with the student to adjust audio or headset settings (for more information, refer to the subsection *Troubleshooting Audio Issues* (</caaspp-otam/student-testing-application/sign-in-student-test-site/#sound-video-check-troubleshooting>)). The student can sign in again when the issue is resolved.
 - d. To continue without testing text-to-speech, the student selects [**Skip TTS Check**].

Recording Device Check for Speech-to-Text

The “Recording Device Check” section of the *Audio/Video Checks* page (i.e., screen) appears if a student has the speech-to-text setting ([figure 9](#)). On this screen, the student’s voice is recorded and the student verifies that the recorded audio is heard. A student can only use speech-to-text resource within a supported secure browser.

The student should log off if the recording device does not work. The test administrator should troubleshoot the recording device or set up a different one.



Recording Device Check

Make sure your recording device is working.

1. To start recording, press the Microphone button.
2. Describe your favorite food.
3. When you are done, press the Stop button.
4. To listen to your recording, press the Play button.




Next Step:

If you heard your recording, choose **I heard my recording**. If not, choose **I did not hear my recording**.

I heard my recording **I did not hear my recording**

Figure 9. “Recording Device Check” section of the *Audio/Video Checks* page

To check speech-to-text functionality:

1. The student selects the [**Recording**] microphone [- 2. The student selects the [**Stop**] square [- 3. The student selects the [**Play**] arrow [- a. If the recorded audio is clearly audible, the student selects [**I heard my audio**]. A green check appears at the upper-right corner of the panel and the student can proceed.
- b. If the recorded audio is not clearly audible, the student selects [**I did not hear my recording**] to open the *Problem Recording Audio* panel.
 - If the student still cannot hear the recorded audio clearly, the student can select [**Try Again**] to return to “Recording Device Check” and retry.
 - The student can select [**Select New Recording Device**]*—*which only appears for students testing on computers or tablets with multiple recording devices*—*to open the *Recording Input Device Selection* panel and select a different recording device.

Troubleshooting Audio Issues

Prior to testing, ensure that audio is enabled on each device and that headsets are functioning correctly. If audio issues occur, take one of the following actions:

- Ensure headphones are securely plugged in to the correct jack or USB port.
- If the headphones have a volume control, ensure the volume is not muted.
- Ensure that the audio on the device is not muted (often via a control panel or settings window). This requires logging off the secure browser to check the device's volume settings and then logging back on to the secure browser.

If the student is still experiencing issues, contact the CAASPP test site coordinator or school technology coordinator.

Step 6: Viewing Test Instructions and Starting the Test

The *Instructions and Help* page (i.e., screen) is the last step of the sign-in process (refer to [figure 10](#)). A student may review this page to understand how to navigate the test and use test tools.

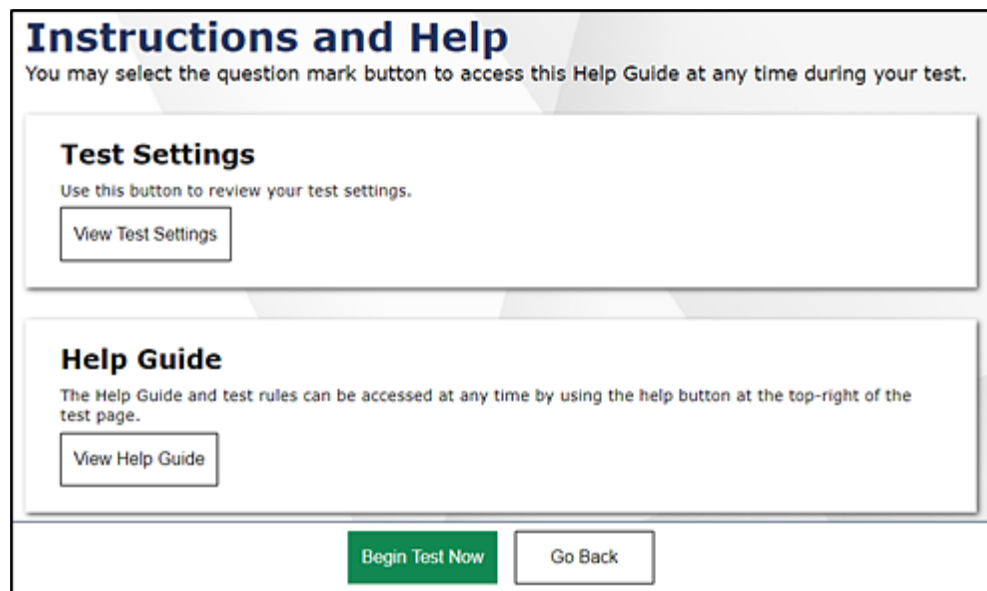


Figure 10. *Instructions and Help* page

To proceed and begin the test:

1. After reviewing this page, the student selects [**Begin Test Now**]. The test opportunity officially begins or resumes.

Features of the Student Testing Application

This section describes the layout of the student testing application and the available testing tools. Note that tools and features vary depending on the test being taken; not all tools are available for all tests.

Test Layout

Figure 1 shows the main sections of the layout for a test page (i.e., screen) that includes a stimulus.

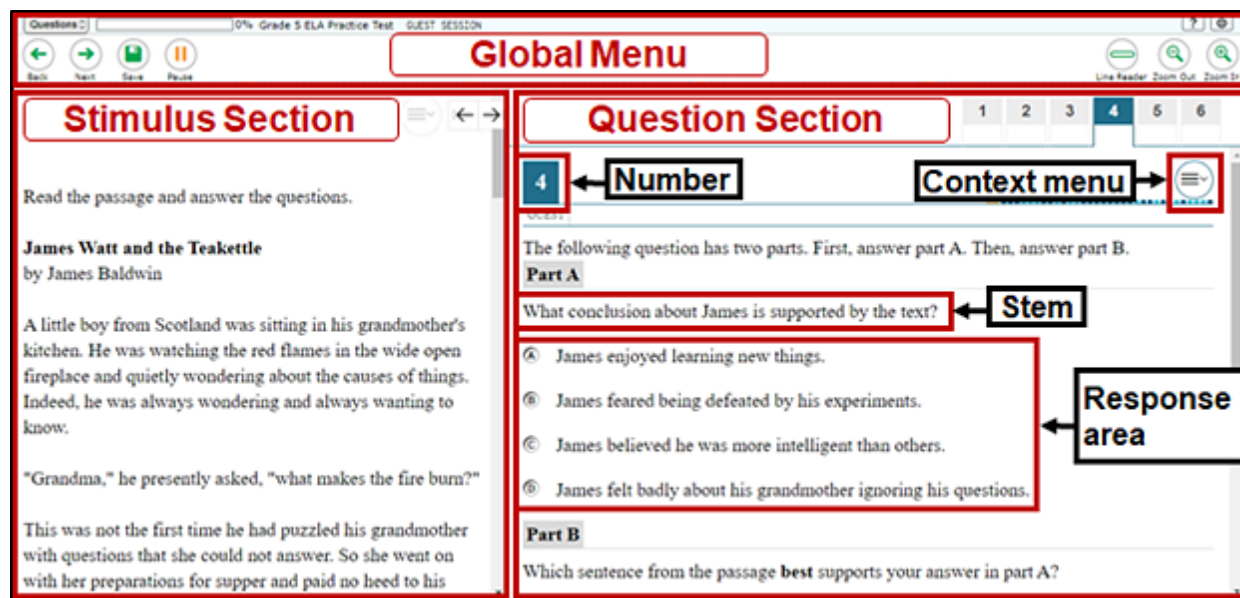


Figure 1. Sample test layout

A test page can include the following sections:

- The *Global Menu* section displays the global navigation and tool buttons. The banner above the Global Menu displays the *Questions* drop-down list, test information, [**Help**] question mark [?] button, and [**System Settings**] cog wheel [⚙] button.
- The *Stimulus* section appears only for questions associated with a stimulus. A stimulus is a reading passage or other testing material (such as a video or graphic) that a student reviews to answer associated questions. This section contains the stimulus content (such as a reading passage or graphic), context menu, and Expand Passage tool.
- The *Question* section contains one or more test questions (also known as “items”). Each question includes a number, context menu, stem, and response area.

For more information about the global menu and context menus, refer to the subsection [*Using Menus and Selected Tools*](#) (/caaspp-otam/student-testing-application/features/#test-tools-using-menus-and-selected-tools).

Test Tools

This section provides an overview of the TDS’ available tools.

Figure 2 shows the location of primary features and tools available in the TDS.

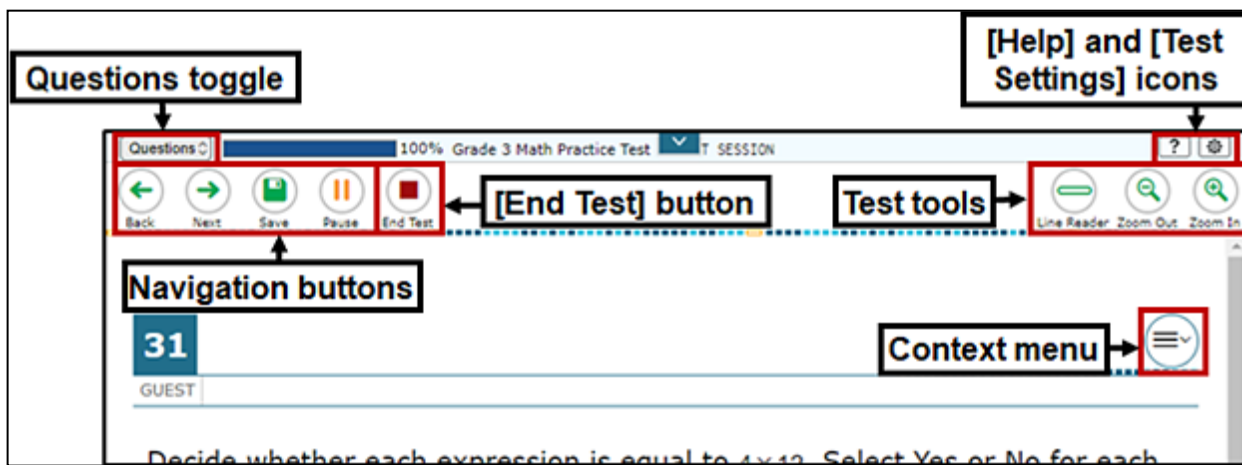












Figure 2. Test page























NOTE: Some tools are available for all tests, while others are only available for a particular subject, accessibility resource, or type of question.

Table 1 lists the global tools available to students in the testing application.

Table 1. Global Tools






Global Tool	Instructions
Calculator 	To use the on-screen calculator, the student selects the [Calculator]  icon.
Dictionary 	To look up definitions and synonyms in the Merriam-Webster dictionary or thesaurus, the student selects the [Dictionary] open book  icon.
Formula 	To view the on-screen formula (also called <i>science reference</i>) sheet, the student selects the [Formula] xy^2  icon in the global menu.
Help 	To view the on-screen <i>Help Guide</i> window, the student selects the [Help] question mark  icon in the upper-right corner.
Line Reader 	The student moves an on-screen horizontal line that surrounds each line of text with shading after selecting the [Line Reader] line  icon. This tool is not available while the Highlighter tool is in use.










Global Tool	Instructions
Masking 	<p>The student takes the following steps to temporarily cover a distracting area of the test page:</p> <ol style="list-style-type: none"> 1. Select the [Masking] square  icon. 2. Select and drag across the distracting area. 3. Release the mouse button. 4. To close the masking tool, select [Masking] again.
Notes 	<p>To enter notes in the on-screen notepad, the student selects the [Notes] paper and pencil  icon. These notes are available globally and can be accessed from any page in the test.</p>
Pause 	<p>To pause a test, select the [Pause] parallel lines  icon. Pausing logs the student off the test.</p>
Periodic Table 	<p>To view the on-screen periodic table, the student selects the [Periodic Table]  icon in the global menu.</p>
Print Page 	<p>To print a test item when print-on-demand has been enabled, the student selects the [Print Page] printer  icon.</p>
Print Passage 	<p>To print a reading passage when print-on-demand has been enabled, the student selects the [Print Passage] printer  icon.</p>
System Settings 	<p>To adjust audio volume or the rate and pitch of speech for text-to-speech during the test, the student selects the [System Settings] cog wheel  icon in the upper-right corner. A student testing on a mobile device cannot use this tool to adjust volume. To adjust audio volume on a mobile device, the student must use the device's built-in volume control.</p>




Global Tool	Instructions
Transcripts 	To view a transcript of the audio content for the current test page, the student selects the [Transcripts]  icon in the global menu. The text in transcripts can be read by a screen reader.
Zoom buttons  	To enlarge the text and images on a test page, the student selects the [Zoom In] magnifying glass (plus)  icon. The student can zoom in up to four levels. To undo zooming, the student selects the [Zoom Out] magnifying glass (minus)  icon.

[Table 2](#) lists the other tools available to students in the testing application.

Table 2. Context Menu and On-Screen Tools

Context Menu Tool	Instructions
American Sign Language (ASL)	<p>To view audio content translated into ASL via an on-screen video, the student selects <i>American Sign Language</i> from the context menu.</p> <p><i>The student takes the following steps to view ASL videos:</i></p> <ol style="list-style-type: none"> 1. From the context menu, select American Sign Language . 2. If only one ASL video is available, the video opens automatically. <p>If multiple ASL videos are available, sign language  icons appear next to the test content for each video. The student may select the icon for the test content to translate into ASL.</p>
Closed-Captioning	<p>Questions and stimuli with audio elements automatically display closed-captions for a student testing with the appropriate accommodations. Selecting an [Up] up arrow  icon or [Down] down arrow  icon moves the closed-captioning box to the top or bottom of the testing area, and selecting the [Close] “X”  icon closes the closed-captioning box.</p>

Context Menu Tool	Instructions
Expand Item and Passage	<p>Test questions (items) in the right pane of the testing screen can be expanded to cover the width of the whole screen. When used in conjunction with the expand passage universal tool—that is, expand passage is not turned off by the test administrator—the student can use this tool to expand either passages or questions. (This tool is the default expansion tool in the CAAs for ELA and mathematics.)</p> <ul style="list-style-type: none"> To expand the passage section, the student selects the right arrow  icon below the global menu. To collapse the expanded passage section, the student selects the left arrow  icon in the upper-right corner. To expand the question section, the student selects the left arrow  icon below the global menu. To collapse the expanded question section, the student selects the right arrow  icon in the upper-left corner.
Expandable Passages	<p>When the expand item universal tool has been turned off by the test administrator or test examiner, the student uses the arrows  icon in the upper-right corner to expand the passage to cover the entire screen.</p>
Glossary (Word List)	<p>To open the glossary, the student selects a word or phrase that has a border around it. If translated glossary resources are being used (mathematics and science only), the student has the option of hearing the glossary item read aloud by selecting the [Speaker] icon.</p>
Highlighter	<p>To highlight text, the student selects the text on the screen and then selects <i>Highlight Selection</i> from the context menu. To remove highlighting, the student selects <i>Reset Highlighting</i> from the context menu.</p> <p>Text in images cannot be highlighted. This tool is not available while the line reader tool is in use. Highlighting persists only during a single test session.</p>
Mark for Review	<p>To mark a question for review, the student selects <i>Mark for Review</i> from the context menu. The question number displays a flap in the upper-right corner, like this: ; and a [Mark for Review] check mark  appears next to the number. The <i>Questions</i> toggle list displays a flag  for the selected question.</p>
Notepad	<p>To enter notes for a question, the student selects <i>Notepad</i> from the context menu. After the student enters a note, the [Notepad] note  icon appears next to the question number.</p> <p>The student can access notes only for a question on that question's test page.</p>

Context Menu Tool	Instructions
Print Item	To send a print request for an individual question, the student selects <i>Print Item</i> from the context menu. After sending the request, the [Printer] [] icon appears next to the question number.
Strikethrough	<p>For selected-response questions, the student can cross out an answer option to focus on the options the student thinks might be correct. There are two options for using this tool:</p> <ul style="list-style-type: none"> Option A: <ol style="list-style-type: none"> To activate Strikethrough mode, the student opens the context menu and selects <i>Strikethrough</i>. The student selects each answer option to strike out. To deactivate Strikethrough mode, the student presses the [Esc] key or selects outside the question's response area. Option B: <ol style="list-style-type: none"> The student right-clicks an answer option and selects <i>Strikethrough</i>.
Speech-to-Text	The student selects the [Microphone] [] icon in the formatting toolbar of the item response area to dictate responses to CR items. The dictated response is transcribed as text in the item response area.
Text-to-Speech	To listen to passages and questions, the student selects a Speak option from the context menu. To listen to CR content, the student selects the [Speaker] [] icon in the writing tools bar.
Tutorial	To view a short video demonstrating how to respond to a particular question type, the student selects <i>Tutorial</i> from the context menu.

Using Menus and Selected Tools

This section describes how to use the global and context menus to access on-screen tools. This section also provides further details for using some of the student testing application tools.



NOTE: Students can access tools using a mouse or keyboard commands. For information about keyboard commands, refer to [table 5](#).

About the Global Menu

The global menu at the top of the test page contains navigation buttons on the left and tools on the right (refer to [figure 3](#)).

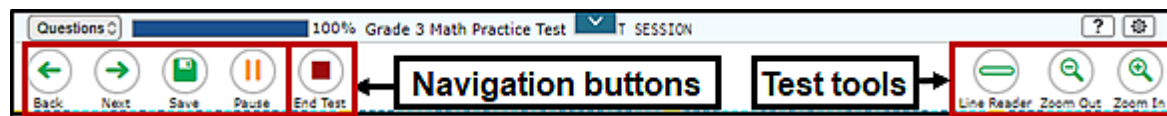


Figure 3. Global menu

To open a test tool in the global menu:

1. The student selects the button for the tool. The selected test tool activates.

About the Context Menus

Each test question may include several elements, such as the question number and answer options (refer to [figure 1](#)). The context menu for each element (including the stimulus) only contains tools applicable to that element ([figure 4](#)).

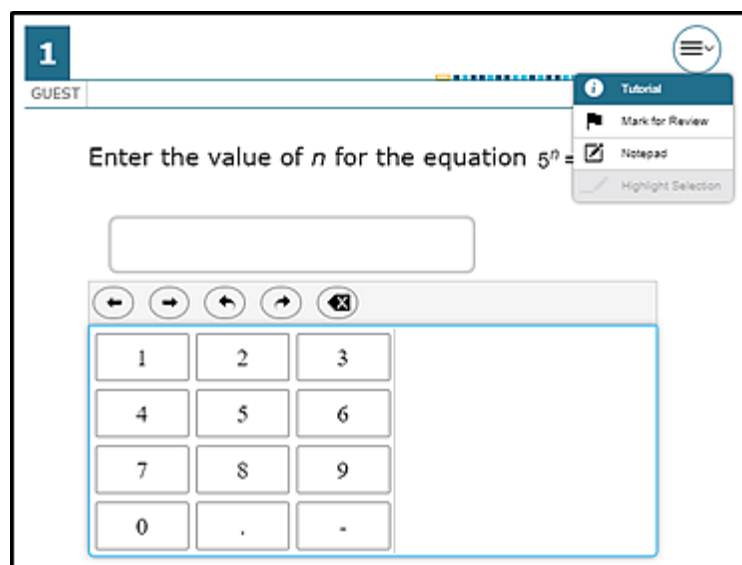


Figure 4. Context menu for a mathematics question

Opening a Context Menu for Passages and Questions

A student can access context menus by right-clicking elements or by selecting elements and then selecting the context menu button.

To access the context menu for a passage or question:

1. The student selects the [Context Menu] parallel line [≡] icon in the upper-right corner of the passage or question. The context menu opens.
2. The student selects a tool to activate or open it. [Figure 5](#) shows a context menu for a sample ELA item.

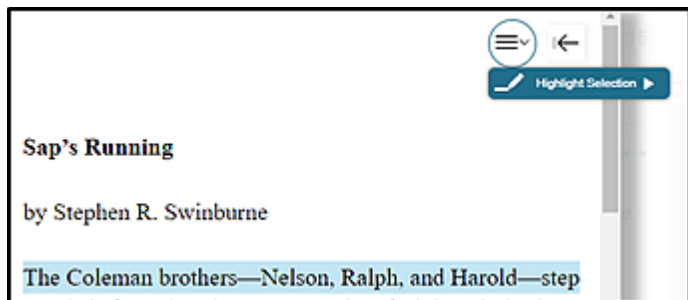


Figure 5. Context menu for ELA passage (*sample screen*)

Opening a Context Menu for Answer Options

A student can use the context menu to access tools for answer options in a multiple-choice or multiselect question.

To access an answer option's context menu:

1. To open the context menu, the student performs one of the following actions:
 - If the student is using a **two-button mouse** , right-click an answer option.
 - If the student is using a **single-button mouse** , select an answer option while pressing the [Ctrl] key.
 - If the student is using a **Chromebook** , select an answer option while pressing the [Alt] key.
 - If the student is using a **tablet** , the student taps the answer option and then taps the [**Context Menu**] icon; this selects the answer option until selecting a different option.
2. The student selects a tool from the context menu. [Figure 6](#) shows a context menu for a sample ELA item.

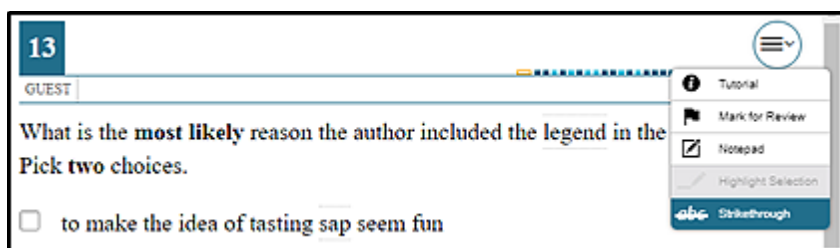


Figure 6. Context menu for ELA answer options (*sample screen*)

About the Masking Tool

A student who has masking as a designated support can use the Masking tool to hide sections of the test page the student finds distracting ([figure 7](#)).

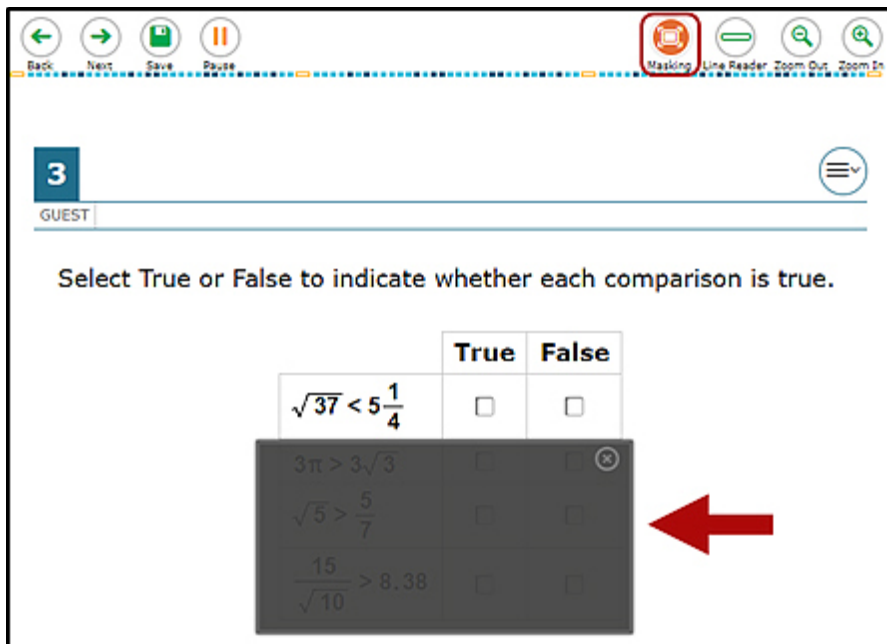


Figure 7. Test page with masked area (*sample screen*)

To mask an area of a test page:

- To activate the Masking tool, the student selects [**Masking**] in the global menu. The button changes color and becomes orange.
- The student selects and drags across the distracting area of the test page using the mouse (desktop or laptop) or a finger (tablet).
- The student releases the mouse button or lifts a finger. The selected area becomes dark gray. The tool remains active until the student deactivates it.

To deactivate the masking tool:

1. The student selects [**Masking**] in the global menu again. The button becomes green. Any masked area remains on the screen until the student removes it.

To remove a masked area from a test page:

1. The student selects the [**X**] in the upper-right corner of a masked area. Note that this does *not* delete any masked area on the screen.

About the Line Reader Tool

A student moves an on-screen horizontal line that surrounds each line of text with shading after selecting the [**Line Reader**] line icon (indicated in [figure 8](#)). To move the line reader, the student selects (clicks) anywhere on the next line to be shaded.

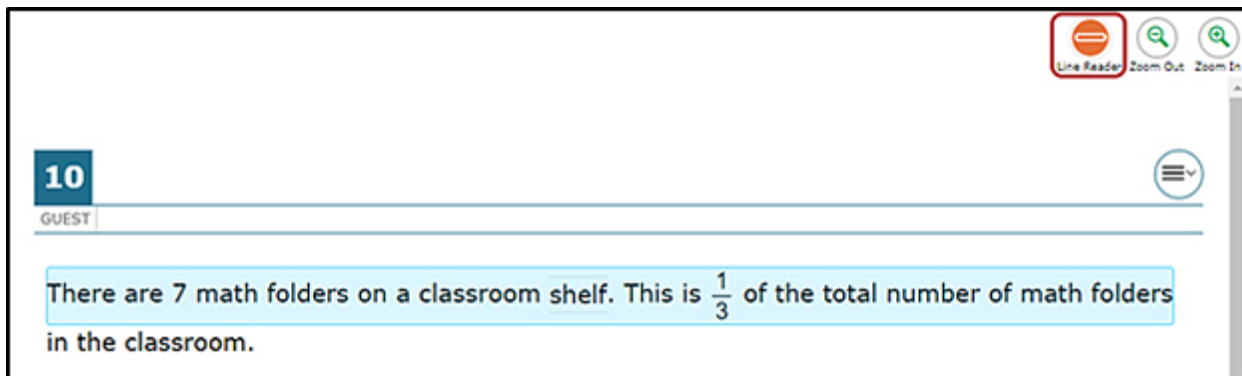


Figure 8. Line Reader (*sample screen*)

- This universal tool applies to both items and passages.
- Selecting an answer option with the line reader universal tool also will cause an option such as a radio button or checkbox to be selected.
 - If the student selects the *Option B* radio button in a vertical list of answer options, selecting (clicking) Option B's text will both shade the line of text in the line reader *and* select that answer option as the student's response to the test question ([figure 9](#)). The student must select a line of text away from a radio button answer option—in a passage or the test question, for example—to unselect the selected line as the focus of the line reader universal tool. However, that answer option is still selected as the student's response unless or until the student selects a different option.

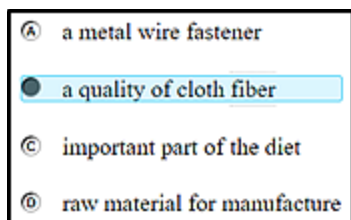


Figure 9. Line Reader with a radio button (*sample screen*)

- For answer options with checkboxes, if the student selects the *third option's* checkbox in a vertical list of answer options, selecting (clicking) the third option's text will both shade the line of text in the line reader *and* select that answer option as one of the student's responses to the test question ([figure 10](#)). The student must select a line of text away from a checkbox answer option—in a passage or the test question, for example—to unselect the selected line as the focus of the line reader universal tool. However, that answer option is still selected as one of the student's responses unless or until the student selects the checkbox to unselect it.

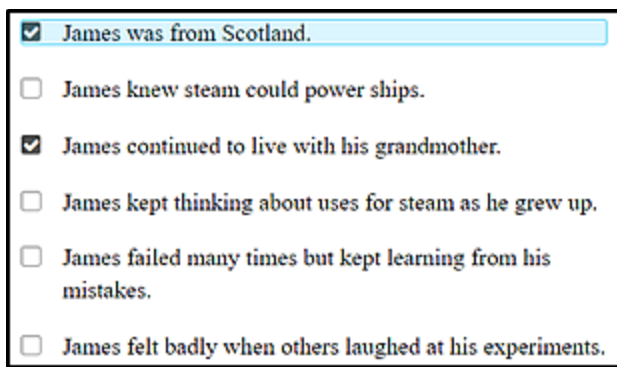


Figure 10. Line Reader with a checkboxes (*sample screen*)

About Text-to-Speech

A student testing with text-to-speech can listen to passages, questions, answer options ([figure 11](#)), and responses to CR items ([figure 12](#)). Text-to-speech is only available for operational testing when using the secure browser and only when assigned as an embedded accommodation (Smarter Balanced for ELA and CSA reading passages) or designated support (mathematics, ELA, CAST, and CSA items). Text-to-speech is only available for the practice tests in conjunction with a supported Chrome or Firefox web browser.

For information about configuring text-to-speech, refer to the [CAASPP and ELPAC Accessibility Guide \(/accessibility-guide/\)](#).

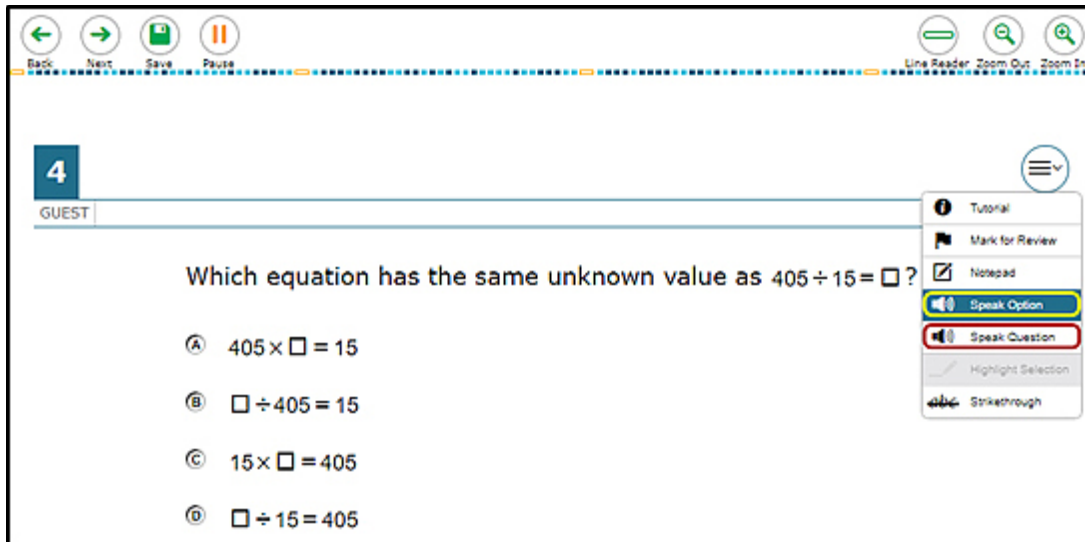


Figure 11. Speak tool options for questions (*sample screen*)

The following details apply for a student to listen to question content with the text-to-speech tool:

- To listen to a passage, a student opens the passage context menu and selects a Speak option, either *Speak Question* (stimuli or passage), *Speak Option* (test question), or from both menu options. The student can also select a portion of text to listen to, such as a word or phrase. To do this, the student selects the text, opens the passage context menu, and selects *Speak Selection*.



ALERT: When listening to passages, the student can pause text-to-speech and then resume it at the point where it was paused. However, this feature is not available on mobile devices. A student testing on a mobile device can resume a paused text-to-speech passage by selecting the remaining text to be read aloud and selecting *Speak Selection* from the context menu.

- To listen to a question or answer options, a student opens the question context menu and selects one of the following Speak options:
 - To listen only to the question, the student selects *Speak Question*.
 - To listen to a multiple-choice question and all answer options, the student selects *Speak Question and Options*.
 - To listen only to an answer option, the student selects the answer option and then selects *Speak Option* from the context menu. The student can also right-click the answer option and select *Speak Option*.

To listen to a written response, the student selects the [**Speaker**] icon to hear what has been entered into the response area (indicated in [figure 12](#)).

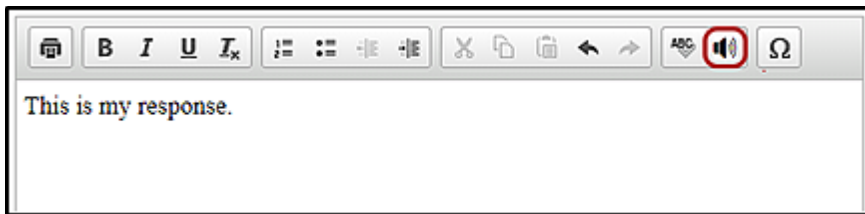



Figure 12. [**Speaker**] icon in a response (*sample screen*)

About Speech-to-Text

The speech-to-text tool allows a student to dictate responses to items that support the use of speech-to-text. The student's spoken words are then transcribed as text in the item response area (refer to [figure 13](#)).

For information about configuring speech-to-text, refer to the [CAASPP and ELPAC Accessibility Guide \(/accessibility-guide/\)](#). [↗](#)

Figure 13. Speech-to-text response

To begin dictating, the student selects the [**Microphone**] [] icon that is displayed at the top of the item's text response area. Note the following about the student's use of speech-to-text:

- The formatting toolbar scrolls along with the page and remains visible while the item is in focus.
- As the student speaks, the words are transcribed into the text response area. However, there may be a slight delay while the text is being transcribed and dots appear in the text response area to indicate that the transcription is in process.
- Students can dictate for five minutes at a time.
- The entered text may be auto punctuated. The student can also control the punctuation and grammar of the text through speech commands to some extent. For example, the student can say, “New Paragraph” to create a new paragraph.
- It is ultimately the student's responsibility to ensure the accuracy of the transcription as well as grammar and punctuation.
- The student selects the [**Microphone**] icon to stop dictating.



ALERT: A student cannot navigate away from the test page when the microphone is enabled.


Text Response Formatting Toolbar

In addition to the standard test tools described in the subsection [Test Tools \(/caaspp-otam/student-testing-application/features/#test-tools\)](/caaspp-otam/student-testing-application/features/#test-tools), a student can use a formatting toolbar for part 2 of the ELA PT above the response field for text response questions (refer to [figure 14](#)). The formatting toolbar allows the student to apply styling to text and use standard word-processing features.



Figure 14. Text response question with formatting toolbar












NOTES:




- The lower-right corner of the response field displays the word count and character count for the student’s response.
- The **[Print]** printer icon shown in [figure 11](#) is available in practice and training tests only and allows a text response for a practice or training test item to be printed. Neither the icon nor the functionality is available in summative assessments.

[Table 3](#) provides an overview of the formatting tools available.

Table 3. Description of Formatting Tools



Tool	Description of Function
	Bold , italicize , or underline selected text
	Remove formatting that was applied to the selected text
	Insert a numbered or bulleted list
	Indent a line of selected text
	Decrease indent of text
	Cut selected text
	Copy selected text
	Paste copied or cut text
	Undo the last edit to text or formatting in the response field
	Redo the last undo action
	Use spell check to identify potentially misspelled words in the response field

Tool	Description of Function
	Add a special character in the response field

Spell Check

The spell check tool identifies words in the ELA PT or CAST response field that may be misspelled.

To use spell check:

1. In the toolbar, the student selects the [Spell Check] a-b-c  icon. Potentially incorrect words change color and become underlined.
2. To exit spell check, the student selects the [Spell Check] a-b-c  icon again.




ALERT: The spell check tool does not identify misspelled words in real time (as they are typed on the screen). To check for misspelled words, the student must enable spell check mode. All words that are potentially misspelled will be indicated.

Special Characters

A student can add mathematical characters, accented characters, and other symbols to ELA PT responses.

To add a special character:

1. In the toolbar, the student selects the [Special Characters] omega  icon.
2. In the window that pops up, the student selects the required character (refer to [figure 15](#)).

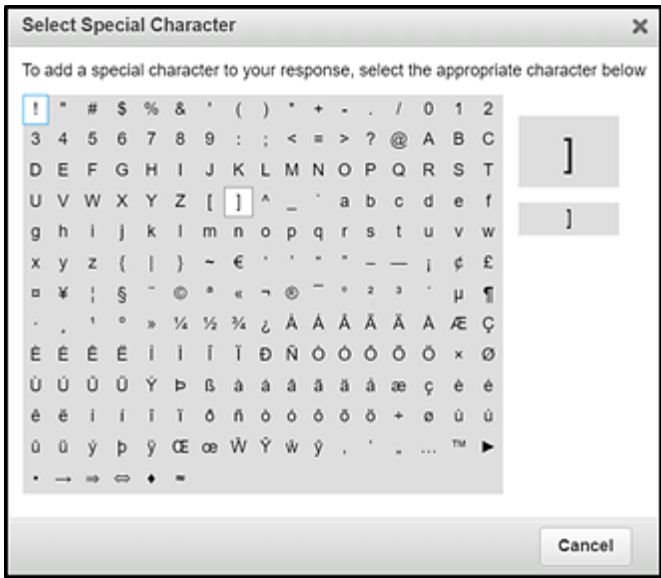


Figure 15. *Select Special Character* window

Keyboard Navigation for Students

A student can use keyboard commands to navigate between test elements, features, and tools.

NOTES:



- Keyboard commands require the use of the primary keyboard. A student should not use keys in a numeric keypad.
- Some keyboard commands, such as the commands for using the line reader, are available only when using a supported desktop secure browser.

Sign-In Pages and In-Test Pop-ups

Table 4 lists keyboard commands for selecting options on the sign-in pages (i.e., screens) or pop-up windows that appear during a test.

Table 4. Keyboard Commands for Sign-In Pages and Pop-Up Windows

Keyboard Command	Function
[Tab]	Move to the next option
[Shift] + [Tab]	Move to the previous option
[Enter]	Select the active option
[Space bar]	Mark checkbox
Arrow keys	Scroll through drop-down list options
[Esc]	Close pop-up window

Keyboard Commands for Test Navigation

Table 5 lists keyboard commands for navigating tests and responding to questions.

Table 5. Keyboard Commands for Test Navigation

Keyboard Command	Description of Function
[↑] (up arrow)	Scroll up
[↓] (down arrow)	Scroll down

Keyboard Command	Description of Function
[→] (right arrow)	Scroll to the right
[←] (left arrow)	Scroll to the left
[Tab]	Move to the next element
[Shift] + [Tab]	Move to the previous element
[Space bar]	Select an answer option
[Ctrl] + [→] (right arrow)	Go to the next test page
[Ctrl] + [←] (left arrow)	Go to the previous test page
[Ctrl] + [G]	Open the global menu
[Ctrl] + [M]	Open a context menu

Keyboard Commands for Global and Context Menus

A student can use keyboard commands to access tools in the global and context menus. For more information about tools, refer to [table 1](#).

Global Menu

To access the global menu tools using keyboard commands:

1. The student presses [Ctrl] + [G]. The global menu list opens.
2. To move between options in the global menu, the student uses the [Up] or [Down] arrow key.
3. To select an option, the student presses [Enter].
4. To close the global menu without selecting an option, the student presses [Esc].

Context Menus

1. To navigate to an element, the student presses [Tab].
2. To navigate in reverse, the student presses [Shift] + [Tab].
3. The student presses [Ctrl] + [M]. The context menu for the selected element opens.
4. To move between options in the context menu, the student uses the [Up] or [Down] arrow key.

5. To select an option, the student presses [Enter].

6. To close the context menu without selecting an option, the student presses [Esc].

To select text and open context menu options:

1. The student navigates to the element containing the text to be selected.

2. The student presses [Ctrl] + [M] to open the context menu.

3. If multiple options are available, the student uses the arrow keys to navigate to [Enable Text Selection].

4. The student presses [Enter]. A flashing cursor appears at the upper-left corner of the active element.

5. To move the cursor to the beginning of the text the student wants to select, the student uses the arrow keys.

6. The student presses [Shift] and an arrow key to select text. The text the student selects appears shaded.

7. The student presses [Ctrl] + [M] again and then chooses the tool to use for the selected text, for example, *Highlight Selection*.

Keyboard Commands for Grid Questions

Technology-enhanced questions with the grid response area ([figure 16](#)) may have up to three main sections:

1. **Answer Space:** This is the grid area where a student enters the response.

2. **Button Row:** Action buttons may appear above the answer space. Buttons may include [Delete], [Add Point], [Add Arrow], [Add Line], [Add Circle], [Add Dashed Line], and [Connect Line].

3. **Object Bank:** This is a panel containing objects a student can move to the answer space.

The diagram illustrates the layout of a grid question interface. It is divided into three main sections: an **Object bank** on the left, a **Button row** at the top, and an **Answer space** on the right. The **Object bank** contains a vertical list of numbers from 0 to 9. The **Button row** contains a **Delete** button. The **Answer space** is a large rectangular area where the student enters their response. In this example, the answer space contains the equation $3 \square \cdot 3 \square = 3 \square$, where each square represents a digit input field.

Figure 16. Grid question

To move between the main sections:

1. To move clockwise, the student presses [Tab].
2. To move counterclockwise, the student presses [Shift] + [Tab].

To add an object to the answer space:

1. With the object bank active, the student uses the arrow keys to move between objects. The active object has a blue background.
2. To add the active object to the answer space, the student presses [Space bar].

To use the action buttons:

1. With the button row active, the student uses the left and right arrow keys to move between the buttons. The active button is white.
2. To select a button, the student presses [Enter].
3. The student presses [Space bar] to apply the point, arrow, or line to the answer space.

To move objects and graph elements in the answer space:

1. With the answer space active, the student presses [Enter] to move between the objects.
2. The student presses [Space bar]. The active object displays a blue border.
3. The student presses an arrow key to move the object. To move the object in smaller increments, the student holds [Shift] while pressing an arrow key.

Keyboard Commands for Equation Questions

Equation questions allow a student to use keyboard commands to open a menu listing the special characters the student can insert into the response area.

To insert special characters in the response area:

1. With the focus in the text field of the response area, the student presses [Alt] + [7]. The *Special Characters* window opens.
2. To move between options in the context menu, the student uses the [Up] or [Down] arrow key.
3. To add the selected option to the response area, the student presses [Enter].

Proceeding Through a Test

A student can respond to questions, pause a test, review previously answered questions, and submit a test. The following sections describe each of these tasks.

Viewing Stimuli

When a test question is associated with a stimulus, a student should review that stimulus before responding to the question.

About Reading Passages

When the stimulus is a reading passage, the content is read on the left side of the page (i.e., screen) (indicated in [figure 1](#)).

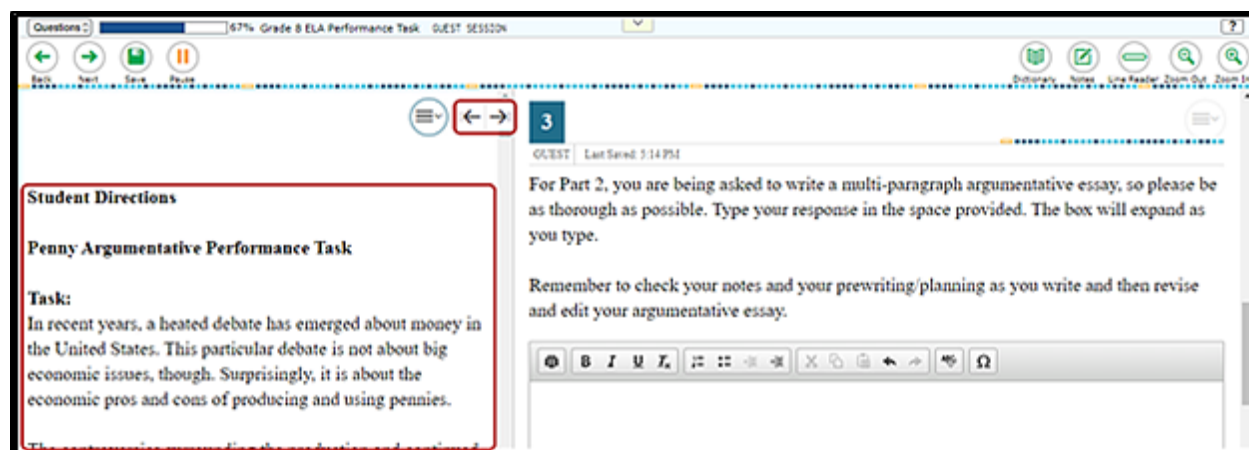


Figure 1. Sample reading passage

Between the passage and the test question (stem) are two arrows. To expand the passage section, select the [**Expand Passage**] right-arrow [→] icon. The section will expand and overlap the question section for easier readability. To expand the test question section, select the [**Expand Question**] left-arrow [←] icon.

To collapse the expanded passage, select the [**Collapse Passage**] left-arrow [←] icon. To collapse the expanded test question, select the [**Collapse Question**] right-arrow [→] icon.

About Videos

When the stimulus is a video, a student can use standard video features to control the playback. These are shown in [figure 2](#).

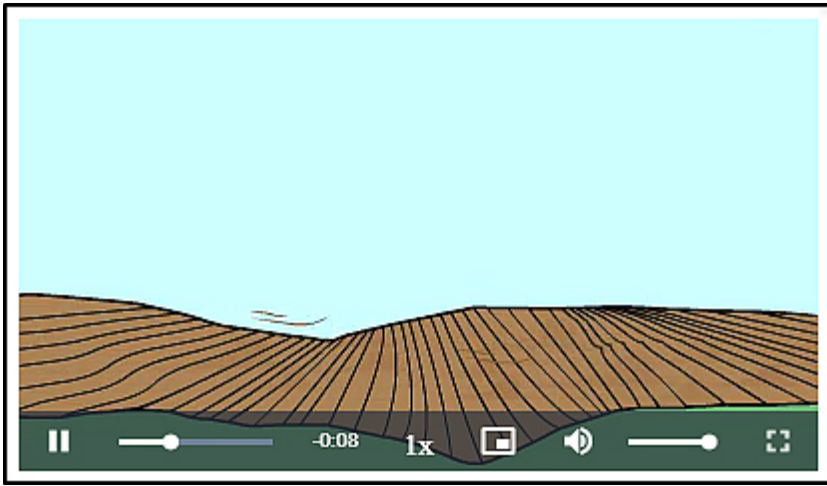


Figure 2. Video playback features

- To play a video, the student or test examiner selects the [Play] triangle [▶] in the video playback area.
- To jump to a different point in the video, the student or test examiner drags the slider to the required location.
- To adjust the speed at which the video plays, the student or test examiner selects the [Speed] 1x [1x] icon, and then selects the required speed from the menu that appears.
- To mute or unmute a video that includes audio, the student or test examiner selects the [Volume] speaker [🔊] icon in the lower-right corner.
- To expand the video to full-screen mode, the student or test examiner selects the [Screen Size] expand [⛶] icon in the lower-right corner. To exit full-screen mode, the student or test examiner selects the [Screen Size] icon again.


Responding to Test Questions

A student answers test questions depending on the question's type.

- **Multiple-choice questions:** A student selects a single answer option.
- **Multiselect questions:** A student selects one or more answer options.
- **Technology-enhanced questions:** A student follows the instructions given for each question. Technology-enhanced questions require the student to do one of the following tasks:
 - Select one or more choices from a list of answer options
 - Use an on-screen keypad to generate an answer
 - Select graphic objects or text excerpts on the screen
 - Place points, lines, or bars on a graph
 - Drag and drop text or graphic objects around on the screen

- Enter text in a text box or table
- Match answer options together
- Modify a highlighted word or phrase in a reading selection
- Enter input parameters to run an on-screen simulation



NOTE: Students can use the [Student Practice and Training Test Site](https://capt.cambiumtds.com/student) (<https://capt.cambiumtds.com/student>)  to familiarize themselves with the question types that may appear on tests.

Some test pages (i.e., screens) may have only one question, and others may have more. Some questions may consist of multiple parts that a student must answer. After the student responds to all the questions on a page, the student selects [Next] to proceed to the next page.

All responses are saved automatically. The student can also manually save responses to questions by selecting [Save] in the global menu.

Selecting the *Mark as No Response* Option (CAA for Science Only)

When a student taking a CAA for Science embedded PT is presented with a question and does not respond, a test examiner may select the *Mark as No Response* option on the context menu. Using this option provides information about the student's testing experience. This option is highlighted in the context menu shown in [figure 3](#).

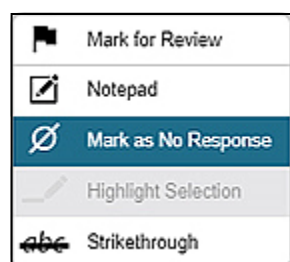



Figure 3. Context menu with the *Mark as No Response* option

Refer to the [Response Options for Alternate Assessments \(PDF\)](https://www.caaspp.org/rsc/pdfs/CAASPP-ELPAC-Response-Options-for-Alternate-Assessments.2021.pdf) (<https://www.caaspp.org/rsc/pdfs/CAASPP-ELPAC-Response-Options-for-Alternate-Assessments.2021.pdf>)  for additional information about using the *Mark as No Response* option for a student who takes the CAA for Science.

Pausing Tests



NOTE: A test administrator may want to remind students taking Smarter Balanced CATs and the CAST that if their tests are paused for more than 20 minutes, they may be unable to change answers to previously answered items. For more information, refer to the [Pause Rules](#) ([/caaspp-](#)

A student can pause the test at any time. Pausing a test logs the student off the test.

To pause a test:

- The student selects the [**Pause**] parallel line [⏸] icon in the global menu. A confirmation message appears.
- The student selects the [**Yes**] button. This logs the student off. The *Student Sign In* page appears.
- To resume testing, the student repeats the sign-in process. Refer to the subsection *Signing In to the Student Testing Site* ([/caaspp-otam/student-testing-application/sign-in-student-test-site/](#)).



ALERT: When a student is testing on a Chromebook, the test administrator or test examiner should make sure a student pauses the test before closing the lid of the Chromebook. If the lid is closed before the test pauses, whomever opens the Chromebook next will be able to see the last question the student was viewing (and any response that was entered).

Reviewing Questions in a Test

A student may return to a previous question and modify the response if the test was not paused for more than 20 minutes. Refer to the *Pause Rules* ([/caaspp-otam/prep-and-planning/general-test-admin-info/#general-rules-for-tas-and-tes](#)) subsection for more information.

A student can use the [**Back**] left-arrow [←] icon or the *Questions* drop-down list to return to questions the student wants to review. The drop-down list displays “(marked)” for any questions marked for review and the [**Mark for Review**] flag-check icon [🚩] (refer to [figure 4](#)).

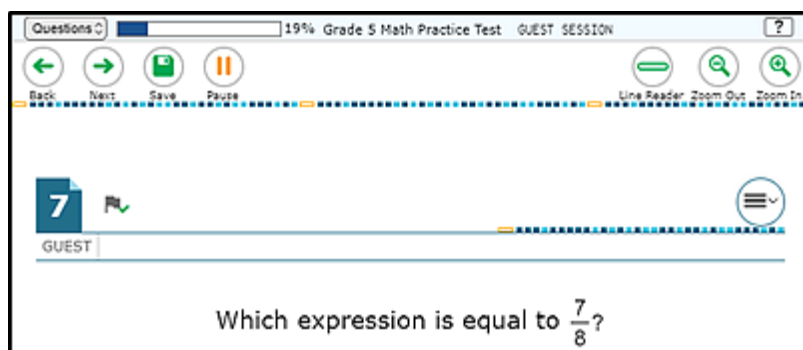


Figure 4. Question marked for review

Reaching the End of a Segment

In a segmented test, the *End Segment* page appears after a student completes the last question in the current segment. This page allows the student to review questions from the current segment or proceed to the next segment. A flag appears for any questions marked for review (refer to [figure 5](#)). For the CAAs, a warning icon appears for any unanswered questions.

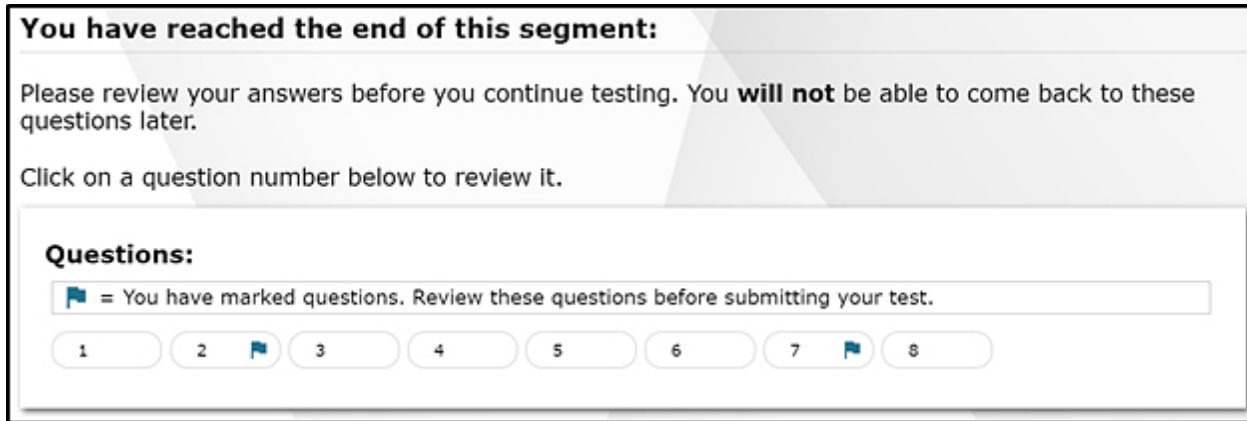


Figure 5. *End Segment* page

To review questions:

1. The student selects a question number.

To move to the next segment:

1. The student selects **[Next]** in the global menu.



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



NOTE: A test administrator may want to remind students that once they complete a segment and move on, they cannot return to the previous segment. For this reason, students taking a CAT or the CAST should review their responses before continuing to the next segment.

Submitting a Test

This section describes how a student submits a test when the student is finished answering questions.

Reaching the End of a Test


After a student responds to the last test question but before the student submits the test, the **[End Test]** red-square [] icon appears in the global menu; refer to [figure 6](#) for global menu options.



Figure 6. Global Menu with [End Test] button

To end a test:

1. The student selects the [End Test] icon. A confirmation message appears.
2. The student selects [Yes].

End Test Page

When a student ends a test, the *End Test* page appears (refer to [figure 7](#)). This page allows the student to review answers from the current test segment and submit the test for scoring. A [Marked for Review] flag icon appears for any questions marked for review. For the CAAs, a warning icon appears if there are any unanswered questions.

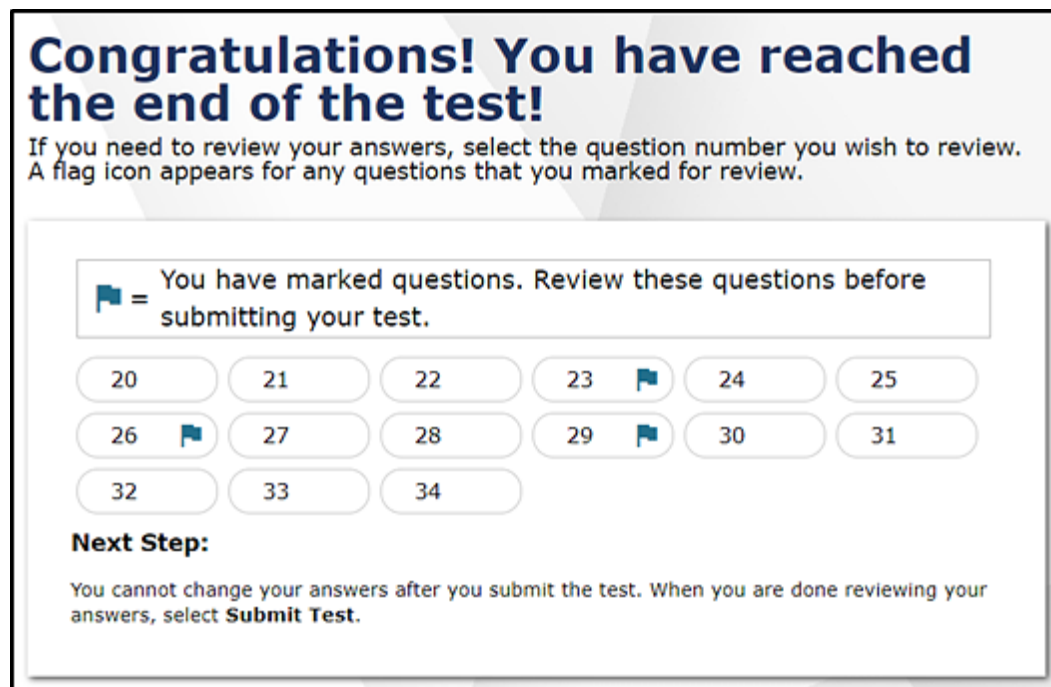


Figure 7. *End Test* page

To review answers:

1. The student selects a question number.
2. To return to the *End Test* page, the student selects [End Test] in the global menu.

To submit the test:

1. The student selects [Submit Test].



WARNING: Once a student selects [**Submit Test**], the student cannot return to the test or modify answers.

Test Summary Page

After a student submits the test, the *Test Summary* page (i.e., screen) appears, displaying the student's name, the test name, and the completion date (refer to [figure 8](#)).

Figure 8. *Test Summary* page

Closing the Student Testing Site on Tablets

After a test session ends, close the SecureTest application on student tablets.

To close the student testing application on iOS devices:

1. The student double-taps the [**Home**] button. The multitasking bar appears.
2. The student locates the SecureTest app preview and slides it upward.

To close the student testing application on Chromebooks:

1. The student selects [**Close Secure Browser**] in the upper-right corner.


Requirements

LEAs may offer a remote assessment option if in-person administration is not viable. Because it is necessary to monitor students online during remote test administration, LEAs must provide parents/guardians with the *Parent Notification Letter*. The letter will provide information regarding the requirements of a camera and microphone during testing. For the spring administration, students will need to use the secure browser. This browser should already be on any LEA-supplied device.

Remote Testing Permission



NOTE: A remote test session is administered through a computer-based system where either the student(s) or TA is not on-site. Remote administration is intended as an option for LEAs only when students are receiving remote instruction. Students receiving in-person instruction should be tested in person.

The LEA CAASPP coordinator can set up remote testing permissions in **TOMS** (<https://mytoms.ets.org/>)  for the entire LEA, by school, or by individual TA. The option for remote administration is turned on for all LEAs, schools, and users by default ([figure 1](#)).

Organization Profile

LEA, Demo CDE District (99999960000000)

General Info

Addresses

Users

Contacts

Reporting

General Information

Name

Demo CDE District

CDS code

99999960000000

Status

Active

☐ Can receive freight shipments

Responsible Organization

Demo CDE County (99000000000000)

Remote Test Administration ?

☒ Ready for Remote Test Administration

Remote Test Administration	School List
<input checked="" type="checkbox"/>	(99999969999996) Demo CDE School

Figure 1. LEA’s *Organization Profile* screen in TOMS

TA Remote Testing Permission

When a TA opens the Test Administrator Interface and creates a test session, the TA is presented with the test administration options of *In Person* or *Remote* or *Hybrid*.

LEA CAASPP coordinators decide who is allowed to administer tests remotely. In the *View & Edit Users* screen in TOMS (figure 2), coordinators can disable specific TAs who are not administering assessments remotely. Coordinators can change the setting for a specific user by selecting the [Disable] link in the *Remote Test Administration* column in the *Search Results* table. Changes to this setting require 15–30 minutes to update in the system. Once a user has been disabled for remote administration, the TA is able to administer an in-person test session only and is not presented with remote test administration options.

#	NAME ▼	USERNAME	ROLE	STATUS	RESET PASSWORD	REMOTE TEST ADMINISTRATION	ACTION
1	AutomationUser1, TOMSK12CA	stmbx01@etslan-tst.org	CAASPP Roles • LEA CAASPP Coordinator at Demo CDE District ELPAC Roles • LEA ELPAC Coordinator at Demo CDE District (2 of 32 roles shown)	Active (Deactivate)		Enabled (Disable)	


Figure 2. *View & Edit Users* screen in TOMS

Student Remote Testing Video Permission



The CAASPP can be administered remotely to students in grades three through twelve using the secure browser. Video monitoring occurs in the TDS.

A student's remote testing flag is defaulted to "No," so it is important to note the following:


- **Students must have the remote test flag set to "Yes"** to allow for remote testing.
- Students with the remote test flag set to "Yes" are presented with the Recording Device Check, the Sound and Video Playback Check, and the TTS check prior to entering the test.

LEAs can download the [CAASPP LEA-Level Student Test Assignment Report \(/toms/reports/lea-caaspp-reports/#student-test-assignment\)](/toms/reports/lea-caaspp-reports/#student-test-assignment)  to view the video permission settings for students.



NOTE: Refer to the [Edit Remote Testing Video Permissions \(/toms/students/managing-students/#caaspp-edit-remote-testing-permission\)](/toms/students/managing-students/#caaspp-edit-remote-testing-permission)  subtopic in the [CAASPP and ELPAC TOMS User Guide \(/toms/new-features/\)](/toms/new-features/)  for instructions on how to use this flag.

Parent/Guardian Notification


The parent/guardian of a student who participates in remote testing must be notified that video monitoring is required for remote test administration. Parent/Guardian letter templates (<https://www.caaspp.org/administration/parent-notification.html>)  are available to use when notifying parents/guardians about the requirement for eligible students to complete 2022–23 testing. It is not necessary that an LEA collect explicit approval of video monitoring for a student to participate in remote testing; however, the student cannot be assessed remotely if a parent/guardian objects to having the child monitored via video during testing.

An LEA may use whatever method fits its needs to notify parents/guardians about the test administration. The letter templates can be customized to include in-person or remote testing administration options and printed or provided to parents/guardians electronically.


Technology Needed

TAs should be familiar with the secure browser and the Test Administrator Interface.

The minimum technical requirements for students and TAs are as follows:

- A computer or tablet meeting the minimum operating system requirements
- A monitor or screen large enough for comfortable reading
- A mouse or touch screen
- A webcam or camera for video monitoring
- A microphone
- A speaker or headphones
- Internet access with a minimum capability of 24 Kbps (Use the tool at a website such as Speedtest (<https://www.speedtest.net/>)  to test local internet speeds.)
- Required assistive devices, if applicable



NOTE: Refer to the CAASPP and ELPAC Technical Specifications and Configuration Guide for Online Testing (</tech-specs-and-config/>)  for more information about technical requirements for testing.


SSIDs

SSIDs are considered confidential and must be kept secure at all times. Students need access to their SSIDs to log on to the test. LEAs should provide SSIDs to students prior to the session. The TA **may not** share the SSIDs when other students are present or able to hear or view the exchange. LEAs must take care to follow all protocols when sharing

SSIDs to ensure that the numbers are kept confidential. Note that email is not considered a secure distribution method.


The following are recommendations about how to provide SSIDs to students or parents/guardians:

- Use a parent/guardian or student portal if one is available.
- Provide SSIDs to students or parents/guardians if they are picking up materials from the school.
- Mail the SSID to the parents/guardians via the US Postal Service.
- Message the student if instant messaging or some other means of direct messaging is available, including text messaging.
- Provide the SSID to the student via a private Zoom meeting—or other meeting software—when meeting with the student individually.
- Call the student or parent/guardian and provide the SSID over the phone.


The means of sending SSIDs are not limited to those in the previous list. LEA CAASPP coordinators should contact their [LEA Success Agent \(/contact/lea-success-agents/\)](/contact/lea-success-agents/)  to confirm whether another method is permissible. LEAs are responsible for determining the best way to provide SSIDs while still maintaining confidentiality.

Browsers for Testing

Secure Browsers

The **secure browser** is a program on a student’s device—for example, a desktop PC, laptop, or tablet—that allows a student to take the CAASPP and ELPAC. It is the application students and teachers have used for testing in prior years. For information about supported operating systems, as well as links to download the current secure browser versions, visit the [Secure Browsers \(https://ca.portal.cambiumast.com/\)](https://ca.portal.cambiumast.com/)  web page.

When the secure browser is running, it is the only program allowed to be open on the device. Recent enhancements to the secure browser have been made, allowing for communication and video monitoring within the system to accommodate remote testing.

The secure browser should be used when testing in person and remotely. The **web-based Student Testing Interface** (<https://mobile.tds.cambiumast.com/launchpad/>)  is used only for the Smarter Balanced Interim Assessment testing and cannot be used for summative CAASPP testing.



NOTE: The secure browser can be installed only on Chromebooks with an Enterprise or Education license; for this reason, most student-owned Chromebooks cannot be used for testing.

Refer to the [*Operating System Configuration \(/tech-specs-and-config/operating-system-configuration/windows/\)*](/tech-specs-and-config/operating-system-configuration/windows/) chapter of the [*CAASPP and ELPAC Technical Specifications and Configuration Guide for Online Testing \(/tech-specs-and-config/\)*](/tech-specs-and-config/) for instructions on identifying current versions of the secure browser for testing for supported devices and downloading and installing the secure browser.

Test Administrator Interface

The [*Test Administrator Interface \(https://ca.tds.cambiumast.com/testadmin\)*](https://ca.tds.cambiumast.com/testadmin) is the application TAs use to create test sessions for students to test. A TA must select the *Remote or Hybrid* test administration option to access the web-based Student Testing Interface to test students remotely.

Refer to the [*Supported Web Browsers for Online Systems Associated with Testing \(/tech-specs-and-config/system-requirements/supported-web-browsers-online/\)*](/tech-specs-and-config/system-requirements/supported-web-browsers-online/) subtopic in the [*CAASPP and ELPAC Technical Specifications and Configuration Guide for Online Testing \(/tech-specs-and-config/\)*](/tech-specs-and-config/) for the list of supported web browsers.

Practicing Remote Administration

Recommendations to Prepare for Testing

To have the best experience with testing, it is recommended that you, as the TA, run at least **two** practice sessions with students. The first session can be set up using a video meeting application, with students using the web-based version of the Student Testing Interface. The second session can be set up with students using the secure browser.

Why Two Practice Sessions?

By completing at least two sessions, students and TAs can become comfortable with logging on to a test session remotely and using the new widgets in the Student Testing Interface. During the first practice, students can stay on the video session as the TA guides them through logging on, testing the camera and microphone, and using the new widgets.


During the second practice attempt, students need the test session ID and their SSIDs. Because students use the secure browser to log on, students are not able to communicate with the TA until they have entered the actual practice test. This works the same way when they take the actual assessments.

Preparing Students for the First Practice Session

Prior to running a practice test with students, provide students with their SSIDs. Refer to the [*SSIDs \(/caaspp-otam/remote-testing/requirements/#ssids\)*](/caaspp-otam/remote-testing/requirements/#ssids) topic for recommended ways of providing the SSID in a way that keeps it confidential.

Provide a video meeting link to students with a set date and time for the practice session, and prepare the session before the meeting with students, to save time.

Take the following steps to administer the first round of practice tests:

1. Log on to the [Test Administrator and Test Examiner Practice and Training Site](https://capt.cambiumtds.com/testadmin) (<https://capt.cambiumtds.com/testadmin>)..
2. Select a practice or training test for the students by selecting the *Remote or Hybrid* radio button as the “Session Type” ([figure 1](#)), the type of assessment, and any subsequent levels.

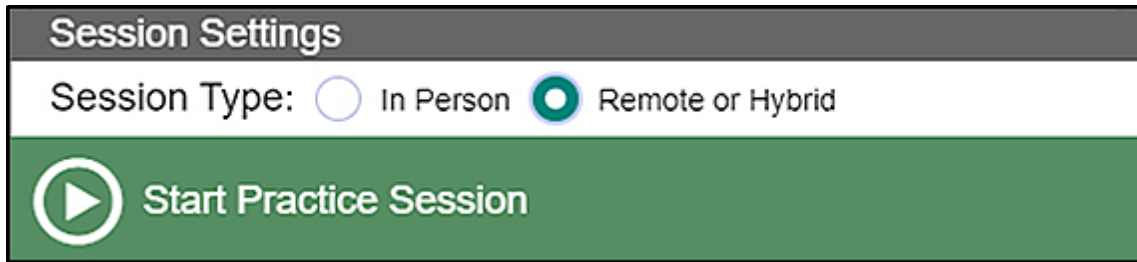


Figure 1. Selecting the “Session Type”

3. Select the [**Start Practice Session**] button.
4. To initiate the remote tools, select the *I agree* checkbox in the communication widget ([figure 2](#)) and select the [**Allow**] button.

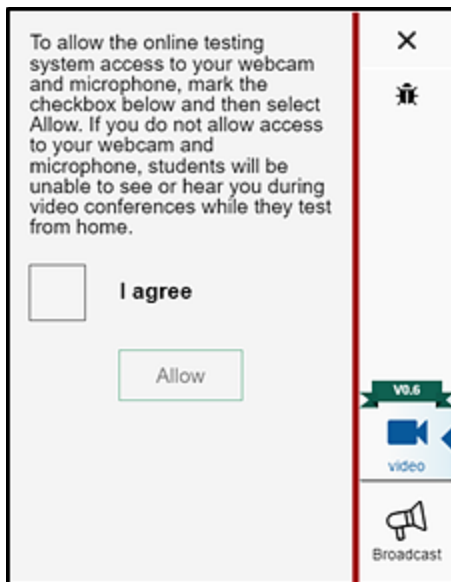


Figure 2. Permission box for remote tools

5. Save the session ID to provide to students prior to testing.

Although students use the standard secure browser during the actual assessment, for the purposes of this first practice test session, students should use the web-based version of the student interface. This allows students to join a video meeting while testing.

Have all students join a video meeting (e.g., Zoom, Google Meet, etc.). Talk students through the logon process in the video meeting.

Signing Students In to the Practice Session

Ask students to turn off their cameras in the video meeting. The remote tools cannot function if the camera is on in a program other than the practice and training tests.

Using the chat feature in the video meeting, provide the link for the [Practice and Training Test Site](https://capt.cambiumtds.com/student) (<https://capt.cambiumtds.com/student>). Students need to use either the Chrome or Firefox browser for this session.

Step 1: Signing Students In

To sign students in to a test session:

1. The student launches the web browser on a testing device. The *Student Sign-In* screen appears (refer to [figure 3](#)).

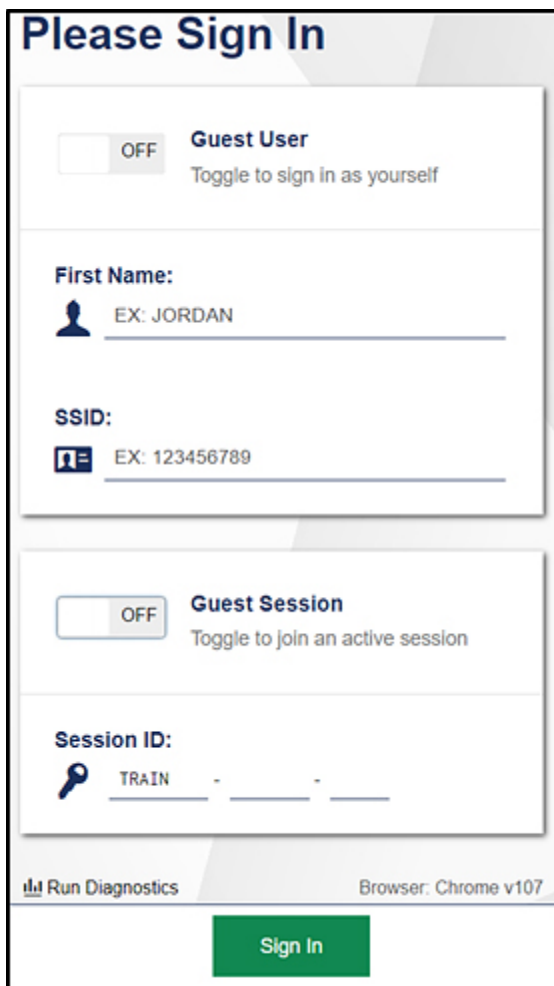


Figure 3. *Student Sign In* screen with Guest User and Guest Session toggled off

2. The student should toggle off the Guest User and Guest Session.
3. The student enters their name into the *First Name* field as it appears in TOMS, their SSID, and the session ID provided by the TA.
4. The student selects the [**Sign In**] button.

Step 2: Verifying Student Information

After students sign in, the *Is This You?* page (i.e., screen) appears ([figure 4](#)). The student verifies their personal information on this page.

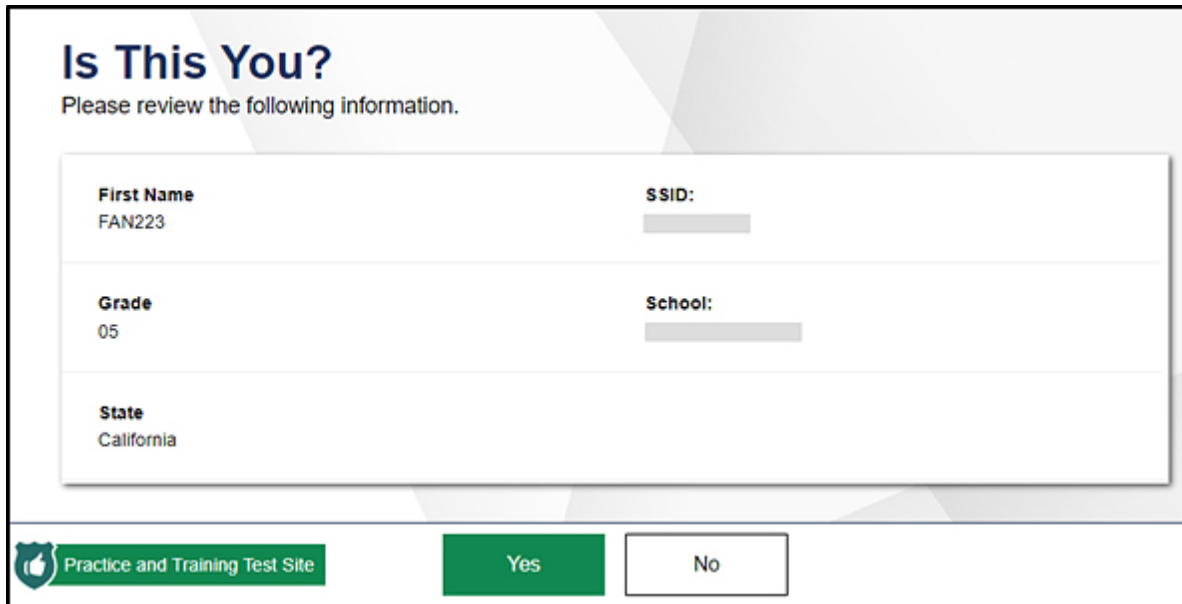


Figure 4. *Is This You?* page

To verify personal information:

1. If all the information is correct, the student selects [**Yes**]. The *Your Tests* page appears [figure 4](#)).
2. If any of the information displayed is incorrect, the student must not proceed with testing. The student should select [**No**]. Notify the CAASPP test site coordinator that the student’s information is incorrect.



WARNING: Incorrect student demographic information must be updated before the student begins testing. Tell the LEA CAASPP coordinator or CAASPP test site coordinator (as appropriate) that the student’s information needs to be updated. Students should not begin testing until all information is correct.

Step 3: Selecting a Test

The *Your Tests* page (i.e., screen) displays all the tests a student is eligible to take (refer to [figure 5](#)). The student can only select tests that have been selected by the TA and still need to be completed.

Tests are shaded in a light color with an arrow icon pointing at the test name. When starting a new test opportunity, the arrow is solid. When resuming a test opportunity, the arrow is striped.

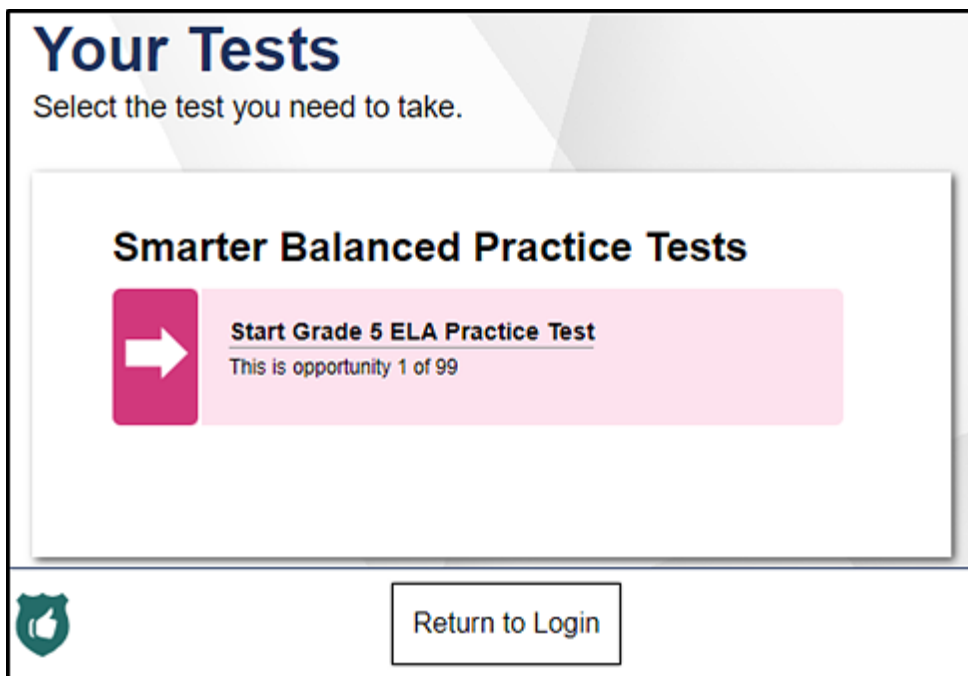


Figure 5. Sample *Your Tests* page

To select an available test:

1. The student selects the required test name. The request is sent to the TA for approval, and the *Waiting for Approval* screen appears ([figure 6](#)).

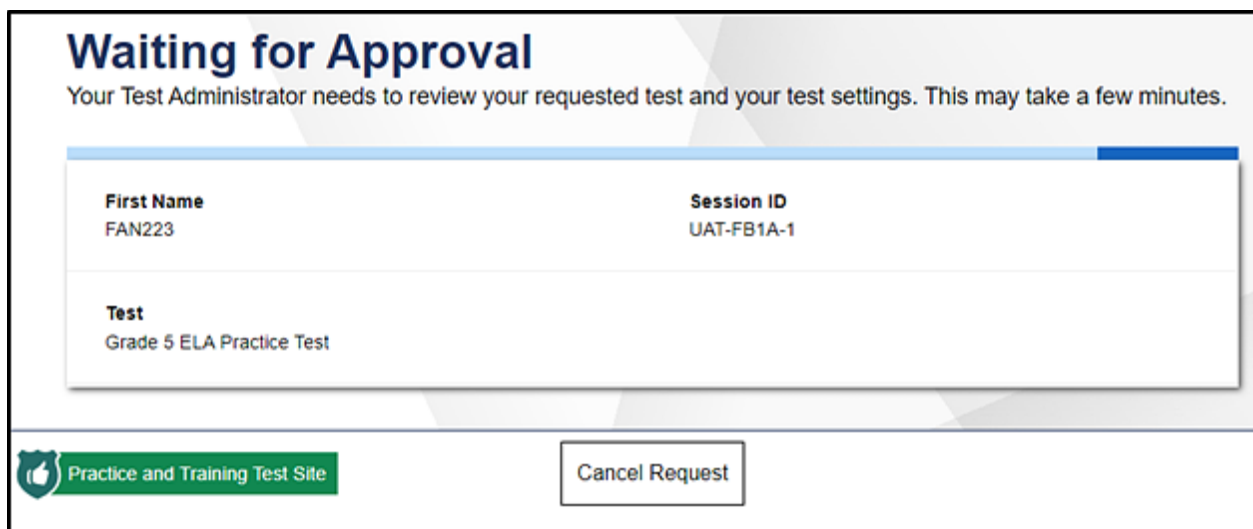


Figure 6. *Waiting for Approval* screen

2. Take this time to assist students and ensure that all students have the same screen displayed on their monitors.
3. If a student's required test is not displayed, the student should select [**Cancel Request**]. Verify the test session includes the correct tests and add additional tests, if necessary.
4. Once all students are waiting for approval, approve these students in the same manner used during the operational assessments.

Step 4: Sound and Video Check

Camera Check

During the camera check, students should follow the TA's instruction and not move ahead. A student takes the following steps to check a camera:

1. The student completes the *Audio/Video Checks* screen by selecting the *I agree to grant the browser permission to access the camera* checkbox. If the student's browser uses a pop-up message to confirm that the student allows the program to use the camera and microphone, the student should select the **[Allow]** button.
2. The student's camera should turn on and display the student's image on the screen ([figure 7](#)). The student can complete the video check by selecting the **[I see myself]** button.

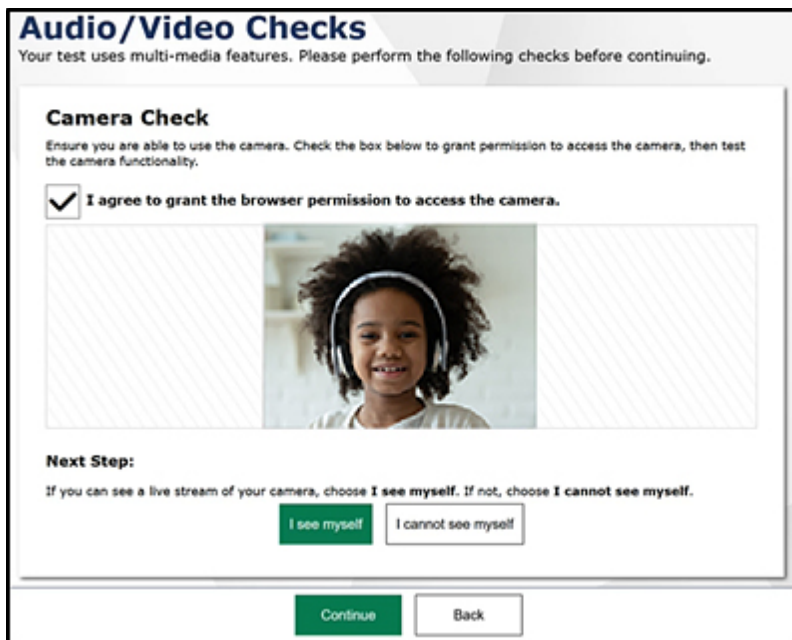


Figure 7. “Camera Check” section of the *Audio/Video Checks* page

Recording Device Check

The “Recording Device Check” section of the *Audio/Video Checks* page (i.e., screen) appears if a student has the speech-to-text setting or is testing remotely. On this screen, the student's voice is recorded, and the student verifies that the recorded audio is heard. A student can only use the speech-to-text resource within a supported secure browser.

A student takes the following steps to check a microphone in the “Recording Device Check” section ([figure 8](#)):

1. The student selects the **[Recording]** microphone [🎤] icon and speaks to record.
2. The student selects the **[Stop]** square [■] icon to stop recording.
3. The student selects the **[Play]** arrow [▶] icon to listen to their recorded audio.

- a. If the recorded audio is clearly audible, the student selects [**I heard my audio**]. A green check appears at the upper-right corner of the panel and the student can proceed.
 - b. If the recorded audio is not clearly audible, the student selects [**I did not hear my recording**] to open the *Problem Recording Audio* panel.
 - If the student still cannot hear their recorded audio clearly, the student can select [**Try Again**] to return to “Recording Device Check” and retry.
 - The student can select [**Select New Recording Device**]—which only appears for students testing on computers or tablets with multiple recording devices—to open the *Recording Input Device Selection* panel and select a different recording device.
4. If the student’s browser asks for permission for the microphone to be used, the student should select the [**Allow**] button.

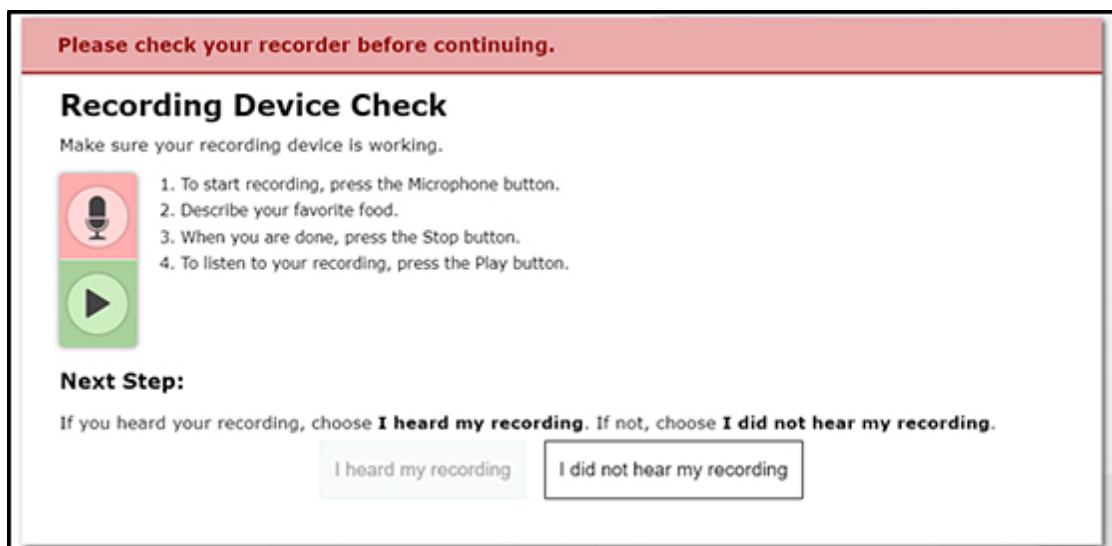


Figure 8. “Recording Device Check” section of the *Audio/Video Checks* page

If the student can hear the recording, the student selects the [**I heard my recording**] button.

Audio/Video Check

The next section of the *Audio/Video Checks* screen is the “*Sound and Video Playback Check*” section ([figure 9](#)).

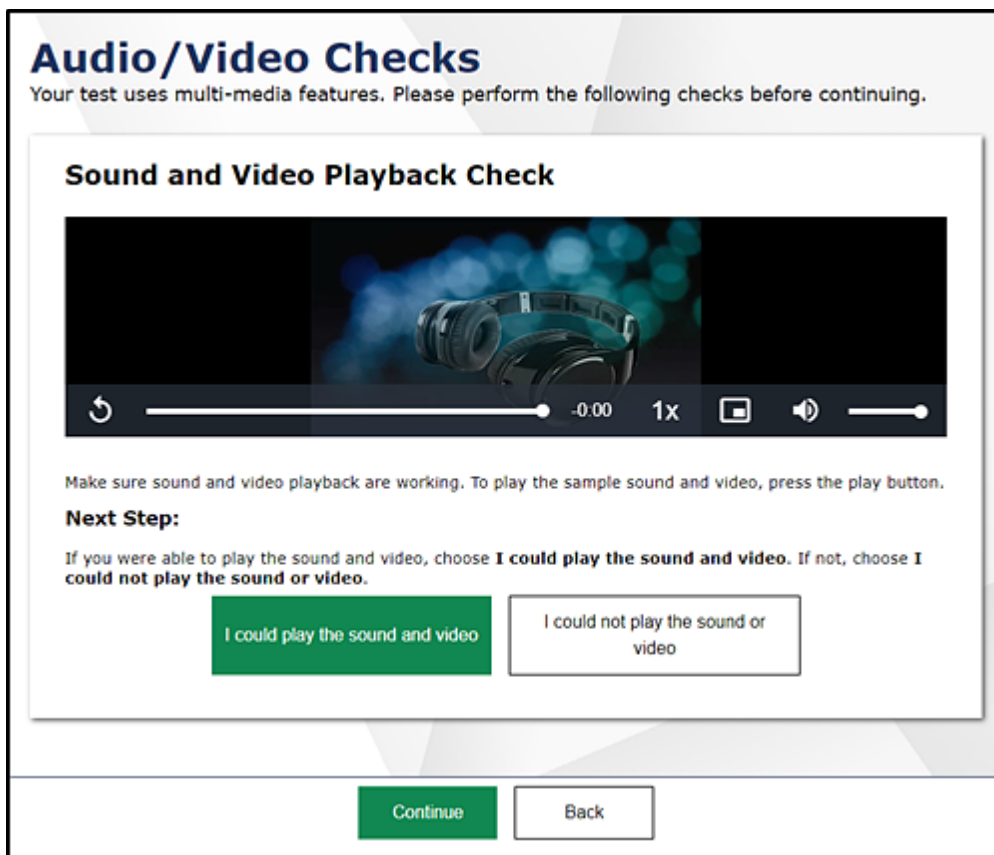



Figure 9. “Sound and Video Playback Check” section of the *Audio/Video Checks* page

To check audio and video settings:


1. The student plays the video and listens to the audio by selecting the **[Play]** arrow  icon.
2. Depending on the sound and video quality, the student does one of the following:
 - a. If the student can see the video and hear the sound, the student selects **[I could play the video and sound]**. A green check appears at the upper-right corner of the panel and the *Instructions and Help* page appears.
 - b. If the student cannot see the video and hear the sound, the student selects **[I could not play the video or sound]**. The *Audio/Video Playback Problem* panel appears, giving students two options:
 - i. A student can select **[Try Again]** to return to “Sound and Video Playback Check.”
 - ii. A student can select **[Log Out]**. Either troubleshoot the device and headphones or move the student to another device with working audio and video.

Text-to-Speech Check

The final check is for the “*Text-to-Speech Sound Check*” section ([figure 10](#)). All students have text-to-speech turned on for broadcast messages from the TA. Please note that this does not turn on the text-to-speech designated support for questions unless it has been assigned in TOMS prior to testing.

Text-to-Speech Sound Check

Make sure text-to-speech is working.


 Press the speaker button. You should hear a voice speak the following sentence: "This text is being read aloud."

Sound Settings


Current Voice Pack: Microsoft David - English (United States) ▼

Use the sliders to adjust the available Text-to-Speech settings.


Volume

 10

Pitch

 10

Rate

 10


Next Step:

If you heard the voice clearly, choose **I heard the voice**. If not, choose **I did not hear the voice**. To continue testing without checking text-to-speech, choose **Skip TTS Check**.

I heard the voice I did not hear the voice Skip TTS Check

Figure 10. “Text-to-Speech Sound Check” section of the *Audio/Video Checks* page

To check text-to-speech functionality:

1. The student selects the [TTS Speaker] speaker  icon and listens to the audio.
 - a. If the voice is clearly audible, the student selects [**I heard the voice**]. A green check appears at the upper-right corner of the panel and the student can proceed.
 - b. If the voice is not clearly audible, the student adjusts the settings using the sliders and selects the [TTS Speaker] icon again.
 - c. If the student still cannot hear the voice clearly, the student selects [**I did not hear the voice**] and closes the secure browser. Work with the student to adjust audio or headset settings (for more information, refer to the subsection [Troubleshooting Audio Issues \(/caaspp-otam/student-testing-application/sign-in-student-test-site/#sound-video-check-troubleshooting\)](/caaspp-otam/student-testing-application/sign-in-student-test-site/#sound-video-check-troubleshooting)). The student can sign in again when the issue is resolved.
 - d. To continue without testing text-to-speech, the student selects [**Skip TTS Check**].

Step 5: Viewing Test Instructions and Starting the Test

The *Instructions and Help* page (i.e., screen) is the last step of the sign-in process (refer to [figure 11](#)). A student may review this page to understand how to navigate the test and use test tools.

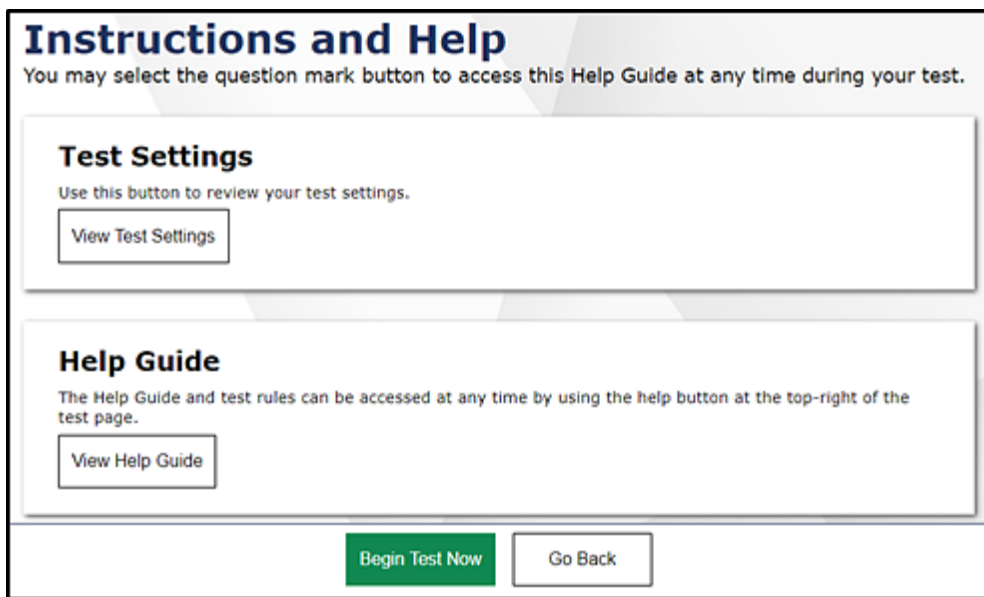


Figure 11. *Instructions and Help* page

To proceed and begin the test:

- After reviewing this page, the student selects [**Begin Test Now**]. The test opportunity officially begins or resumes.

Practicing Using the Remote Widget

Once in the assessment, a small circle with the student's own image appears in the lower-right corner of the student's screen. This allows a student to view what is being shown to the TA. If the student selects the circle, the remote widget expands and offers other tools ([figure 12](#)).

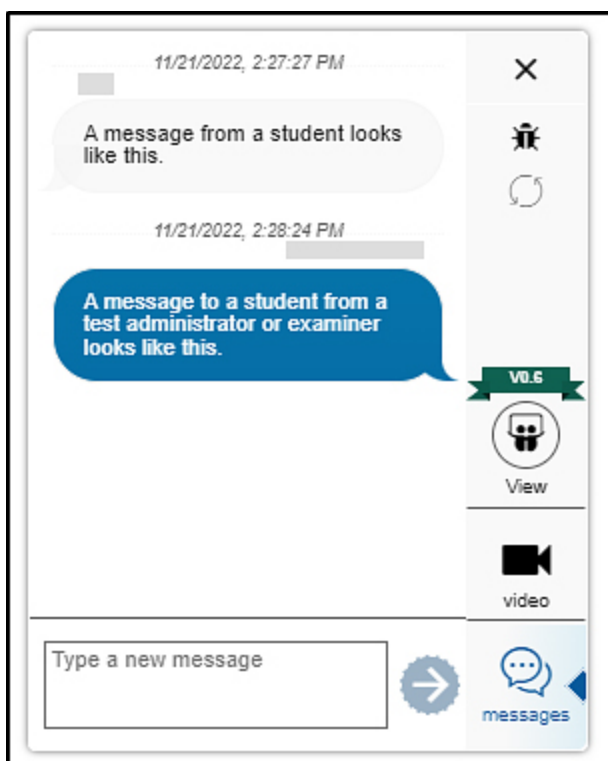


Figure 12. Remote widget

Test out the different tools in the communication widget with students.

Screen Share

Use the screen share feature to view a student’s screen during the test session. This is a one-way feature that only TAs can initiate by selecting the **[screen share]** icon. The student needs to grant the TA permission by selecting the **[I agree]** box and **[Allow]** button on the widget. Once the student grants permission, a red dotted line appears around the student’s screen indicating that the TA can now see the screen.



NOTE: Screen share is for use only in situations where a student requires assistance with navigating the testing interface. To the best of their ability, TAs should avoid viewing secure test content. A TA may not retain or share any secure materials or test content from the test session.

Refer to the [Screen Share View \(/caaspp-otam/remote-testing/features/#test-adminitrators-screen-share-view\)](/caaspp-otam/remote-testing/features/#test-adminitrators-screen-share-view) subtopic for information about using this feature.

Messaging Tool

If a student selects the **[raise hand]** hand icon, the student’s information moves to the top of the page under the “Tests with potential issues” section of the Test Administrator Interface. Select the **[lower hand]** icon, individually message the student, or enter into a video and audio chat with the student. The student is not able to interact with the assessment when the widget is expanded. The widget must be minimized for the student to return to the assessment.

Chat Tool

The student may also select the **[messages]** speech bubble icon to send an individual chat message to the TA. A student with unread messages remains in the “Tests without issues” section of the Test Administrator Interface but has a red **[Message]** icon in the student’s information column.

Ending the Practice Session

Once students are comfortable with the tools, they should select the **[Pause]** button at the top left of the screen ([figure 13](#)). Students then select **[Yes]** to leave the assessment.

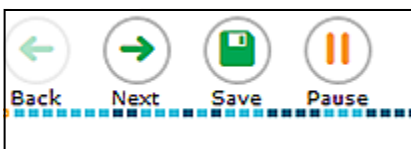



Figure 13. **[Pause]** button

Once all students have paused their assessments, select the **[Stop]** button to end the test session. Logging off the Test Administrator Interface is now possible.

Facilitating the Second Practice Session

After a student has had a chance to enter an assessment while in a video meeting, the student should try to log on using the standard secure browser application on the device. This practice session can occur on the same day as the first session or on another day.

All students should have the secure browser installed on their device prior to beginning a second practice session. Educators should confirm with the school's technology coordinator that all students have the supported version of the secure browser installed. A student using a personal device can follow the instructions on the [Secure Browsers \(https://ca.portal.cambiumast.com/\)](https://ca.portal.cambiumast.com/)  web page to download the application.

Because the secure browser does not function when other applications are running, students cannot be in a video meeting while the secure browser is running.

To assist students with this logon, start a video meeting with students and provide the test session ID. Students then need to leave the meeting and close any running applications.

To begin, a student should open the secure browser and then enter their first name, SSID, and provided test session ID before following the same steps used when logging on with the TA in the first practice session.

Approve the students and admit them into the assessment after they have logged on successfully. As students enter the assessment, they also appear on screen in a section of the Test Administrator Interface.

Keep the video meeting open in case a student is unable to enter the assessment. A student can reenter the video meeting for technical assistance or to ask questions.

How Often Should Students Practice?

Each class is different. Students should practice logging on and becoming familiar with the communication tools until they are comfortable with the testing interface. This allows students to concentrate on the operational assessments during the actual testing window and not get distracted by the resources and tools available for use.

Administering Remote Assessments

Before Testing

TAs should ensure that each student has an SSID. Refer to the [SSIDs \(/caaspp-otam/remote-testing/requirements/#ssids\)](#) subtopic for additional information about assigning and communicating SSIDs.

Practice using the secure browser with students before testing begins. The [Practicing Remote Administration \(/caaspp-otam/remote-testing/practicing/\)](#) subtopic provides instructions for this practice. Also view the [demonstration videos \(/caaspp-otam/remote-testing/videos-quick-reference-guides/\)](#) with students prior to the day of testing, to gain a better understanding of how the test session works.

Start the Test Session

TAs should have students join a video meeting prior to the assessment. Take attendance and verify that each student has their SSID readily available. If a student does not have their SSID, provide it via a breakout room, private chat, or some other means by which the student is the only one receiving the information. Review the [SSIDs \(/caaspp-otam/remote-testing/requirements/#ssids\)](https://caaspp-otam/remote-testing/requirements/#ssids) subtopic for more information about ways to provide SSIDs securely to students.

Before students arrive, log on to the [Test Administrator Interface \(https://ca.tds.cambiumast.com/testadmin\)](https://ca.tds.cambiumast.com/testadmin) and complete the following steps to select an assessment:

1. Select the [Start a New Session Now] button ([figure 1](#)).

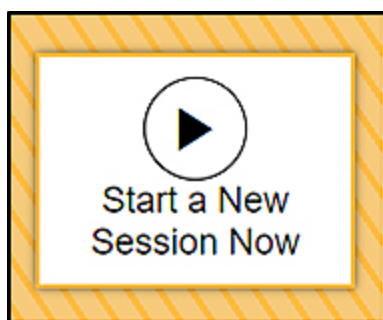


Figure 1. [Start a New Session Now] button

2. If an “Important!” message appears at login, select the appropriate institution from the drop-down list in this message and select the [Go] button ([figure 2](#)). This message appears only if multiple LEAs or schools are available.

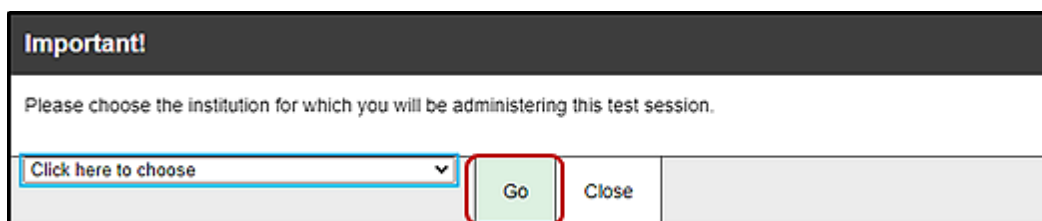
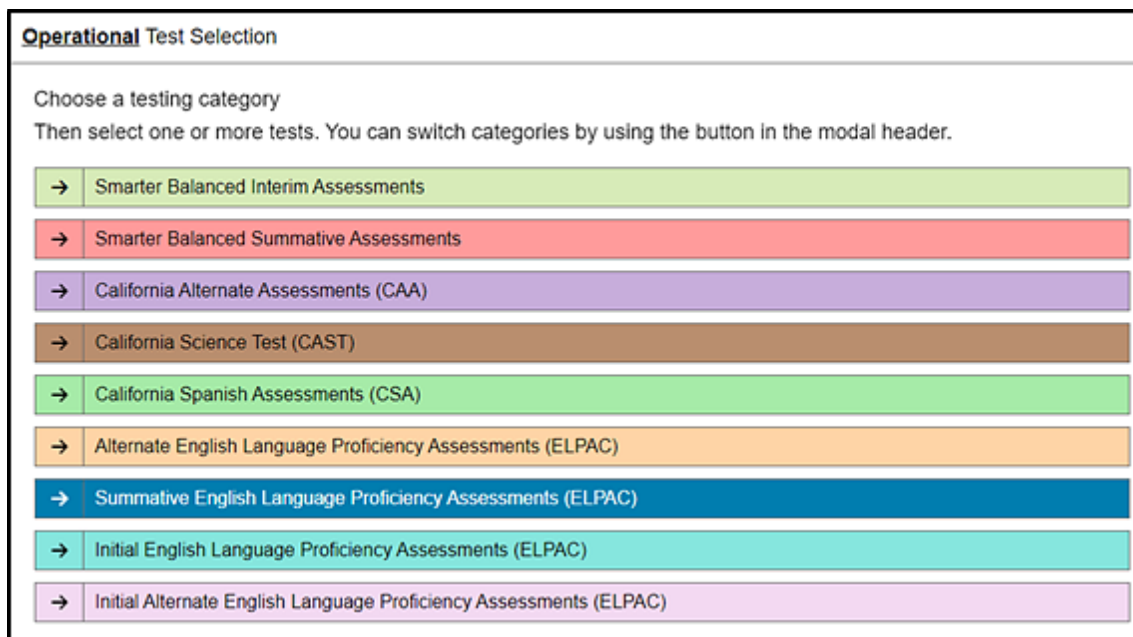


Figure 2. Message from the Test Administrator Interface



NOTE: The TA may only select one institution at a time from the list. Students who have the session ID and are enrolled at a different school than the one the TA selected will also be able to test in the same test session as students in other schools, if the TA has roles in multiple schools. To select a different institution, log off and then log back on, selecting a different institution (LEA or school). **Regardless of their associated test site, students who are testing remotely should be monitored by the TA while testing is in progress.**

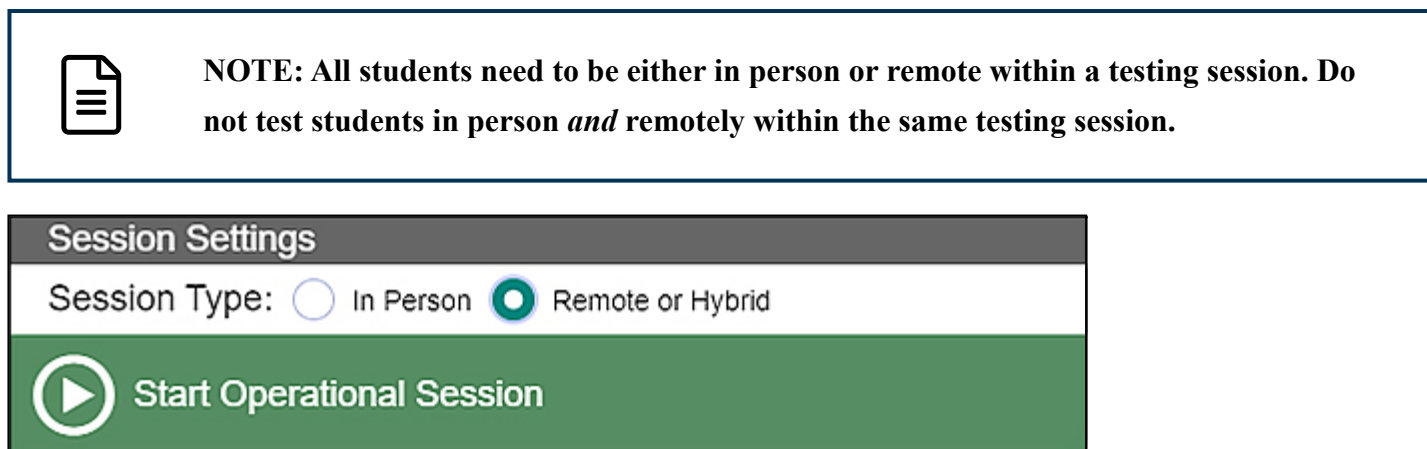
3. Using the *Operational Test Selection* screen as shown in [figure 3](#), select the assessment(s) to administer during the session. (For complete instructions on how to use the *Operational Test Selection* screen, refer to [Beginning an Assessment \(/caaspp-otam/sb-summ-and-cast-scripts/admin-an-online-test-session/#beginning-an-assessment\)](#) in the *Administer an Online Test Session (/caaspp-otam/sb-summ-and-cast-scripts/admin-an-online-test-session/)* topic.)



The screenshot shows the 'Operational Test Selection' interface. At the top, it says 'Operational Test Selection'. Below that, it instructs the user to 'Choose a testing category' and 'Then select one or more tests. You can switch categories by using the button in the modal header.' There is a list of nine testing categories, each with a right-pointing arrow icon and a colored bar: Smarter Balanced Interim Assessments (light green), Smarter Balanced Summative Assessments (pink), California Alternate Assessments (CAA) (purple), California Science Test (CAST) (brown), California Spanish Assessments (CSA) (light green), Alternate English Language Proficiency Assessments (ELPAC) (orange), Summative English Language Proficiency Assessments (ELPAC) (blue), Initial English Language Proficiency Assessments (ELPAC) (teal), and Initial Alternate English Language Proficiency Assessments (ELPAC) (light purple).

Figure 3. *Operational Test Selection* screen

4. Once all assessments have been selected, select a radio button to indicate the type of test session; options are *In Person* and *Remote or Hybrid* ([figure 4](#)).



The screenshot shows the 'Session Settings' interface. It has a dark grey header with the text 'Session Settings'. Below the header, it says 'Session Type:'. There are two radio buttons: 'In Person' (unselected) and 'Remote or Hybrid' (selected). Below the radio buttons, there is a large green button with a white play icon and the text 'Start Operational Session'.

NOTE: All students need to be either in person or remote within a testing session. Do not test students in person *and* remotely within the same testing session.

Figure 4. Selecting the session type

5. Select the [Start Operational Session] button ([figure 4](#)).
6. The TA should write down the session ID from the *Session Information* pop-up box, in case the Test Administrator Interface is closed accidentally while students are still testing. If that happens, reopen the web browser, navigate back to the Test Administrator Interface, and enter the active session ID to reenter. Close the *Session Information* pop-up box.

7. To initiate the remote tools, select the *I agree* checkbox in the communication widget ([figure 5](#)) and then select the [Allow] button. The TA is able to turn off the video and audio ([figure 6](#)) until students enter the session if the TA wants to host a video meeting with video and audio enabled on there instead.



Figure 5. Permission box for remote tools



Figure 6. Video and audio toggles

8. Open a video meeting (Zoom, Teams, Google, etc.) with the student(s). You will be able to communicate with students through the video meeting until they log on to the secure browser. Students will need to exit all applications prior to logging on to the secure browser.

During the Video Meeting

Have students join a video meeting prior to the assessment and then take attendance. While students are in the video meeting, ensure they are on video and monitor each student and the room immediately surrounding them. Read each of the following steps aloud:

SAY:

Today, you will take the [Smarter Balanced—insert grade, ELA/mathematics, and CAT/PT]; or [grade five, eight, or high school California Science Test]. Your test session ID is CA-xxxx-xxx. Before logging on, let's go over some test rules. You must answer each question on the screen before selecting NEXT. If you are unsure of an answer, provide what you think is the best answer. If you would like to review that answer at a later time, mark the question for review before going on to the next question. You may go back and change the answer during this test session. You may pause at any point in the test by selecting PAUSE rather than NEXT after answering a question. Please raise your hand if you need a break and ask permission before selecting PAUSE.

For the computer adaptive portion of a Smarter Balanced assessment or the CAST:

SAY:

If you pause your test for more than 20 minutes, you will not be able to go back and change your answers to any questions, even the ones you marked for review. You may check your answers to any questions before you pause your test.

For the mathematics CAT in grades six through eleven, the CAST, and the ELA PT only:

SAY:

Please keep in mind that this test is divided into segments. When you get to the end of a segment, you will be told to review your answers before moving on. Once you submit your answers and move on to the next segment, you will not be able to return to any of the questions in the previous segment.

For the computer adaptive portion of a Smarter Balanced assessment or the CAST:

SAY:

You will pause your test at the end of the session when told to do so. If your test is paused for more than 20 minutes, any questions that you have already answered will be locked. Once locked, you will not be able to see the questions again. You need to make sure that you review any answers before pausing the test.

For all students:

SAY:

Your answers need to be your own work. If you have a cell phone, smartwatch, or other nonapproved electronic devices, please turn off the device and put it away. If you finish your test early, please raise your hand by selecting the circle showing your video and selecting the raise hand button.

SAY:

When you are ready to begin your test, please leave this video meeting and open the secure browser on your device.

Leave the video meeting open during the testing session in case students have issues with logging on to the assessment. The secure browser does not allow students to remain on the video meeting while testing. However, students can rejoin the video meeting if they are logged off the test for any reason.

EAP Instructions for Students in Grade Eleven

Students in grade eleven taking a CAT will get an additional question at the end of their test sessions for both ELA and mathematics. This question appears where students are reminded of any test questions flagged for review. Refer to the EAP background information in the [*Ending a Test Session* \(/caaspp-otam/sb-summ-and-cast-scripts/admin-an-online-test-session/#ending-a-test-session\)](#) subtopic of the [*Administer an Online Test Session* \(/caaspp-otam/sb-summ-and-cast-scripts/admin-an-online-test-session/\)](#) topic in this manual.

Survey

2022-23 CAASPP Computer Adaptive Test – EAP Release & Instructions Mathematics

Early Assessment of Readiness for College Mathematics

The CAASPP EAP results will assist the California State University (CSU) system and the California Community Colleges (CCC) system in providing you an early assessment of your readiness for college-level mathematics coursework. Your CAASPP EAP results are not required or used for admissions.

Your CAASPP results will be provided to the institutions for which you have applied by marking the release circle. If you mark the "Do Not Release" circle, you will be required to submit the results at a later date if requested.

Release Authorization

By filling in the circle below, I acknowledge that I am voluntarily releasing the results of my Mathematics college readiness assessment to be shared with appropriate officials at the California State University (CSU) and California Community Colleges (CCC).

Release ☐ Do Not Release ☐

Figure 7. Sample EAP question for the CAASPP Smarter Balanced for Mathematics

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 your placement in appropriate coursework once you have been admitted. The release of CAASPP results will not affect your 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, select “Do Not Release.” If you are considering or plan to enroll at CSU or CCC, select “Release” and then select the [Submit Test] button. Your Smarter Balanced results for this test will be provided to both institutions by selecting the Release circle and then submitting. If you do not select to release your results, you may be requested to provide a copy of your results to the institution 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.

Your CAASPP Student Score Report will provide a website, where additional information is available on what your EAP results mean.

END OF EAP SECTION

During the Test Session

1. Students log on to the secure browser. Verify that the assigned accessibility resources are correct, when applicable. Approve their tests in the Test Administrator Interface (<https://ca.tds.cambiumast.com/testadmin>) .
2. In the secure browser, students complete the Sound and Video Checks.
3. Once the Sound and Video Checks have been completed, students select the [**Begin Test Now**] button.
4. Monitor the progression of each student through the assessment using the Test Administrator Interface (<https://ca.tds.cambiumast.com/testadmin>) .
5. Monitor each student by watching the video feed, being alert for others in the room providing answers or an indication that a student might be using a device, such as a cell phone, out of sight of the web camera.

Warning Students of the End of a Session

Send out a broadcast message to the students approximately 10 minutes prior to the end of the test session. The message should contain information such as the following, or the following text may be copied and pasted into the broadcast communication widget:

BROADCAST *(to students taking a CAT or CAST):*

We have 10 minutes left for this test session. Please review all of your answers that you have already completed. If you have more than one question on your screen, please answer all of those questions before pausing your test. Do not submit your test unless you have answered all of the questions.

Remember, if you are not finished, you will not be able to go back to the questions from this test session, including questions marked for review. You will also not have access to the notes you entered in the digital notepad. You will be able to finish the remaining questions at another session.

BROADCAST *(to students taking a PT):*

We have 10 minutes left for this test session. Please review all of your answers that you have already completed. If you select “Pause” at the top of your screen you will be able to return to your test—do not select “Next” or “Submit.”

When there is one minute remaining, send the following message to students:

BROADCAST:

This test session is now over. If you have not finished, please complete the work on your screen.

When time is up, send a final broadcast message, like this one:

BROADCAST:

If you have answered all the questions on your test and have finished reviewing your answers, select SUBMIT TEST.



If you have not finished, select “Pause” at the top of your screen. If you need additional time, let me know.

For students who used scratch paper, request students to tear up the scratch paper prior to leaving the test session. Students can also return to the video meeting to tear up scratch paper.

BROADCAST:

I will now view you tear up any scratch paper on camera.

Ending the Test Session

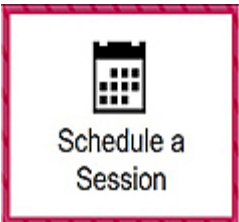

1. At the end of the test session, confirm that each student has submitted or paused the assessment.
2. Stop the session in the Test Administrator Interface (<https://ca.tds.cambiumast.com/testadmin>)  by selecting the [Stop Session] stop sign icon.
3. Log off the Test Administrator Interface (<https://ca.tds.cambiumast.com/testadmin>) .






Remote Testing Features

Features by Role

There are remote testing features available in the secure browser and the web-based Student Testing Interface for the summative assessments, interim assessments, and practice and training tests. The remote testing features in table 1 are available by SSO role.

Table 1. Remote Testing Features in the Secure Browser and Web-based Student Testing Interface by SSO Role

Icon	Feature	Initiated By (SSO Role)
	Advanced scheduling of test sessions	<ul style="list-style-type: none">• LEA coordinator• Site coordinator• Test administrator
	Video monitoring	<ul style="list-style-type: none">• LEA coordinator (to confirm)• Site coordinator (to confirm)• Test administrator (to monitor)

Icon	Feature	Initiated By (SSO Role)
	Individual messaging	<ul style="list-style-type: none"> • Student • Test administrator
	Raise hand	<ul style="list-style-type: none"> • Student only
	One-on-one video call	<ul style="list-style-type: none"> • Test administrator only
	Broadcast	<ul style="list-style-type: none"> • Test administrator only
	Screen share	<ul style="list-style-type: none"> • Test administrator only

TAs

Advanced Scheduling

Remote test sessions can be scheduled only after the testing window has opened. Sessions can be scheduled for any date within two weeks from the current date. Take the following steps to schedule a remote test in advance:

1. Select the **[Test Administrator Interface for All Online Tests]** button on either the [CAASPP](https://www.caaspp.org/) (<https://www.caaspp.org/>) or [ELPAC](https://www.elpac.org/) (<https://www.elpac.org/>) website.
2. Log on to the Test Administrator Interface using the current-year TOMS logon access.
3. Select the **[Upcoming Sessions]** tab and then the **[Schedule a Session]** button (figure 1).

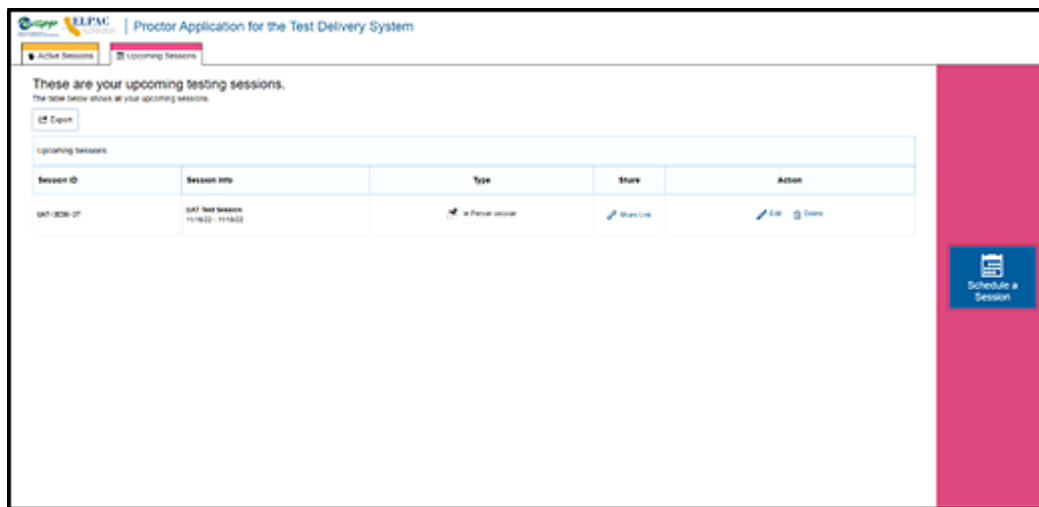


Figure 1. **[Upcoming Session]** tab with the **[Schedule a Session]** button

4. Select the start and end date for the future test session and then the **[Next]** button.
5. Choose the testing category of the assessment to schedule. An example of the *Operational Test Selection* screen showing the testing categories is presented in figure 2.

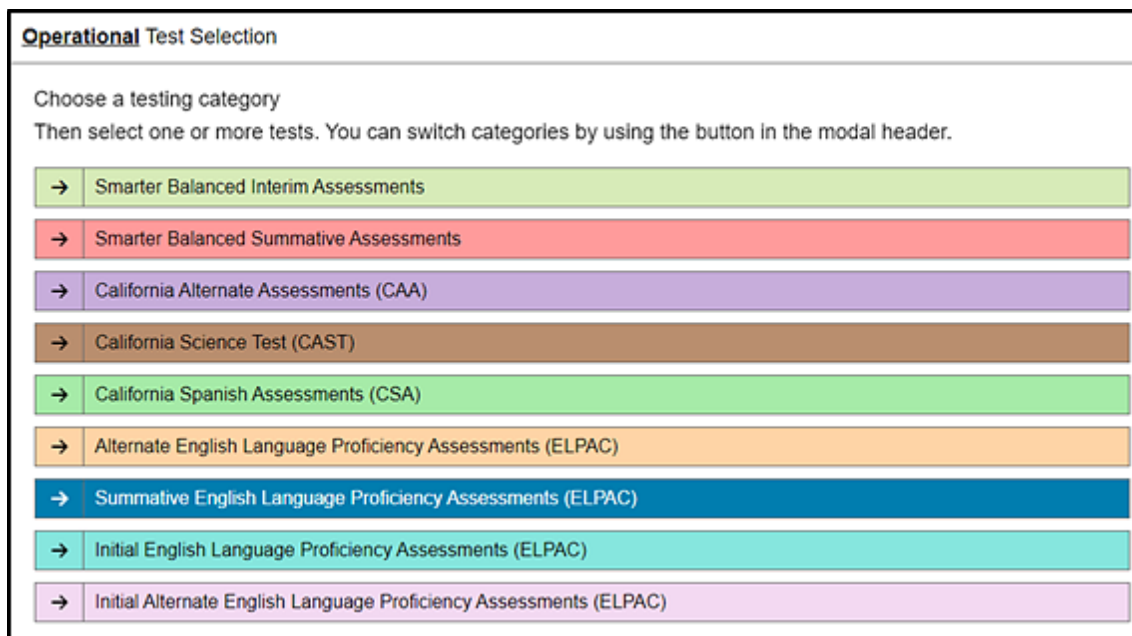


Figure 2. *Operational Test Selection* screen

6. Select the plus-sign **[Expand]** icon to expand the options for the exact grade and name of the test students will take (figure 3). Test categories are separated by color and identified by name.

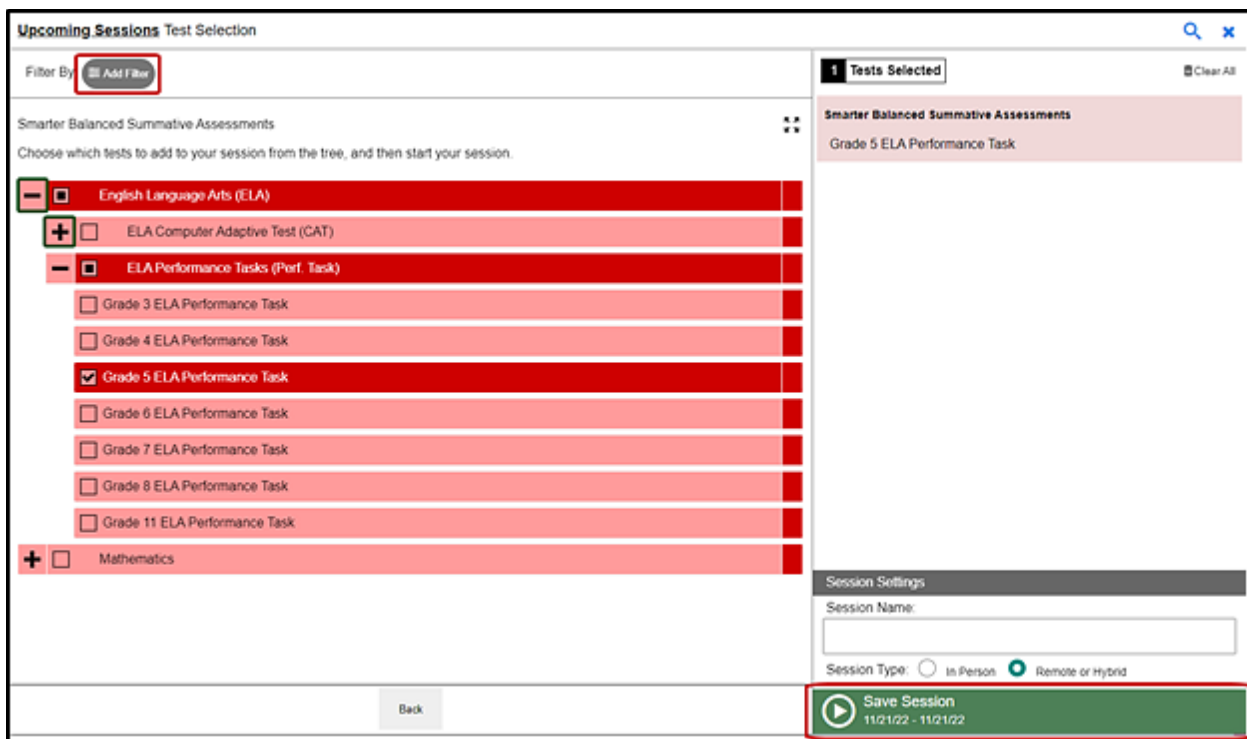


Figure 3. Expanded tests in the *Upcoming Sessions Test Selection* screen

7. Enter a session name, select the *Remote or Hybrid* radio button, and then select the [Save Session] button. A *Session Information* pop-up box appears, providing the session ID and session link (figure 4).

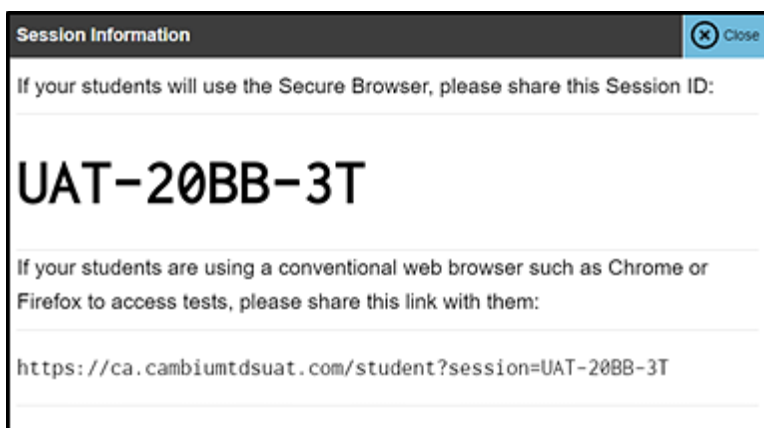


Figure 4. *Session Information* pop-up box with session ID

8. Edit or delete the session in the days prior to the scheduled session date. Note the following about this action:
 - Session information is not editable on the day of the session.
 - The edit function permits changing the date or selecting additional tests to add to the testing session.
 - Only the session type cannot be edited.
 - To switch from a remote session to an in-person session or vice versa, delete the session and recreate it with the correct session type.

In-person test sessions are scheduled and administered separately from remote-testing sessions. This allows student results to be categorized and reported correctly.

No more than 20 students should be tested during a remote test session. This number is based on observations made during user acceptance testing of the remote environment.

TA Webcam and Microphone

When starting a remote test session, a pop-up box prompts agreement to allow the testing system to access the device’s webcam and microphone. Check the *I agree* checkbox and select the **[Allow]** button ([figure 5](#)). During the test session, you—as TA—have the ability to toggle the device’s webcam and microphone on and off.

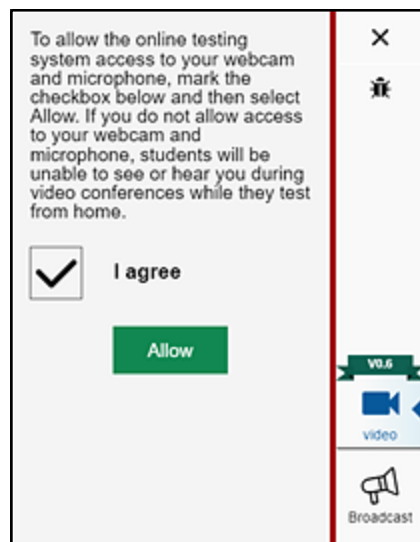


Figure 5. Pop-up box allowing testing system access to webcam and microphone

Monitoring a Test Session

Monitor students’ progress as they are testing from the *Students in Your Operational Test Session* screen in the Test Administrator Interface ([figure 6](#)).

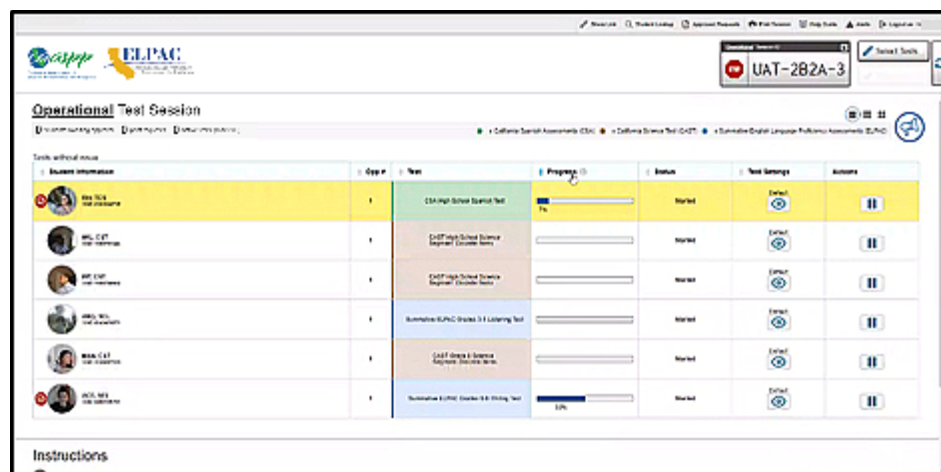


Figure 6. *Students in Your Operational Test Session* screen with a student selected




There are several tools useful for monitoring students in the Test Administrator Interface:

- The *Student Information* column provides information about the students testing remotely. The video thumbnail icon next to the student’s name and SSID displays a snippet from the student’s video feed every five seconds. If the student’s camera is not on or is not working, the video thumbnail appears grayed out. If a student raises their hand in the communication widget, a [**Chat**] chat bubble icon appears next to the student’s video thumbnail.
- The test status indicates whether a student’s test is approved, started, completed, or paused.
- The blue progress bar shows the student’s progression through the test.
- When selected, the [**View**], or eye, icon opens the test settings for each student.
- If a student’s test requires attention, has been idle, is unexpectedly disconnected from a session, or has pending requests for print-on-demand, the Test Administrator Interface separates the test into a “Tests with Potential Issues” section.

Video Monitoring

The three icons above the testing program legend on the right side of the *Operational Test Session* screen allow toggling between student thumbnail layouts. These are shown in [table 2](#).

Table 2. Layout Icons

Icon	View Type
	List View
	Gallery View
	Grid View

The List View ([figure 7](#)) is the default view when the TA first enters the Test Administrator Interface. As students complete their audio and video checks, they appear in the Test Administrator Interface test monitoring screen in this view with video monitoring thumbnails for each student. The video feed refreshes every five seconds.

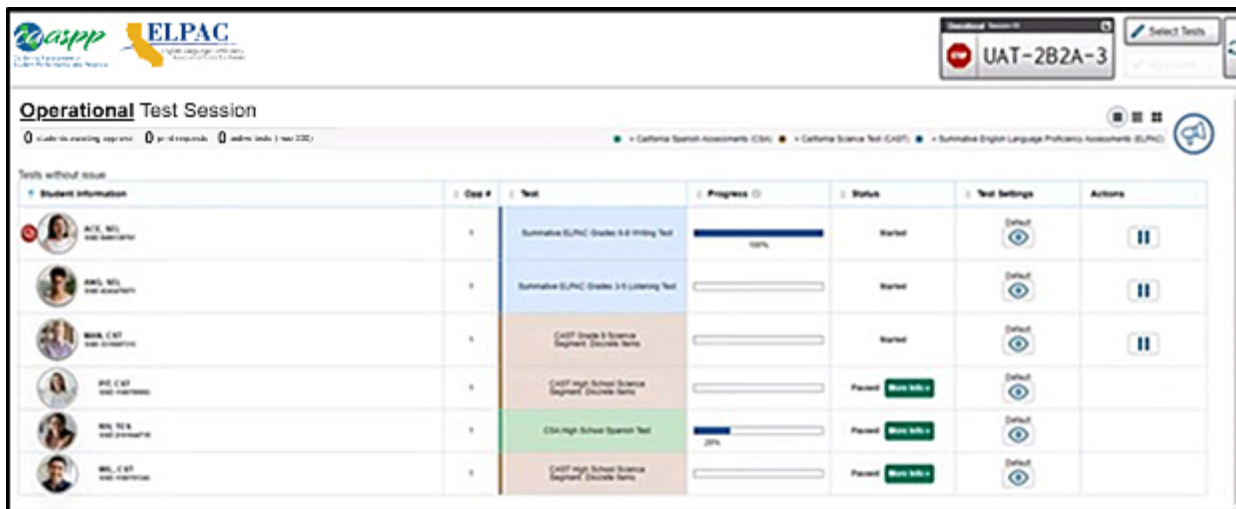


Figure 7. *Operational Test Session* screen in List View

If the student loses video or connectivity at any time, a “sad-face” icon displays instead of the student’s picture. If the test requires video, the student is not able to proceed with the test until the student’s video is reconnected. Select the thumbnail of the student to open the communication widget that allows direct communication with the student.

The Gallery View ([figure 8](#)) shows 10 students at a time; scroll to see additional students if there are more than 10 students in the administration.

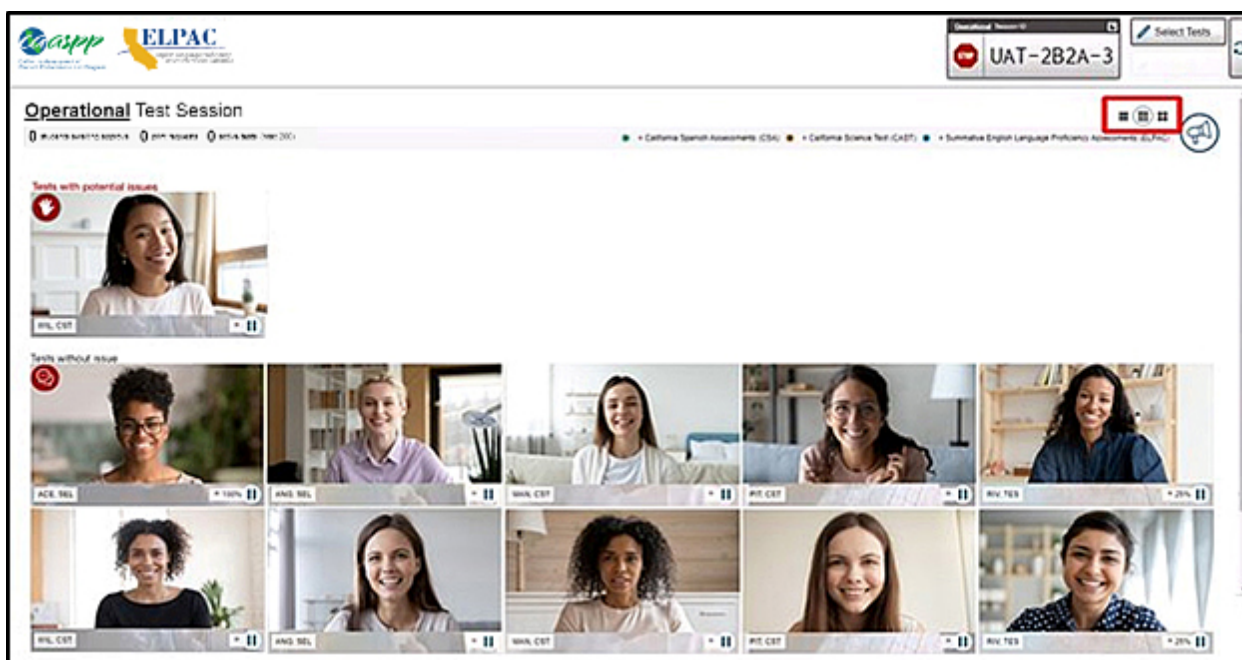


Figure 8. *Operational Test Session* screen in Gallery View

The Grid View looks like the Gallery View, except it displays four students at a time with larger pictures.

The following actions are possible from the Gallery View:

- Pause students’ tests by selecting the [**Pause**] icon
- View the percentage of tests that have been completed

- Identify students who need additional support (A red raised hand or chat bubble appears in this view if a student sends a message or raises a hand.)

TA Communication Widget

Once a test session has begun, there are several tools to communicate with the student. The communication icons function similarly across the three view types.

- Select a student's thumbnail from the default list view to open the communication widget that allows direct communication with the student.
- Select the [**Phone**] icon to video call one-to-one with the student.
- Select the [**Messages**] icon to chat with one student or to send out a broadcast message to all students at once in the chat; the message is read to students automatically using text-to-speech.
- Select the [**Video**] icon to view the live student video again.
- If the student's [**Raise Hand**] icon was activated, select the [**Lower Hand**] icon once the student's question is resolved.
- Select the [**Exit**] icon to exit the communication widget.

One-to-One Video Call

Only you, as the TA, can initiate a one-to-one video call, not the student; select the [**Phone**] icon to make a call.

Video of both you and the student are present on a split screen during the video call ([figure 9](#)). The student can see and hear you, but only you have the ability to turn on and off the student's video and microphone. To end the call, select the [**Phone**] icon again.

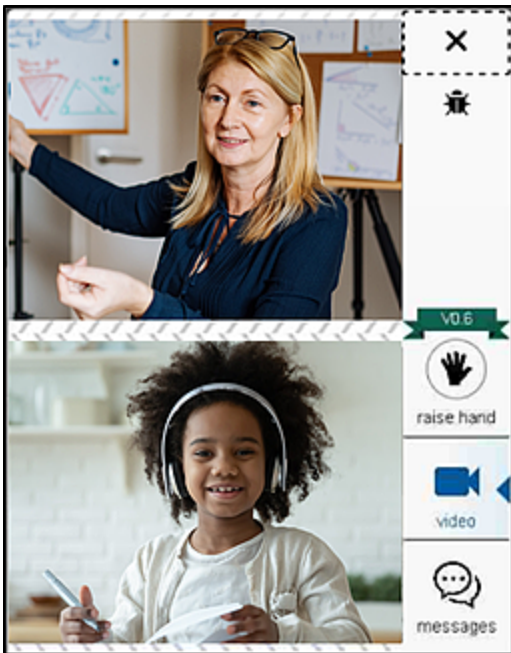


Figure 9. One-to-one video call with split screen

Broadcast Feature

Use the broadcast feature to communicate with all the students in the test session ([figure 10](#)). This is a one-way feature only the TA can initiate—students cannot communicate with other students during the test session.

When sending a broadcast text message, all students receive the message in the communication widget. The broadcast message displays differently to the student than the chat message does. The broadcast is seen as text in the student communication widget and is read aloud automatically to the students using text-to-speech.

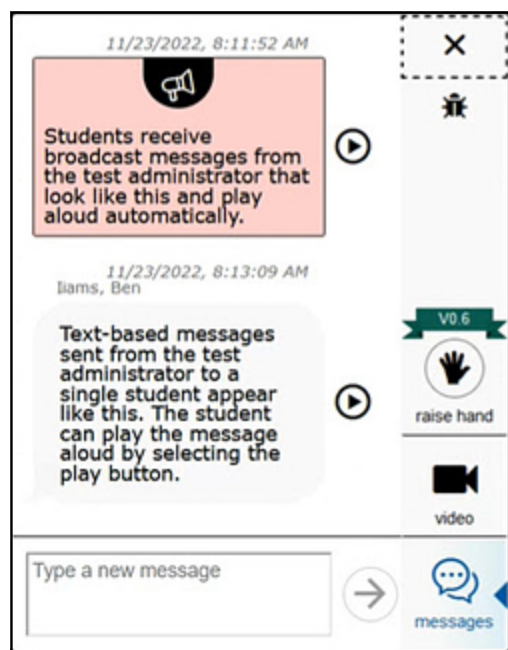



Figure 10. Broadcast message

For a demonstration of the TA communication widget features, watch the [Monitoring a Remote Test Session](https://www.youtube.com/watch?v=MFdAkWBpLmE) (<https://www.youtube.com/watch?v=MFdAkWBpLmE>)  video.

Screen Share View

Use the screen share feature to view a student's screen during the test session ([figure 11](#)). This is a one-way feature only the TA can initiate by selecting the [screen share] icon.

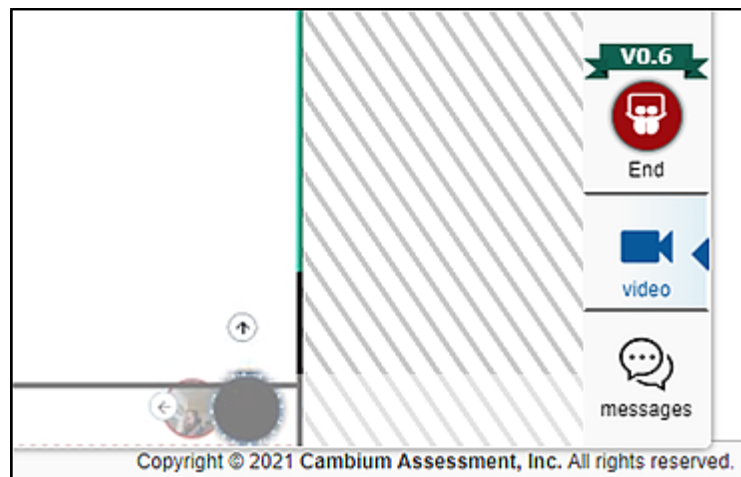



Figure 11. *Screen share view*

After selecting the **[screen share]** icon, the student needs to grant permission by selecting the **[I agree]** box and **[Allow]** button on the widget. Once the student grants permission, a red dotted line appears around the student's screen indicating that the screen is being shared. The Test Administrator Interface has a window with a live feed of the student's screen. The student can still interact with the test while sharing their screen; use the chat widget and audio/video features to chat with the student. Select the **[X]** in the upper right corner of the window or select the **[End Screen Share]** icon in the widget to end sharing. The red line disappears once screen sharing stops.





Students


This section can be shared with parents/guardians and students prior to testing and is written with the student in mind. The [Student Remote Testing Guide \(PDF\)](/s/pdf/remoteteststudents.pdf) (</s/pdf/remoteteststudents.pdf>)  is available as well.

Student Communication Widget

When you log on to the test, a widget with a small image of your live video appears in the corner of your screen. Select this widget for more tools to communicate with your teacher during the test.

Table 3. Remote Testing Icons in the Secure Browser and Web-based Student Testing Interface

Icon	Description
	Select the [Raise Hand] icon on the sidebar of the widget to get your teacher's attention.
	Select the [Messages] icon to switch from video view to chat view to send your teacher a message.
	If your teacher sends a message to everyone at once, it plays aloud automatically. You can read the message in the chat or press the [Play] button next to it to listen to it again.
	If you need to step away from your computer or tablet, make sure you press the [Pause] button first at the top of your screen.

Icon	Description
 End Test	<p>When you are finished with your test and ready to submit it, select the red [End Test] button at the top-left corner of your screen.</p>

Student Audio/Video Checks

Camera Check

To complete the camera check, you need to first select the box to agree to grant the web browser permission to access your camera by selecting the checkbox next to *I agree to grant the browser permission to access the camera* (figure 12). When your individual video appears, select the green **[I see myself]** button.

If you select the **[I cannot see myself]** button, the system will help you solve the problem.

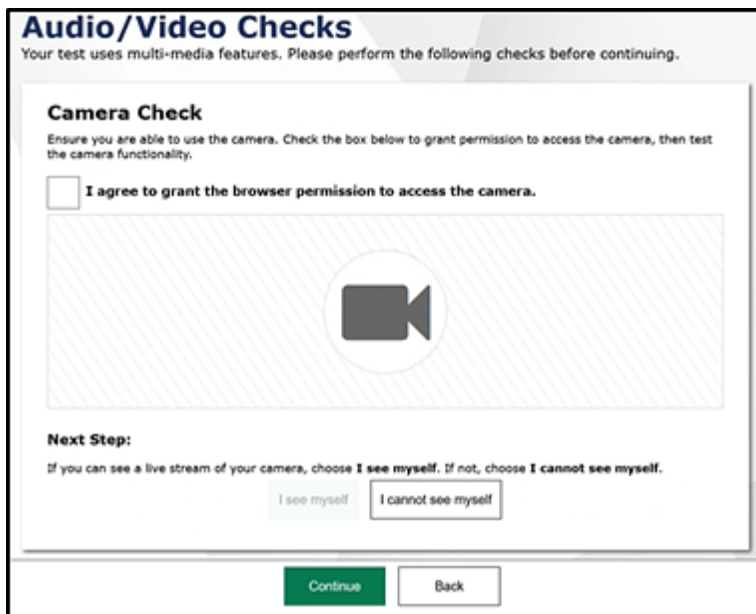




Figure 12. *Audio/Video Checks* screen

Recording Device Check



The check for a recording device is required for all students, in case you have to enter into a call with your teacher during a remote test session.

To complete the recording device check, select the **[Recording]** microphone  icon button, record a brief statement, press the **[Stop]** square  icon button, and then replay the recording.

If you select the **[I did not hear my recording]** button (figure 13), the system will help you solve the problem.

Recording Device Check

Make sure your recording device is working.

1. To start recording, press the Microphone button.
2. Describe your favorite food.
3. When you are done, press the Stop button.
4. To listen to your recording, press the Play button.

Next Step:

If you heard your recording, choose **I heard my recording**. If not, choose **I did not hear my recording**.

I heard my recording

I did not hear my recording

Figure 13. *Recording Device Check* screen

Sound and Video Playback Check

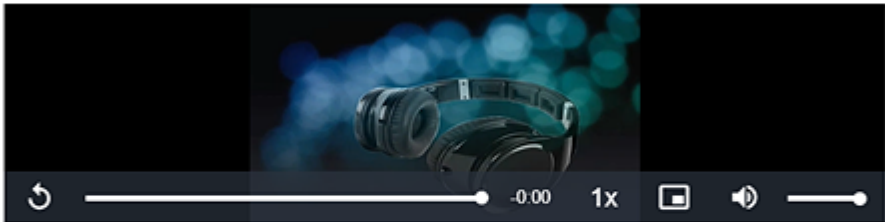
To complete the sound and video playback check, first select the **[Play]** button. If you can hear the music and see the moving musical notes, you can select the green **[I could play the video and sound]** button ([figure 14](#)).

If you cannot hear the music and see the moving musical notes, select the **[I could not play the video or sound]** button and the system will help you solve the problem.

Audio/Video Checks

Your test uses multi-media features. Please perform the following checks before continuing.

Sound and Video Playback Check



Make sure sound and video playback are working. To play the sample sound and video, press the play button.

Next Step:

If you were able to play the sound and video, choose **I could play the sound and video**. If not, choose **I could not play the sound or video**.

I could play the sound and video


I could not play the sound or video

Continue

Back

Figure 14. *Sound and Video Playback Check* screen

Text-to-Speech Sound Check

To complete the text-to-speech sound check, select the **[Speaker]**  icon and, if you want to, change the voice pack and adjust the volume, pitch, or rate ([figure 15](#)). Then, indicate whether you have heard the voice, did not hear the voice, or want to skip the check. Finally, select **[Continue]**.

If you select the **[I did not hear the voice]** button, the system will help you solve the problem.

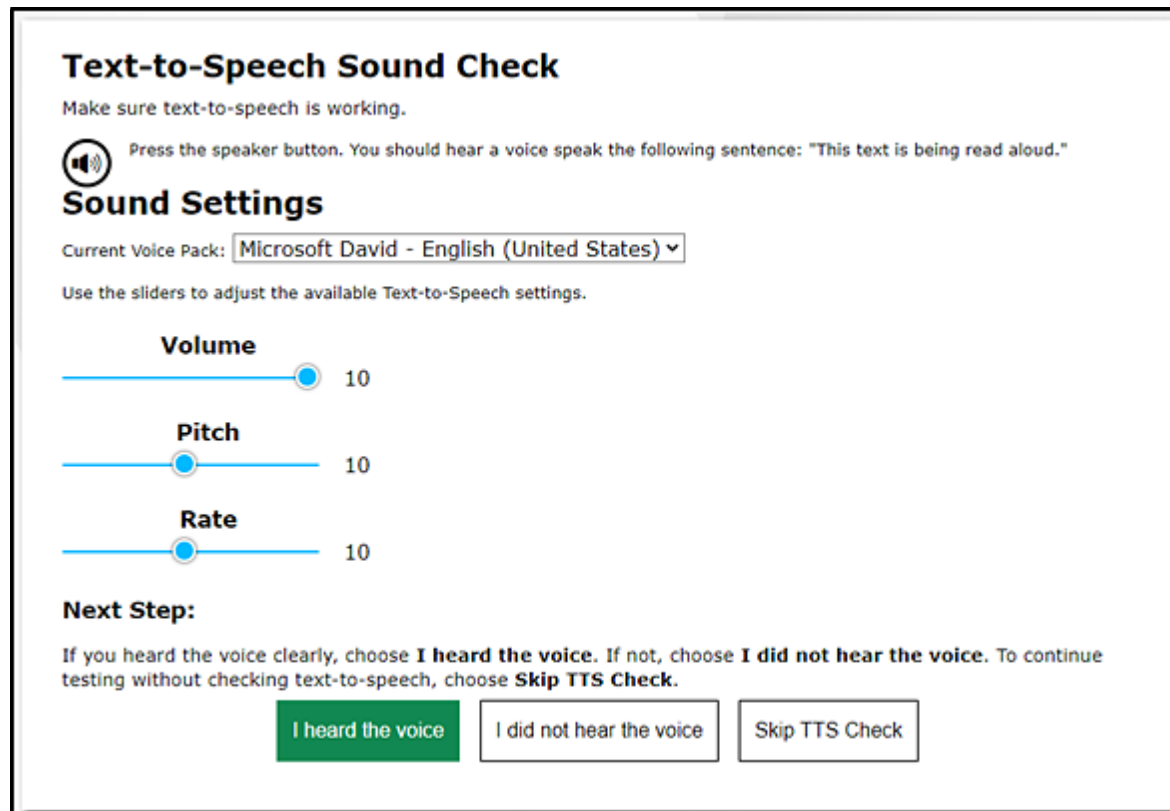




Figure 15. *Text-to-Speech Sound Check* screen

For a demonstration of these features, you can watch the [How to Take a Remote Test](https://youtu.be/2PUE34Ydc_M) (https://youtu.be/2PUE34Ydc_M)  video.



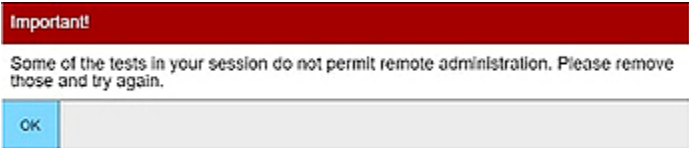
Common Icons and Troubleshooting Tips

This topic includes common icons and issues TAs and students may encounter during scheduling or the administration of a remote test session, as well as tips on how to troubleshoot common issues. The [Remote Testing Icons and Troubleshooting guide \(PDF\)](#) (</s/pdf/Remote-Testing-Icons-and-Troubleshooting.pdf>)  is available as well.

Common Error Messages

[Table 1](#) includes common issues TAs may encounter when creating a test session and explains how to resolve those issues.






Table 1. Common Error Messages

Common Issue	Description
 <div> <p>Inactive Grade 5 ELA CAT Test</p> <p>You cannot take this test with this browser.</p> </div>	<p>This error message displays on the student's screen: "You cannot take this test with this browser."</p> <p>Ask the student to launch the secure browser, as the test must be taken using the secure browser.</p>
 <div> <p>Inactive Grade 5 ELA CAT Test</p> <p>TestRequiresRemoteProctor</p> </div>	<p>This error message displays on the student's screen: "Test requires remote proctor."</p> <p>Grant the student permission for remote testing or test the student in person, as the student does not have permission in TOMS to take tests remotely.</p>
	<p>This message displays on the Test Administrator Interface: "Some of the tests in your session do not permit remote administration. Please remove those and try again."</p> <p>Remove any test that is not permitted from the session to proceed or start an in-person session to deliver these tests. Tests that are not permitted in remote or hybrid testing sessions include the CAAs for ELA, mathematics, and science.</p>


Common Icons While Logging On to a Test Session

Table 2 includes icons TAs and students can expect to see during an administration. These icons are expected during a successful remote test administration and **do not** indicate an issue.

Table 2. Common Icons

Test Administrator Icon	Student Testing Icon	Description
	N/A	The student is completing the pretest checks. Once the student selects the [Begin Test Now] button, this icon is updated with an image of the student.
		<p>The student's webcam is trying to connect (in focus).</p> <p>The white background with the sad cloud and green hourglass may display momentarily while the Test Administrator Interface and student communication widget are waiting to connect at the beginning of the test.</p>
		<p>The student's webcam is trying to connect (out of focus).</p> <p>The black background with the sad cloud and green hourglass may display momentarily while the Test Administrator Interface and student communication widget are waiting to connect, or when a student pauses or submits a test.</p>


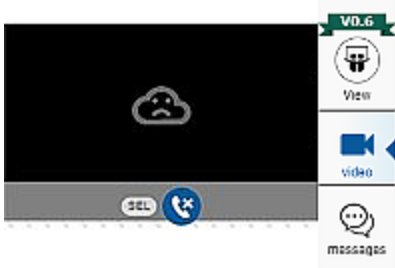

Common Issues During a Test Session

Table 3 includes icons TAs or students may encounter during an administration. To prevent issues from occurring, ensure TAs and students have a secure and reliable network. TAs and students can use the [Network Diagnostics Tool](https://demo.tds.cambiumast.com/systemdiagnostic/pages/default.aspx?c=California_PT) (https://demo.tds.cambiumast.com/systemdiagnostic/pages/default.aspx?c=California_PT)  to determine whether they have adequate network bandwidth available.

These icons **do** indicate an issue that needs to be resolved before testing can continue. In all scenarios, first ask the student to exit out of the secure browser, restart their device, reopen the secure browser, and log back on to the test. We also recommend keeping a video conferencing meeting open during the test session as a way for students to ask their TAs for help.

Table 3. Common Test Session Issues

Icon	Description	Troubleshooting Tip
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Icon	Description	Troubleshooting Tip
	<p>The student video is not working, likely because of a malfunctioning webcam or a slowdown in the student's network.</p> <p>NOTE: The “sad cloud” icon displays on both the TA's and the student's screen.</p>	<p>Inform the student you are pausing the test using the chat feature and ask the student to restart the device and log back on to the secure browser.</p>
	<p>The student's webcam within the student communication widget is not working when the TA is trying to communicate directly with the student.</p> <p>NOTE: The “sad cloud” icon displays on both the TA's and the student's screen.</p>	<p>Inform the student you are pausing the test using the chat feature and ask the student to restart the device and log back on to the secure browser.</p>
	<p>The “warning” icon would appear in the Test Administrator Interface because there is no connection between the Test Administrator Interface and student communication widget.</p> <p>NOTE: The “sad cloud” icon displays on the student's screen.</p>	<p>Stop the test session. Follow the LEA's local procedure for alerting the LEA coordinator and IT department to troubleshoot further.</p>

If issues continue to persist, please reschedule testing for another time. If possible, bring the student in to test in person.

Network Troubleshooting

There are many network variables that could impact the testing experience. Consider the following:

- LEA networks usually have enough capacity to support student testing.
- Home networks for TAs and students may have less capacity.

- If one student is receiving the “sad cloud” icon, there is likely a student network issue. If all the students are receiving the “sad cloud” icon, there is likely a TA issue.

So what can you do about network issues during testing?

- If only one student is having the issue, encourage the student to pause the test, close the secure browser, reopen the secure browser, and log back on to the test.
- If all students are having the issue, focus on the TA network and device. Close the browser and any tabs that are open and then have students log back on.

Information to Collect

If the issue persists, LEA CAASPP and ELPAC coordinators should notify the assigned LEA Success Agent. The LEA Success Agent will request the following information:

- The type of device the TA is using
- The type of device the student is using
- The assessment being administered
- The test session ID
- The student’s SSID
- Confirmation of whether the student was visible at some point
- Details on which other parts of the communication widget were not functioning

In addition to collecting specific information, answers to the following questions are also helpful for the LEA Success Agent in replicating and isolating the issue so it can be resolved:

- Was the issue impacting every student in the test session or only one student?
- Was the issue happening with the same students and staff?
- Was the issue recurring on the same network?
- Was the issue recurring on a specific device type?
- Were students visible at some point during the session or were they never visible?
- Were some parts of the communication widget working and not others? For example, the sound was working but not the video.
- Were there any patterns that would help to replicate the issue and resolve it?


When to Contact the LEA Success Agent

- If the issue continues to occur after reviewing the common issues (</caaspp-otam/remote-testing/troubleshooting/#common-testing-issues>) and trying the network troubleshooting steps (</caaspp-otam/remote-testing/troubleshooting/#troubleshoot-network>), the LEA coordinator should contact the LEA Success Agent with the requested information collected and answers to the questions that we have suggested.
- The LEA Success Agent will escalate the issue and ETS can begin an investigation to determine the cause of the issue. If it is discovered to be a widespread issue, ETS will post a known issue or a banner on the websites to let other LEAs know what to expect.
- Coordinators should also contact the LEA Success Agent if the issue is impacting an entire class of students.
- TAs should contact the LEA Success Agent while in a live test session. In all other scenarios, they should contact the testing coordinator.

Test Security


Test Security Affidavit Guidance

This topic provides guidance for TAs regarding the CAASPP *Test Security Affidavit*. This information is to be used only when an assessment is administered remotely. There is no additional guidance for assessments administered in person. (The CAAs, which are administered by a test examiner, are not administered remotely, so they are not part of this guidance.)

The TA for the CAASPP is a role assigned in TOMS. **All TAs must sign the *Test Security Affidavit* that is presented in TOMS** (<https://mytoms.ets.org/>)  **the first time they log on.** TAs should work to follow all the requirements listed in the affidavit.


It is understood that remote testing brings test security challenges. Remote administration removes some of the TA's ability to monitor what students are doing during testing. The information that follows outlines expectations:

1. It is expected that the TA monitors students to the best of the TA's ability during any test session; the CDE asks that TAs control test security to the best of their ability. What follows are general guidelines for TAs:
 - The TA should watch for any signs of outside assistance being given to the student. If noticed, the TA uses the Test Administrator Interface to attempt to end any interactions between the student and others. If it does not stop, the TA should pause the student from the assessment and contact the site CAASPP coordinator.
 - Because of individual distance learning conditions, a student might have others in the same room while testing. This is not a security issue as long as others are not interacting with the student, looking at the test screen, or assisting the student in any way.

- It is understood that TAs have less control over the actions of the students and those in the same location as the student than they would during an in-person administration at the school site.
 - It is expected that any issues or events that the TA feels deviates from standard security should be reported to the test site coordinator.
 - TAs will not be held responsible for any incident outside of their control during testing.
2. It is expected that the TA looks for signs of unauthorized technology being used during the assessment. If noticed, the TA uses the available communication tools to direct a student to shut down the unauthorized technology. If the student continues to use unauthorized technology or it is clear that the security of the test is compromised, the TA should pause the student from the assessment and contact the site CAASPP coordinator.
3. The TA should not share SSIDs with students in a way that would allow for another student to hear, see, or otherwise access the given SSID. Instead, SSIDs are to be shared with students through the methods described in the [SSIDs \(/caaspp-otam/remote-testing/requirements/#ssids\)](#) subsection of this topic.
4. TAs should adhere to the following rules regarding scratch paper:
- At the end of a **CAT** test session, the TA should ask all students to show any used scratch paper on camera. The TA should then instruct the students to tear up all scratch paper while still on camera.
 - Students being administered a **PT** can keep any scratch paper until the end of the PT, even if the PT runs over multiple sessions. Then, once students have completed the PT, the TA should instruct the students to tear up all scratch paper while still on camera. (Refer also to the [Using and Securely Destroying Scratch Paper for PTs \(/caaspp-otam/test-security/secure-printed-materials/#using-and-securely-destroying\)](#) subtopic.)
5. All TAs should watch the remote testing videos available on the [Videos and Quick Reference Guides \(https://www.caaspp.org/administration/instructions/qrgs-and-videos/index.html\)](#)  web page.

Test Security Audits

Test security audits will be conducted in person for the 2022–23 CAASPP administration. Audits are conducted by Intouch Insight, which will contact selected LEA CAASPP coordinators by phone to schedule the audit when it is convenient for the school and all necessary personnel.

View the [CAASPP ELPAC Test Security Audit Questionnaire \(DOCX\) \(https://www.caaspp.org/rsc/pdfs/CAASPP-ELPAC--Test-Security-Auditor-Questionnaire-2022-23.docx\)](#)  to preview a list of questions that will be asked by the test security auditor.

STAIRS Common Scenarios for Remote Testing


STAIRS, which is available in TOMS, is the means by which a coordinator reports a qualifying summative test security incident. The *Identifying Testing Improprieties, Irregularities, and Breaches* (</caaspp-otam/test-security/identifying-testing-incidents/>), topic of this manual provides an overview of CAASPP test security and the STAIRS/Appeals process. The *Security Incidents and Appeals Procedure Guide* (</stairs/>)  provides definitions and instructions for CAASPP LEA and site coordinators who file reports of testing improprieties, irregularities, and breaches that are encountered. [Table 1](#) presents the guidelines for common remote testing scenarios in STAIRS.

Table 1. STAIRS Common Scenarios for Remote Testing


Testing Scenario	Incident Type	STAIRS Guidelines
A parent/guardian or another individual enters the room while the student is testing. The parent/guardian <i>does not</i> interact with the student.	None	No STAIRS case is needed.
A parent/guardian or another individual enters the room while the student is testing. The parent/guardian <i>does</i> interact with the student or assists the student with answering a test question.	Breach	<p>If the TA can confirm that the student’s interaction with the individual who was in the room during the test session was about the test content or the interaction has affected the student’s responses, the CAASPP test site coordinator or LEA CAASPP coordinator should submit a STAIRS case using the “Validity Issue” incident type.</p> <p>This will result in an Invalidate Appeal.</p>
A student or another individual takes a picture of the student or the student’s monitor or device during testing.	Breach	<p>The TA should ask the student or individual to delete the image while on camera. Then, the TA should pause the student’s test.</p> <p>If the TA can confirm that the picture also captured secure material, the CAASPP test site coordinator or LEA CAASPP coordinator should submit a STAIRS case using the “Exposing Secure Materials” incident type.</p> <p>This will result in an Invalidate Appeal if the source of the breach is the student.</p>



Testing Scenario	Incident Type	STAIRS Guidelines
The student used an unauthorized device, application, or software during testing.	Breach	<p>The TA should ask the student to put the unauthorized device away or close the unauthorized application or software. Then, the TA should pause the student’s test.</p> <p>The CAASPP test site coordinator or LEA CAASPP coordinator should submit a STAIRS case using the “Student Cheating or Accessing Unauthorized Devices” incident type.</p> <p>This will result in an Invalidate Appeal.</p>
The student or TA loses video or chat access during testing.	Impropriety	<p>The TA should pause the test and allow the student to join with video access enabled.</p> <p>If the test is a Smarter Balanced for ELA or mathematics CAT or the CAST, was paused for more than 20 minutes, and the student needs to return to previous items, the CAASPP test site coordinator or LEA CAASPP coordinator should submit a Grace Period Extension Appeal using the “Technical Issues” incident type.</p> <p>If the TA did not pause the test within 20 minutes, the CAASPP test site coordinator or LEA CAASPP coordinator should submit a STAIRS incident.</p> <p>This will result in a nonappealable STAIRS case.</p>
The student’s test expired.	Impropriety	<p>If the test needs to be reopened, the CAASPP test site coordinator or LEA CAASPP coordinator should submit a STAIRS case using the “Expired or Accidentally Submitted Test” incident type.</p> <p>This will result in a Re-open Appeal.</p>

Testing Scenario	Incident Type	STAIRS Guidelines
The wrong test administration option was selected, resulting in an in-person test session type being selected instead of the <i>Remote or Hybrid</i> test administration option.	Impropriety	The CAASPP test site coordinator or LEA CAASPP coordinator should submit a nonappealable STAIRS case using the “Administration Error” incident type when an incorrect test type was selected.
Administration of a remote test session was supervised ineffectively by qualified, trained personnel.	Irregularity	<p>The CAASPP test site coordinator or LEA CAASPP coordinator should submit a STAIRS case using the “Administration Error” incident type. Indicate that “there was a failure to ensure administration and supervision of the assessment(s) by qualified, trained personnel.”</p> <p>This will result in a nonappealable STAIRS case.</p>





Videos and Quick Reference Guides


Parent/Guardian and Student Resources

These videos and quick reference guides for parents/guardians and students are available in English and Spanish on the Parent/Guardian Resources (<https://www.caaspp.org/ta-resources/parent-resources.html>).  web page under the [Resources] tab.






- How to Take a Remote Test—English (Video; 07:57) (https://youtu.be/2PUE34Ydc_M)  (Posted 01/21/22)
- Cómo tomar una prueba remota (Video; 10:19) (<https://youtu.be/rkxRzEjkbZ0>)  (Posted 01/21/22)

Test Administrator Interface Guides

- How to Schedule a Remote Test Session (PDF) (</s/pdf/How-to-Schedule-a-Remote-Test-Session.2021.pdf>)  (Posted 02/12/21)
- How to Start a Remote Test Session (PDF) (</s/pdf/How-to-Start-a-Remote-Test-Session.2021.pdf>)  (Posted 02/12/21)
- Pause Rules for Assessments (PDF) (<https://www.caaspp.org/rsc/pdfs/CAASPP-ELPAC-Pause-Rules.pdf>)  (Posted 07/27/22)
- Expiration Rules for Assessments (PDF) (<https://www.caaspp.org/rsc/pdfs/CAASPP-ELPAC-Expiration-Rules.pdf>)  (Posted 07/27/22)

- [Test Administrator/Test Examiner Remote Testing Checklist \(DOCX\)](#) ([/s/pdf/Test-Administrator-Test-Examiner-Remote-Testing-Checklist.docx](#))  (Posted 05/18/21)




CAASPP TAs


- [Scheduling, Starting, and Stopping a Remote Test Session \(Video; 12:07\)](#) (<https://youtu.be/QukThDxsFzc>)  (Posted 01/21/22)
- [Monitoring a Remote Test Session \(Video; 08:25\)](#) (<https://youtu.be/MFdAkWBpLmE>)  (Posted 01/21/22)
- [How to Give a Remote Group Test \(Video; 11:32\)](#) (<https://youtu.be/1rypwlTbK>)  (Posted 01/21/22)
- [How to Take a Remote Test—English \(Video; 07:57\)](#) (https://youtu.be/2PUE34Ydc_M)  (Posted 01/21/22)
- [Conducting a Practice Test Session with Students \(Video; 12:47\)](#) (<https://youtu.be/rF-kJXNypt0>)  (Posted 03/01/21)




Appendix A: Frequently Used Terms


[Table 1](#) defines terms that are related to CAASPP testing in California.




Table 1. Frequently Used Terms


Term	Definition
Accommodation	<p>An accommodation is a change in procedures or materials that increases equitable access during the CAASPP assessments. Assessment accommodations generate valid assessment results for students; they allow these students to show what they 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.</p> <p>Refer to the following resources for additional information:</p> <ul style="list-style-type: none"> • California Assessment Accessibility Resources Matrix (https://www.cde.ca.gov/ta/tg/ca/accessibilityresources.asp)  • Smarter Balanced <i>Usability, Accessibility, and Accommodations Guidelines</i> (PDF) (https://portal.smarterbalanced.org/library/en/usability-accessibility-and-accommodations-guidelines.pdf)  • California Science Test Accessibility Supports for Operational Testing (PDF) (https://www.cde.ca.gov/ta/tg/ca/documents/castaccesssupt.pdf) 


Term	Definition
Appeal	<p>Authorized users—LEA CAASPP coordinators and CAASPP test site coordinators—may submit and view requests for resetting, reopening, or invalidating students’ summative assessments in accordance with state policy. These requests must result from a test security incident or incorrect test setting that impacted summative testing and is reported using the STAIRS/Appeals process in TOMS. Appeal requests must be approved either by the CDE (Grace Period Extension, Invalidate, or Restore) or an LEA Success Agent (Reset and Re-open).</p>
Breach	<p>A breach is a security event that poses a threat to the validity of the 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 the Smarter Balanced Assessment Consortium, 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 immediately report the breach, including social media exposure on the part of a student or adult or media coverage of an administration, by calling CalTAC at 800-955-2954. In addition, the coordinator must report the incident using the STAIRS/Appeals process in TOMS for all other breaches.</p> <p>For more information on how to proceed using the STAIRS/Appeals process when an incident has occurred, refer to the subsection <i>The STAIRS/Appeals Process</i> (/caaspp-otam/test-security/identifying-testing-incidents/#stairs-appeals-process) of this manual and the <i>CAASPP and ELPAC Security Incidents and Appeals Procedure Guide</i> (/stairs/). .</p>
Break	<p>There is no limit on the number of breaks or the length of a break that a student may be given according to the student’s unique needs. However, for some portions of the test, breaks of more than 20 minutes will prevent the student from returning to items already attempted, completed, or flagged for review by the student, or incomplete free-response items.</p> <p>For a PT, the student can break for any amount of time and still return to any previously answered item within the PT’s current segment only.</p>
CAASPP test site coordinator	<p>The CAASPP test site coordinator is the school staff member responsible for monitoring the test schedule, process, TAs, and TEs. CAASPP test site coordinators also are responsible for ensuring that TAs and TEs 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 <i>CAASPP Test Security Agreement</i> and <i>Test Security Affidavit</i> in TOMS.</p>

Term	Definition
California Alternate Assessment (CAA)	The summative CAAs for ELA, mathematics, and science are administered to eligible students. The CAAs are for students with the most significant cognitive disabilities and whose IEP team has designated the use of an alternate assessment on all statewide summative assessments. A student is eligible to take the CAA only if it is indicated in an active IEP.
California Science Test (CAST)	The CAST is a computer-based science assessment administered to students in grade five, grade eight, and once in high school grade (i.e., grade ten, eleven, or twelve).
California Spanish Assessment (CSA)	The CSA is a computer-based optional assessment that measures students' skills in Spanish reading, writing mechanics, and listening. The CSA, which is presented in Spanish, is available to serve students who speak Spanish as their primary language, as well as those who are learning Spanish as an additional language.
Computer adaptive test (CAT)	Based on student responses, the computer program selects the difficulty of items throughout the assessment. By adapting to the student as the assessment is taking place, these assessments present an individually tailored set of items to each student and provide more accurate scores for all students across the full range of the achievement continuum.
Designated support	<p>A designated support is a type of accessibility resource of the assessments 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.</p> <p>Refer to the following resources for additional information:</p> <ul style="list-style-type: none"> • <u>California Assessment Accessibility Resources Matrix</u> (https://www.cde.ca.gov/ta/tg/ca/accessibilityresources.asp)  • Smarter Balanced <u>Usability, Accessibility, and Accommodations Guidelines (PDF)</u> (https://portal.smarterbalanced.org/library/en/usability-accessibility-and-accommodations-guidelines.pdf)  • <u>California Science Test Accessibility Supports for Operational Testing (PDF)</u> (https://www.cde.ca.gov/ta/tg/ca/documents/castaccesssupt.pdf) 
Educator – District	This role is filled by LEA personnel granted access by the LEA CAASPP coordinator to assessment results in CERS for the entire LEA.
Educator – Test Site	This role is filled by LEA or school personnel granted access to assessment results in CERS for an entire school.

Term	Definition
Educator – Roster	This role is filled by LEA or school personnel granted access to assessment results in an associated roster in CERS. Rosters of students are created and assigned to the user by the LEA CAASPP coordinator or test site coordinator. Note that unless the user has been assigned to a student roster, the user cannot review any student results in CERS.
Embedded PT	The CAA for Science includes four embedded PTs that are administered shortly after the student receives instruction on the related science content. An embedded PT is a series of related test questions that are aligned with the Science Connectors. Test examiners can administer the four embedded PTs to students at any time and in any order throughout the instructional calendar.
Full-write	The full-write is a component of the ELA PT that requires the student to develop an informative or explanatory, narrative, or opinion or argumentative multiple paragraph piece of writing for which the student engages the full writing process. The full-write is also known as the WER.
Grace Period Extension	<p>A Grace Period Extension Appeal for CAT summative assessments and the CAST allows the student to review previously answered questions upon logging back on to the assessment after expiration of the pause rule. Note that for a PT, having the TA open a new testing session may be all that is needed to continue testing.</p> <div data-bbox="355 1104 1534 1430">  <p>NOTE: A grace period extension will be granted only in cases where the test had been paused for 20 minutes or more because there was a disruption to a test session, such as a technical difficulty, fire drill, schoolwide power outage, earthquake, or other act beyond the control of the TA.</p> </div>
IA Administrator Only	This role is filled by LEA or school personnel responsible for administering only the interim assessments to students. This user also can access the IAHSS and view an assigned roster in CERS.







Term	Definition
Impropropriety	<p>An impropriety is 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.</p> <p>For specific details on how to proceed using the STAIRS/Appeals process in TOMS when an incident has occurred, refer to the subsection <u><i>The STAIRS/Appeals Process (/caaspp-otam/test-security/identifying-testing-incidents/#stairs-appeals-process)</i></u> of this manual and the <u><i>CAASPP and ELPAC Security Incidents and Appeals Procedure Guide (/stairs/)</i></u>. .</p>
Invalidate	<p>Invalidate is a specific Appeal for summative assessments in the Appeals system. Invalidated CAASPP summative tests will be scored, and scores will be provided on the SSR with a note that an irregularity occurred. In the calculation of the school’s participation rate, the student(s) will be counted as having participated. A LOSS is applied to an invalidated record for accountability calculations. For the public reporting website, it will be included in the aggregation for number tested only.</p> <p>Permission for an Invalidate Appeal is initiated by first reporting an incident and then submitting an Appeal using the STAIRS/Appeals process in TOMS. While the request was made to invalidate a student’s summative assessment, the student may be permitted to finish it. Refer to the <u><i>CAASPP and ELPAC Security Incidents and Appeals Procedure Guide (/stairs/)</i></u>  for more information on the Appeals process.</p>
Irregularity	<p>An irregularity is 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 but reported using the STAIRS/Appeals process in TOMS for resolution of the Appeal.</p> <p>For specific details on how to proceed using the STAIRS/Appeals process when an incident has occurred, refer to the subsection <u><i>The STAIRS/Appeals Process (/caaspp-otam/test-security/identifying-testing-incidents/#stairs-appeals-process)</i></u> of this manual and the <u><i>CAASPP and ELPAC Security Incidents and Appeals Procedure Guide (/stairs/)</i></u>. .</p>
Item	<p>An item is a test question or stimulus presented to a student to elicit a response.</p>


Term	Definition
LEA CAASPP coordinator	<p>The LEA CAASPP coordinator is an 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, TAs, and TEs in their LEA are appropriately trained and aware of policies and procedures. LEA CAASPP coordinators are designated by their district superintendents or the administrator of their independently testing charter school and must have submitted an electronically signed <i>CAASPP Test Security Agreement</i> in TOMS.</p>
Pause	<p>A pause is an action taken by a student, TA, or TE to temporarily halt the test during any part of the test, as needed. Pauses of more than 20 minutes in the CAT component of the test will prevent the student from returning to items already attempted, completed, flagged for review, or any combination of these statuses.</p> <p>For a PT, the student can pause for any amount of time and still return to any previously answered item within the PT's current segment only. More information on test pausing is available in the subsection <i>General Test Administration Information</i> (/caaspp-otam/prep-and-planning/general-test-admin-info/).</p>
Performance task (PT)	<p>A PT is an item type designed to provide students with an opportunity to demonstrate their ability to apply their knowledge and higher-order thinking skills to explore and analyze a complex, real-world scenario. It is a required portion of the test. (Note that there are no PTs for the computer-based CAAs for ELA and mathematics.)</p>
Re-open	<p>A Re-open Appeal is a specific Appeal type that applies to a test that has already been submitted or has expired and allows the student to access the previously closed test.</p> <p>For example, a summative assessment may be reopened if a student started a test and became ill and was unable to resume testing until after the testing opportunity expired.</p> <p>In the case of a student inadvertently accessing a summative assessment before the student was scheduled to take it, the LEA should open a STAIRS case in TOMS and keep it in the Draft status. The LEA will receive an email as a result of the delayed Appeal from ca-assessments@ets.org instructing the user to return to TOMS to submit the STAIRS case a few days before the student is scheduled to test.</p> <p>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 <i>CAASPP and ELPAC Security Incidents and Appeals Procedure Guide</i> (/stairs/)  for more information on the Appeals process.</p>

Term	Definition
Reading passage/ Passage	<p>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 or CSA, 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 or CSA.</p>
Reset	<p>A Reset Appeal is a specific Appeal type that, when applied, removes a student’s test from the system and enables the student to start a new test. Any work previously done on the test would be lost.</p> <p>Valid reasons for a Reset would be if a student’s summative test event was administered inconsistently with the student’s IEP (this would include both embedded and non-embedded accommodations) or if the student started a test and did not have a needed language resource (such as a language glossary).</p> <p>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 <u><i>CAASPP and ELPAC Security Incidents and Appeals Procedure Guide (/stairs/)</i></u>  for more information on the Appeals process.</p>
Restore	<p>A Restore Appeal is a specific appeal type for summative assessments in the Appeals system that restores a test from the “Reset” status to its prior status when, for example, test was inadvertently or inappropriately reset as result of a Reset Appeal submitted earlier. This action can only be performed on assessments that have been reset by the LEA. When restored, the student’s assessment will resume at the last unanswered item.</p> <p>An LEA CAASPP coordinator must contact CalTAC to submit a Restore appeal on behalf of the LEA. The CDE approves a Restore Appeal and grants permission to restore a test(s).</p>

Term	Definition
Secondary test examiner	<p>A secondary test examiner will observe a student’s response to rubric-scored items at the time of testing and score the student’s response using the provided rubric in the <i>DFA</i>. The score should reflect the test examiner’s independent judgment.</p> <p>A secondary test examiner must enter the second score into the online DEI.</p> <p>Like the primary test examiner, a secondary test examiner is also assigned the CAASPP test examiner role. A CAASPP test examiner is a credentialed or licensed LEA or school employee responsible for scoring rubric-scored items for the CAA for ELA in a secure manner in compliance with the policies and procedures outlined in this manual and the secure <i>CAA DFA</i>. Test examiners are required to have submitted an electronically signed <i>CAASPP Test Security Affidavit</i> in TOMS.</p>
Secure browser	<p>The secure browser is a software application that is downloaded and installed on a device prior to a student beginning the test. The secure browser is specifically designed for use with the CAASPP computer-based assessments to provide secure access and prevent students from accessing specific hardware and software functions (for example, web browsers, screenshot programs) that are not allowed during the assessments. The current version of the secure browser, 15.0, does <i>not</i> have auto update capability and must always be updated manually.</p>
Segment	<p>A segment is part of a test within the TDS. Depending on the test, segments typically separate items from others if the eligible tools are different (i.e., the mathematics test may have two segments—one segment that allows calculator use and another segment that does not). When a student completes a segment of the test, the student will receive a message that indicates that once that segment is submitted it is no longer possible to return to that segment.</p>

Term	Definition
Session	<p>A session is a timeframe 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 computer-based Smarter Balanced Summative Assessments. However, all computer-based 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.</p> <p>Smarter Balanced recommends the CAT portion of the Smarter Balanced ELA and mathematics assessments be administered in two sessions each.</p> <p><i>Note: A test session does not need to end when a segment ends.</i></p>
SSID	<p>An SSID is a unique, non-personally 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.</p>
STAIRS/Appeals process	<p>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 data-entry screen. 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.</p>
Stimulus/Stimuli	<p>A stimulus (plural, <i>stimuli</i>) is material or materials used in the test context that forms the basis for students to answer connected test items. 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 to provide context for assessing students' knowledge and skills. Examples of stimuli include: traditional reading passages or texts viewed on a computer screen; images with audio presentations for students to listen to; simulated web pages for students to use for research or scenarios; and charts and graphs for mathematics items.</p>

Term	Definition
Test administrator	A CAASPP test administrator is an employee or contractor of an LEA or of a nonpublic, nonsectarian school responsible for administering summative assessments in a secure manner in compliance with the policies and procedures outlined in this manual. Test administrators are required to have submitted an electronically signed <i>CAASPP Test Security Affidavit</i> in TOMS.
Test examiner	A CAASPP test examiner is a credentialed or licensed LEA or school employee responsible for administering alternate summative assessments in a secure manner in compliance with the policies and procedures outlined in this manual and the secure <i>CAA DFA</i> . Test examiners are required to have submitted an electronically signed <i>CAASPP Test Security Affidavit</i> in TOMS.
TOMS	<p>TOMS is the management system used for the CAASPP and ELPAC assessments. This is the system through which users interact with and inform the TDS. This management system provides administrators with the tools to add and manage users and students participating in the CAASPP and ELPAC assessments, including assigning tests, 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.</p> <p>The <i>CAASPP and ELPAC TOMS User Guide (/toms/)</i>  is available on the <u>TOMS</u> (http://www.caaspp.org/administration/toms/).  web page on the <u>CAASPP website</u> (https://www.caaspp.org/). .</p>
Tools for Teachers Only	This user role is for LEA or school personnel allowed access to the Smarter Balanced Tools for Teachers resource. This role is assigned to users who are not eligible for any other user role but need access to Tools for Teachers.
Universal tool	<p>A universal tool is an online resource that is available to all students during testing based on student preference and selection.</p> <p>Refer to the following resources for additional information:</p> <ul style="list-style-type: none"> • <u>California Assessment Accessibility Resources Matrix</u> (https://www.cde.ca.gov/ta/tg/ca/accessibilityresources.asp).  • Smarter Balanced <i>Usability, Accessibility, and Accommodations Guidelines (PDF)</i> (https://portal.smarterbalanced.org/library/en/usability-accessibility-and-accommodations-guidelines.pdf).  • <u>California Science Test Accessibility Supports for Operational Testing (PDF)</u> (https://www.cde.ca.gov/ta/tg/ca/documents/castaccesssupt.pdf). 


Term	Definition
Unlisted resource	<p>An unlisted resource is an instructional resource that a student regularly uses in daily instruction, assessment, or both that has not been previously identified as a universal tool, designated support, or accommodation. The California Assessment Accessibility Resources Matrix (https://www.cde.ca.gov/ta/tg/ca/accessibilityresources.asp)  includes a list of unlisted resources that have already been identified and are approved. Approval of an unlisted resource that has not been preidentified will be granted by the CDE as designated by the IEP team, Section 504 plan, or both, and if the unlisted resource does not compromise the test’s security.</p> <p>An LEA CAASPP coordinator or CAASPP test site coordinator can request an unlisted resource for a student in TOMS.</p>

Appendix B: Computer-based Item Types

Computer-based Item and Response Types

As students engage with the computer-based assessments, they will be asked test questions that require them to respond in several ways, some of which may be new to students.

There are several resources that teachers and students can use to get ready for the test, including a practice test and a training test. As pointed out in [appendix C \(/caaspp-otam/appendices/appendix-c/\)](#) of this manual, it is **highly recommended** that **all** students access the Training Test web page before taking the test. Doing so will provide students an opportunity to view and practice each of the item types.

The practice tests and training tests for CAASPP assessments are available on the CAASPP [Online Practice and Training Tests](#) (<https://www.caaspp.org/practice-and-training/>)  web page.

Summary of Computer-based Item Types and How to Provide Responses—General Assessments

[Table 1](#) lists the different item types and briefly describes each one.



NOTE: Not all assessments will necessarily include all item types.

Table 1. Computer-based Item and Scoring Types—General Assessments

Content Area	Type of Item	Brief Description of How to Respond
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Content Area	Type of Item	Brief Description of How to Respond
Science and CSA	Composite	two or more item parts from the machine-scored list
Mathematics	Equation Responses (EQ)	enter equation or numeric response using on-screen panel containing mathematical characters
ELA	Essay/Writing Extended Response (WER)	keyboard entry
ELA	Evidence Based Selected Response (EBSR)	two-part item: Part A; Respond to an MC item; Part B: Cite the evidence that supports the answer to Part A either as MC, MS, or Hot Text
Mathematics	Grid Item (GI) – Drag and Drop	drag-and-drop single or multiple elements into a background image
Mathematics	Grid Item (GI) – Graphing	plot points, draw lines, or both
Mathematics	Grid Item (GI) – Hot Spot	select certain areas of an image
Science and CSA	Grid Item (GI) – Graphic Gap Match	drag-and-drop single or multiple elements into a background image
Science and CSA	Grid, Multiple Select	select two or more cells in a table
CSA	Grid, Single Select	select a single cell in a table
ELA, science	Hot Text (HTQ)	select sections of text, or drag-and-drop sections of text
Science and CSA	Inline Choice List, Multiple Select	multiple-options selected response
Science and CSA	Inline Choice List, Single Select	single-option selected response
CSA	Inline Text Choices, Multiple Select	select multiple words or phrases
CSA	Inline Text Choices, Single Select	select a single word or phrase
ELA and mathematics	Match Interaction (MI)	match text or images in rows to values in columns


Content Area	Type of Item	Brief Description of How to Respond
Science and CSA	Match, Multiple Select	drag and drop two or more choices into the appropriate locations
CSA	Match, Single Select	drag and drop a single choice into the appropriate location
ELA, mathematics, science, and CSA	Multiple Choice, Multiple Select (MCMS)	select two or more options
ELA, mathematics, science, and CSA	Multiple Choice, Single Select (MCSS)	select a single option
CSA	Numeric	select a single-entry box with a numeric value that may contain decimals or a slash line to represent a fraction
Science, ELA, mathematics, and CSA	Set Leader	stimulus, such as a passage or image, with one or more questions assigned to it based on its content
ELA and mathematics	Short Answer Text Response (SA)	keyboard entry
Science	Simulation	manipulate a set of inputs within an interactive stimuli to provide custom output that students use to respond to multiple items
Mathematics	Table Interaction (TI)	keyboard entry into table cells
Science	Text Entry	keyboard alpha or numeric entry
Science and CSA	Zone, Multiple Select	select two or more zones
Science and CSA	Zone, Single Select	select a single zone

Summary of Computer-based Item Types and How to Provide Responses—Alternate Assessments

The CAAs feature innovative and technology-enhanced items that are designed to be engaging for students and represent a variety of types and approaches. [Table 2](#) gives details about these items, describing the type of functionality with which the student and test examiner will be presented. Test examiners administering the CAA for Science also have the option of selecting *Mark as No Response* for an item to which the student is not orienting.

Table 2. Computer-based Item and Scoring Types—Alternate Assessments

Type of Item	Brief Description of How to Respond
Bar- Picturegraph/ Histogram	<p>These items present a bar graph to the student to manipulate the bar height to represent an answer.</p> <ul style="list-style-type: none"> • Single Select—The student manipulates one graph bar. • Multiple Select—The student manipulates two or more graph bars.
Composite	<p>These items require a student to respond to a stimulus by using multiple item types in a single item with multiple response portions. Scoring is dependent on which item type combination is selected, and the raw weights for each part are combined to give an item score.</p>
Graph	<p>These items allow a student to plot points, lines, multiple segment lines, or any combination of these on a graph. A Graph may have points or lines that appear when the graph first displays that the student cannot manipulate, or it may be interactive, and the student must manipulate them to respond.</p>
Grid	<p>These items consist of a table with descriptions or characteristics, which the student then selects a box in a column or row for true-and-false or yes-or-no type of questions.</p> <ul style="list-style-type: none"> • Single Select—The student marks a single cell in a table for credit. • Multiple Select—The student marks two or more cells in a table. The question might only allow one selection per row or column, but it might also have no restrictions in the number of cells a student can mark.
Inline Choice List	<p>These items consist of questions with a drop-down list of choices to fill in the blank.</p> <ul style="list-style-type: none"> • Single Select—The student must fill a single blank from a drop-down list for credit. • Multiple Select—The student must fill multiple blanks from a drop-down list for credit.
Inline Text Choices	<p>These items present a short passage or a paragraph that contains underlined words or phrases. These underlined words or phrases represent the choices a student can select.</p> <ul style="list-style-type: none"> • Single Select—The student selects one term or phrase. • Multiple Select—The student selects two or more terms or phrases.

Type of Item	Brief Description of How to Respond
Match (drag-and-drop)	<p>These items require the student to move objects such as words or images by selecting and dragging the objects into a specific order or to a specific location in a table, passage, or image.</p> <ul style="list-style-type: none"> • Single Select—The student drags and drops a single choice into the appropriate location. • Multiple Select—The student drags and drops two or more choices into the appropriate locations. <div data-bbox="321 478 1534 1008">  <p>NOTE: Some of the questions in this test require “dragging and dropping” objects into certain designated areas on the screen. Most items were designed to snap into place; however, some were not. For the items that do not snap into place, take care that the student is dropping the object precisely into the intended area(s) to ensure accurate system scoring. The object cannot overlap border lines or the edges of the intended area(s) and should rest squarely in the intended area(s). If the student is doing the dragging and dropping, help the student ensure objects are dropped fully within the intended area.</p> </div>
Multiple Choice	<p>These items consist of a question and list of choices; they may also include a stimulus or subset of a passage as the stimulus.</p> <ul style="list-style-type: none"> • Single Select—The student must select the one correct choice to receive credit. • Multiple Select—The student must select all correct choices to receive credit. • Partial Credit—The student must respond to a stimulus by providing a direct response to the test examiner who then rates the response by assigning a weighted score, using the rubric provided in the <i>DFA</i>. • Multiple Attempt (Try-2)—The student makes an initial selection, and, if the response is incorrect, one option is removed leaving two remaining options from which to choose for a second attempt.
Numeric	<p>The student responds by selecting a single-entry box with a numeric value. The numeric value may contain decimals or a slash line to represent a fraction.</p>
Set Leader	<p>This is a stimulus such as a passage or an image. The Leader has one or more questions assigned to it, based on its content.</p>

Type of Item	Brief Description of How to Respond
Zones	<p>These items have answer choices that are predefined “hotspots” on an image, word, or phrase within a sentence. When the student selects a spot, the selection is highlighted, shaded, or outlined in red.</p> <ul style="list-style-type: none"> • Single Select—The student selects one zone for credit. • Multiple Select—The student selects two or more zones for credit.


Technical Skills to Access Embedded Resources

To access some of the embedded resources (such as strikethrough, highlighter, ASL videos, and text-to-speech) that are available to help work through these item types, students may need to access the **context menu**. Note the method to access the context menu is dependent on the student’s device type. Devices and methods are shown in [table 3](#).

Table 3. Context Menu for Selecting with the Right Mouse Button

Device Type	Method to Access the Context Menu
Windows-based desktop or laptop (two-button mouse)	Select with the right mouse button.
mac OS–based desktop or laptop (one-button mouse)	Hold down the [Ctrl] key on keyboard and then select with the mouse button.
iPad tablet (touchscreen)	Tap on the menu in the upper-left corner of the secure browser application.
Chromebook (trackpad)	Hold down the [Alt] key on the keyboard and tap the trackpad.

Appendix C: Practice and Training Tests

In preparation for the test and to expose students to the various computer-based assessment item-response types in ELA, mathematics, CSA, and science (refer to [appendix B \(/caaspp-otam/appendices/appendix-b/\)](#) for item types), it is **highly recommended** that all students access the practice and training tests on the device the student will use for testing. Each resource offers students a unique opportunity to experience a test in a manner similar to what they will be presented with on the CAASPP assessments and prepares students for testing. These resources will not be automatically scored; however, for reference, scoring guides are available on the [Online Practice Test Scoring Guides](#), [Preparing for Administration \(PFAs\)](#), and [Directions for Administration \(DFAs\)](#) (<http://www.caaspp.org/tar-resources/practice-training.html>)  web page.

Overview of the Practice Tests

Practice tests, which are accessed on the [Practice and Training Test Site \(https://capt.cambiumtds.com/student\)](https://capt.cambiumtds.com/student), can be administered in one of two ways:

1. Using the same procedures as the operational tests, with the Test Administrator Interface (through the [Test Administrator Training Site \(https://capt.cambiumtds.com/testadmin\)](https://capt.cambiumtds.com/testadmin)), secure browser, and individual student logon information
2. Using a standard supported web browser to access the practice tests directly, without use of the Test Administrator Interface or secure browser

Smarter Balanced and CAST Practice Tests

The online practice tests allow educators and students to experience a full grade-level test and gain insight into the CAASPP computer-based assessments. The practice tests, which are not adaptive, otherwise mirror the summative assessments but are not scored, although answer keys and scoring rubrics are available. Each grade-level test includes a variety of item response types and difficulty levels—approximately 30 items each in ELA and mathematics and between 42 and 50 items in science (depending on the grade level). Additionally, there is an ELA and mathematics PT at each grade level (three through eight and eleven). The CAST includes three science PTs in the same test following the discrete item segments.

The practice test also includes a comprehensive reflection of embedded universal tools, designated supports, and accommodations, which should also be provided to students with any non-embedded universal tools, designated supports, and accommodations as allowed on the summative assessments.

CAA Practice Tests

The CAA practice tests for ELA, mathematics, and science allow students and test examiners to become familiar with grade-level CAA test questions. The practice tests provide a sample of the question types and grade-level content that appear on the CAA operational tests. There is a grade-specific CAA practice test available for each tested grade (three through eight and high school) and content area (ELA, mathematics, and science). In the CAA for Science, there are three practice embedded PTs in each grade level, one for each domain.

Used in conjunction with the *CAA Practice Test DFAs* and *CAA Practice Test Scoring Guides*, these training tests can help both test examiners and students become familiar with the testing format, interface, functionalities, and accessibility resources available for the CAAs to establish the most optimal testing environment for students.


Practice tests for ELA, mathematics, and science can be accessed either through the secure browser or through a standard internet browser.

CSA Practice Tests

The CSA practice tests allow educators and students to become familiar with grade-level and grade band CSA test questions. The practice tests provide a sample of the question types and grade-level content that appear on the CSA operational tests. There is a grade-specific CSA practice test available for each of grades three through eight and one for all high school grade levels.

Practice tests can be accessed either through the secure browser or through a standard internet browser.


Overview of the Training Tests

Training tests are accessed on the [Practice and Training Test Site \(https://capt.cambiumtds.com/student\)](https://capt.cambiumtds.com/student) .

Smarter Balanced, CAST, and CSA Training Tests

The training tests are designed to provide students and educators with an opportunity to quickly familiarize themselves with the software and navigational tools that they will use on the CAASPP assessments. The training tests are organized by grade bands (for example, for the Smarter Balanced ELA and mathematics training tests, bands are grades three through five, six through eight, and eleven). Each test contains fewer than 10 questions.

On the student Training Test website, the questions were selected to provide students with an opportunity to practice a range of item response types. The training tests do not contain PTs. Similar to the practice tests, the training tests include all embedded universal tools, designated supports, and accommodations.

The student training test site may be used by anyone. Students can log on as guests or use their first name and SSID. Students who log on using their credentials may log on to a guest session or a proctored training session with a training session ID set up through the [Test Administrator Training Site \(https://capt.cambiumtds.com/testadmin\)](https://capt.cambiumtds.com/testadmin) .

For the CAST, there are training tests available in grades five and eight and high school. It is accessed in the same manner as described previously.

CAAs




An online training test in each of the ELA, mathematics, and science content areas is available to provide a sample of question functionality and response types. The training tests are not grade-specific and not meant to be used to measure content knowledge. For the CAA for Science, there is a *Training Performance Task DFA* available.


These training tests can help both test examiners and students become familiar with the testing format, interface, functionalities, and accessibility resources available for the CAAs to establish the most optimal testing environment for students.

The training tests can also be used to help test examiners determine whether they will need to enter responses into the testing interface for the student on the operational tests.


Training tests for CAAs can be accessed either through the secure browser or through a standard internet browser.

TA and TE Logon for the Practice and Training Tests

The Test Administrator Training Site (<https://capt.cambiumtds.com/testadmin>).  provides an opportunity for TAs and TEs to practice setting up a test session using a practice test or training test. Access to the Test Administrator Training Site (<https://capt.cambiumtds.com/testadmin>).  requires the same logon credentials used to access the Test Administrator Interface. This site may be used only by authorized LEA CAASPP coordinators, CAASPP test site coordinators, TAs, and test examiners. Note that braille practice tests and training tests can be accessed only through the Test Administrator Training Site (<https://capt.cambiumtds.com/testadmin>).  by the TA using a standard web browser and can be accessed by a student using a standard web browser or the secure browser.

For additional information about how to set up a practice test or training test session, visit the Online Practice Test Scoring Guides, Preparing for Administration (PFAs), and Directions for Administration (DFAs). (<https://www.caaspp.org/ta-resources/practice-training.html>).  web page.



WARNING: Do *not* use the live (operational) student interface or Test Administrator Interface for practice. Doing so constitutes a test security incident (breach). For all Training Test sessions, use the Test Administrator Training Site (<https://capt.cambiumtds.com/testadmin>).  and the practice tests or training tests.

It is ***highly recommended*** that ***all*** students access the training tests before taking a summative assessment on the device the student will use for testing. The training tests will be especially beneficial for those students who have not previously participated in computer-based testing. Teachers are encouraged to conduct a group walk-through of a practice or training test with their students to promote familiarity with the testing format and basic test rules and to allow for free and open communication on the testing process and content (refer to the General Test Administration Information (</caaspp-otam/prep-and-planning/general-test-admin-info/>) subsection). This walk-through of the practice and training tests provides opportunities for TAs and TEs to describe the limitations to the support they will be able to provide and the verbal interactions they can have with students during each live test session.

Appendix D: Secure Browser for Testing

Guidelines

While the secure browser version 15.0 is an integral component of test security, TAs and TEs perform an equally important role in preserving test integrity. In addition to the guidelines put forth by the Smarter Balanced Assessment Consortium, the CDE, and individual LEAs or schools, TAs and TEs should be aware of these guidelines and employ the necessary precautions while administering computer-based tests:

Close External User Applications.

Prior to administering the computer-based assessments, TAs, TEs, or other assigned staff should check all devices that will be used and close all applications except those identified as necessary by the school technology coordinator. After closing these applications, the TA or TE should open the secure browser on each device.

The secure browser and Student Interface automatically detect certain applications that are prohibited from running on a device while the secure browser is open. The secure browser will not allow a student to log on if the secure browser detects that a forbidden application is running on the device. A message will also display that lists the forbidden application(s) that needs to be closed.



WARNING: If a forbidden application is launched in the background while the student is already in a test, the student will be logged off and a message—“Warning: You cannot log in until the following programs are closed: [*.exe, application name].”—will display. The student will have to close the forbidden application, reopen the secure browser, and log on to continue working on the assessment. This would be considered a test security incident and should be reported using the online STAIRS/Appeals process in TOMS.

Avoid Testing on Devices with Dual Monitors.

Systems that use a dual-monitor setup typically display an application on one monitor screen while another application is accessible on the other screen. **This typical dual-monitor setup is not allowed under normal circumstances for the CAASPP.**

However, one-on-one testing is required for the CAAs. These assessments may call for the test examiner to be close to the student for ease of use and access and to promote the validity of the assessment. In these cases, a dual-monitor configuration may be necessary. Another possible situation for dual monitor use is when a TA or TE is administering a test via read-aloud and wants to have a duplicate screen to view exactly what the student is viewing for ease of reading aloud.

In these rare cases where a dual monitor setup **is allowed**, **Smarter Balanced requires that the monitors be set up to “mirror” each other.** School technology coordinators can assist TAs and TEs in setting up the two monitors to ensure they mirror each other rather than operate as independent monitors.

In these cases, all security procedures must be followed, and the test must be administered in a secure environment, to prevent others from hearing the questions or viewing the screens for a student, TA, or TE.

Disable Screen Savers and Timeout Features.

On all testing devices, be sure to disable any features that display a screen saver or log users off after a period of inactivity. If such features activate while a student is testing, the secure browser logs the student off the test. The student must log on to the secure browser to resume testing.

Secure Browser Error Messages

Possible error messages displayed by the open-source secure browser are shown in [table 1](#).

Table 1. Secure Browser Error Messages

Message	Description
Secure Browser Not Detected	The system automatically detects whether a device is using the secure browser to access the online testing system. The system will not permit access to a test other than through the secure browser; under no condition may a student access a test using a nonsecure browser.
Unable to Establish a Connection with the Test Delivery System	If a device fails to establish a connection with the TDS, a message will be displayed. This is most likely to occur if there is a network-related problem. The causes may include an unplugged network cable or a firewall not allowing access to the site.

Force-Quit Commands for Secure Browsers

In the rare event that the secure browser or test becomes unresponsive and the student cannot pause the test or close the secure browser, users have the ability to “force quit” the secure browser.

To force the secure browser to close, use the following keyboard commands. (Reminder: This will log the student off the test the student is taking. When the secure browser is opened again, the student will have to log back on to resume testing.)



WARNING: Users are strongly advised against using the force-quit commands, as the secure browser treats this action as an abnormal termination. The secure browser hides features such as the Windows taskbar; if the secure browser is not closed correctly, then the taskbar may not reappear correctly. These commands should be used only if the [Close Secure Browser] button does not work.

NOTES:



- The force-quit command will log the student off of the test the student is taking. When the secure browser is opened again, the student will have to log on again to resume testing.
- Users of laptop or netbook devices might also need to press the [Fn] key before pressing [F10].

- Force-quit commands do not exist for the secure browser for iOS, ChromeOS, or Android devices.

Windows

Press [Ctrl] + [Alt] + [Shift] + [F10].


macOS

Press [Ctrl] + [Alt] + [Shift] + [F10]. The Control key may appear as [Control], [Ctrl], or [^].

Linux

Press [Ctrl] + [Alt] + [Shift] + [Esc].

Appendix E: CAT Pause Rule Scenarios

Pause rule scenarios apply to the Smarter Balanced Summative Assessments and the CAST. Refer also to the [Pause Rules for Assessments \(PDF\)](https://www.caaspp.org/rsc/pdfs/CAASPP-ELPAC-Pause-Rules.pdf) (<https://www.caaspp.org/rsc/pdfs/CAASPP-ELPAC-Pause-Rules.pdf>)  web document for additional information.

Scenarios:

1. If the CAT portion of the test or a CAST discrete item block is paused for 20 minutes or less, the student can return to previous test pages and change the response to any item the student has already answered within a segment.
2. If the CAT portion of the test or a CAST discrete item block is paused for more than 20 minutes, the test will return the student to the last page with unanswered items when the student resumes testing. If a page has both completed items and items to which there is not a complete response, the student may change any answers on that page (i.e., screen). The student may not return to previous pages and cannot change answers to items on previous pages.
 - a. Example: A single test page has items 4–10. A student answers items 4–7 and pauses the test for more than 20 minutes. When the student resumes testing, the student can change answers to items 4–10 but cannot return to items 1–3 on an earlier page.
 - b. Example: A page contains items 9–11 and a student answers all of those items before pausing the test for more than 20 minutes. When the student resumes testing, the student will begin on item 12 and cannot return to items 1–11.
 - c. Example: Prior to a pause, a student navigates back to a previous item and deletes an answer. The system is then paused while that student is on that particular item. After a pause greater than 20 minutes, the

system is designed to place the student on the last unanswered question. In this case, an item to which the student had responded previously is now blank. When the student answers that item and selects [**Next**], the TDS proceeds to the next *unanswered* item, skipping items, as those items would have received a response previously.






NOTE: An item is considered answered if the student has taken any action within the response area. This includes random keystrokes (e.g., sdkjfasdgi), one or more spaces using the space bar, selecting anywhere on a Grid Item–Hot Spot item, etc.

Appendix F: Additional Information About Accessibility Resources



Multiplication Table

A paper-based multiplication table containing numbers 1–12 is available for reference on Smarter Balanced for mathematics assessments and the CAST. The multiplication table is a non-embedded accommodation for **grades three and above** 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) as documented in their IEP or Section 504 plan.

The multiplication table can be printed and enlarged, if required, for students requiring this resource. The [Multiplication Table \(PDF\)](https://www.caaspp.org/rsc/pdfs/CAASPP.multiplication-table.pdf) (<https://www.caaspp.org/rsc/pdfs/CAASPP.multiplication-table.pdf>)  web document is available as a PDF on the [Accessibility Resources](http://www.caaspp.org/administration/accessibility/) (<http://www.caaspp.org/administration/accessibility/>)  and [Test Administrator Resources for Summative Assessments](https://www.caaspp.org/ta-resources/summative.html) (<https://www.caaspp.org/ta-resources/summative.html>)  web pages on the CAASPP website. It should be downloaded and printed prior to testing. Use of other multiplication tables is prohibited.

100s Number Table

A paper-based table listing numbers from 1–100 is available for reference on Smarter Balanced for mathematics assessments and the CAST. The 100s Number Table is to be used *only* for students with visual processing or spatial perception needs as documented in their IEP or Section 504 plan. The 100s Number Table is available as a non-embedded accommodation (mathematics) or non-embedded designated support. For the Smarter Balanced for mathematics, this accommodation can be used by students in grades three through eight and grade eleven. For the CAST, this designated support can be used by students in grades five and eight and high school.

This table can be printed for students requiring this accommodation. The [100s Number Table \(PDF\)](https://www.caaspp.org/rsc/pdfs/CAASPP.hundreds-number-table.pdf) (<https://www.caaspp.org/rsc/pdfs/CAASPP.hundreds-number-table.pdf>)  web document is available as a PDF on the [Accessibility Resources](http://www.caaspp.org/administration/accessibility/) (<http://www.caaspp.org/administration/accessibility/>)  and [Test Administrator](#)


Resources for Summative Assessments (<https://www.caaspp.org/ta-resources/summative.html>).  web pages on the CAASPP website. Use of other 100s number tables is prohibited.


Table of Acronyms and Initialisms in the *CAASPP Online Test Administration Manual*

Term	Meaning
ASL	American Sign Language
CA NGSS	California Next Generation Science Standards
CAAs	California Alternate Assessments
CAASPP	California Assessment of Student Performance and Progress
CAI	Cambium Assessment, Inc.
CALPADS	California Longitudinal Pupil Achievement Data System
CalTAC	California Technical Assistance Center
CARS	Crisis Alert Response System
CAST	California Science Test
CAT	computer adaptive test
CCC	California Community Colleges
CCR	<i>California Code of Regulations</i>
CCSS	Common Core State Standards
CDE	California Department of Education
CERS	California Educator Reporting System
CR	constructed response
CSA	California Spanish Assessment
CSD	California School Directory

Term	Meaning
CSU	California State University
DEI	Data Entry Interface
<i>DFA</i>	<i>Directions for Administration</i>
EAP	Early Assessment Program
ELA	English language arts/literacy
ELPAC	English Language Proficiency Assessments for California
ELs	English learners
HAT	hybrid adaptive test
IAHSS	Interim Assessment Hand Scoring System
IEP	individualized education program
ISAAP	Individual Student Assessment Accessibility Profile
LEA	local educational agency
NPS	nonpublic, nonsectarian school
<i>PFA</i>	<i>Preparing for Administration</i>
PPT	paper–pencil test
PT	performance task
SSID	Statewide Student Identifier
SSO	single sign-on
SSR	Student Score Report
STAIRS	Security and Test Administration Incident Reporting System
TA	test administrator
TDS	test delivery system

Term	Meaning
TE	test examiner
TOMS	Test Operations Management System
WER	writing extended response

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