

CALIFORNIA

Assessment of Student Performance and Progress

California Alternate Assessments Test Administration Manual

2015–16 Administration

English Language Arts/Literacy and
Mathematics



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Prepared by *Educational Testing Service*®

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Acronyms and Initialisms in the California Alternate Assessments Test Administration Manual

Term	Meaning
CAA	California Alternate Assessments
CAASPP	California Assessment of Student Performance and Progress
CALPADS	California Longitudinal Pupil Achievement Data System
CalTAC	California Technical Assistance Center
CAPA	California Alternate Performance Assessment
CCR	<i>California Code of Regulations</i>
CCSS	Common Core State Standards
CDE	California Department of Education
<i>DFA</i>	<i>Directions for Administration</i>
ELA	English language arts/literacy
ETS	Educational Testing Service
IDEA	Individuals with Disabilities Education Act
IEP	individualized education program
ISAAP	Individual Student Assessment Accessibility Profile
LEA	local educational agency
NCSC	National Center and State Collaborative
SRC	Student Response Check
SSC	Survey of Student Characteristics
STAIRS	Security and Test Administration Incident Reporting System
TOMS	Test Operations Management System
UDAs	Universal tools, designated supports, and accommodations

1 Introduction to the California Alternate Assessments

The California Alternate Assessments (CAAs) are online, summative, grade-level assessments for students with significant cognitive disabilities whose individualized education program (IEP) designates the use of an alternate assessment. These students are receiving grade-level instruction in grades three through eight and eleven in English language arts/literacy (ELA) and mathematics.

The CAAs are part of the California Assessment of Student Performance and Progress (CAASPP) system and replace the California Alternate Performance Assessment (CAPA) for ELA and Mathematics that were administered in previous years.

The CAAs give students the opportunity to demonstrate their achievement of the Core Content Connectors (Connectors), which are derived from the Common Core State Standards (CCSS) by taking a test commensurate with their abilities. The Connectors are the alternate achievement standards assessed on the CAAs. The Connectors take the main achievement standards from the CCSS and make them more accessible for students with significant cognitive disabilities.

About This Manual

This *California Alternate Assessments Test Administration Manual* provides information and instructions about test preparation and administration of the CAAs. Separate grade- and version-specific *Directions for Administration (DFAs)* must be used by test examiners to administer CAAs to students. The *DFAs* will be available one to two weeks prior to the opening of the testing window on April 11, 2016.

2 Overview

2.1 Student Eligibility and Participation

Student Eligibility

Students are eligible to take the CAAs if their IEP team designates the use of an alternate assessment. The following are the eligibility guidelines IEP teams should follow in determining whether a student should take the CAAs:

- **The student has a significant cognitive disability.** A review of the student's record (e.g., individualized educational program (IEP), Section 504 plan, or cumulative record) indicates a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior as defined by essential actions needed 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 but rather by its holistic understanding of a student.
- **The student is learning content derived from the Common Core State Standards (CCSS).** Goals and instruction listed in the IEP for the student are linked to the enrolled grade-level CCSS through Core Content Connectors (Connectors) and address knowledge and skills that are appropriate and challenging for this student. The student is learning content, linked with (derived from) the CCSS, that appropriately breaks the standards into smaller steps. A Connector is a representation of the essential "core" content of a standard in the CCSS.
- **The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade and age-appropriate curriculum.** The student requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature. This approach uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate, and transfer skills across multiple settings.

Student Participation

All students who are eligible to take the CAAs are required to participate. All students who are logged in and presented with the first test question are counted for participation.

In addition to taking the CAAs in ELA and mathematics, students enrolled in or assigned to grades five and eight also take the CAPA for Science. Students in grade ten must take the CAPA for Science but do not take the CAAs. Any student registered for the CAAs in the Test Operations Management System (TOMS) automatically is assigned to receive the CAPA for Science.

2.2 Student Registration

Student demographic information, including grade level, are automatically loaded into TOMS on a daily basis. This information is extracted from the student records in the California Longitudinal Pupil Achievement Data System (CALPADS).

Students must be registered for the CAAs in TOMS by the LEA CAASPP coordinator or CAASPP test site coordinator.

Note:

It may take approximately two business days for updates in CALPADS to be reflected in TOMS.

If a student is registered for the CAAs and CAPA in TOMS, but his or her IDEA indicator changes in CALPADS, the student's test registration in TOMS will be removed and a LEA CAASPP coordinator or CAASPP test site coordinator will have to reset the registration in TOMS.



Note: Testing grades for students in **ungraded programs** and whose IEP teams designate the use of the CAAs are calculated by subtracting five from their chronological age on September 1, 2015. A student who was 10 years old on September 1 would be given the grade five test ($10 - 5 = 5$).

2.3 Test Items and Standards

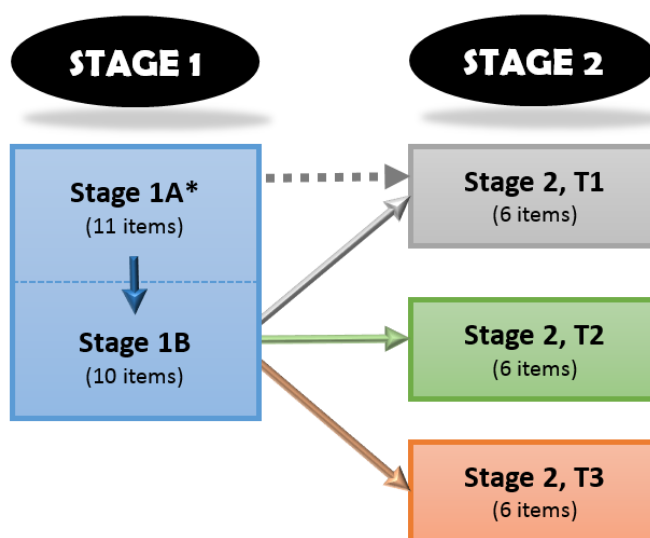
Test items and tasks are designed to be engaging for students and represent a variety of types and approaches. A description of item types can be found in [Appendix A: CAA Item Types](#)

All items and tasks are grade-level specific, aligned to the Connectors, which are derived from the CCSS. Items and tasks represent three different levels of complexity, and students are routed to different levels of items, based on their responses to the first set of items in the test.

2.4 Test Design

The CAAs use a staged design that can assign item sets of varying complexity, based on how well students perform on the initial set of items. Some students may see fewer items than others, depending on how well the test is measuring student performance. 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.

Figure 1. Test Design Routing Scenarios



Some students will be routed automatically from **Stage 1A to **Stage 2, T1**. However, most students will complete both Stage 1A and Stage 1B before proceeding to one of three Stage 2 sections.*

2.5 Test Administration

The CAAs are designed for one-on-one administration between a student and a test examiner. A test examiner must be a certificated teacher and must be familiar with the needs and communication abilities of the student.

Students provide responses by using the mouse or keyboard if they are able. Students are encouraged to complete items as independently as possible. However, in some cases, the test examiner selects the responses indicated by the student, which may include gesture, eye gaze, alternative communication device, or other means. The test examiner should use the training tests to determine the student's ability to interact with the testing interface. If the test examiner determines that he or she will be entering the responses for the student, the test examiner must make the indication in the Survey of Student Characteristics (See [Section 6.2](#)). For the operational tests, if the student cannot use the mouse or keyboard, the test examiner will be required to enter the responses for the student in the testing interface for **all** of the questions.

In the ELA portion of test, each grade is to have one writing item, and the test examiner applies a rubric to evaluate the student's response.

Technical Requirements

The CAAs are only administered online and require two Internet-connected devices: a student testing device and a separate device the test examiner uses to start a test session through the Test Administrator Interface. Test examiners may also use their device to open the *DFAs*, which are used to guide the student through the test.

The CAAs require the installation of CAASPP secure browsers on student testing devices. These are the same secure browsers that are used for the other online CAASPP assessments. The general technical requirements and supported devices are identical to those for the Smarter Balanced assessments.

Directions for Administration

A separate grade- and version-specific *Directions for Administration (DFA)* document must be used by the test examiner to administer tests to students. 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 content areas—ELA and mathematics—for a grade.

The *DFAs* are downloaded from the [CAA] tab on the Help Web page in TOMS and can be printed out 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.

Test versions are assigned at the school level. Test examiners must use the correct grade- and version-specific *DFA*. Schools are to be assigned one of two available test versions. Version assignments are to be posted on CAASPP.org in March 2016—sorted by county, local educational agency (LEA), and school. (**Example:** *School XYZ has students eligible for the CAAs in grades four and five and has been assigned Version 2. A CAASPP test site coordinator or test examiner must then log in to TOMS and, from the 14 available PDF documents, download the Grade Four V2 DFA and the Grade Five V2 DFA.*)

Testing Time

Testing should take approximately 30 to 60 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.

Accessibility Resources

Similar to other CAASPP assessments, there are universal tools, designated supports, and accommodations (UDAs) available according to the needs of individual students.

2.6 Testing Window

The CAA testing window for all LEAs in California is **April 11** through **June 17, 2016**. The LEAs may schedule CAA testing according to local preference within this window and do not need to inform the California Department of Education (CDE) or Educational Testing Service (ETS). **All CAA testing must take place within this window, including any make-ups.**

2.7 Key Dates

The following table lists key dates for the 2016 CAA administration:

Table 1. List of Key Dates

Date	Activity
January 2016	CAA Test Administration Webcast archive available for on-demand viewing
February 29, 2016	CAA training tests available on http://www.caaspp.org/practice-and-training/ and the <i>CAA Training Test DFA</i> available on http://www.caaspp.org/about/caa/ .
March 2016	CAA Test Administration Tutorial (for test examiners) available for viewing on http://caaspp.org/about/caa/
April 6, 2016	Version assignments available at http://caaspp.org/about/caa/ and secure <i>DFAs</i> available for download from TOMS

April 11, 2016	CAA testing window opens
June 17, 2016	CAA testing window closes (last day that testing may occur)
November 2016	CAA score results available, following adoption of CAA performance levels and cut scores by the California State Board of Education (SBE)

2.8 Support for the CAAs

The CAASPP portal at <http://caaspp.org/> is the home for all CAASPP assessment administration information, including the CAA. All information and non-secure materials needed to administer the CAAs are available on the CAASPP CAA Web page at <http://caaspp.org/about/caa/> or are to be posted on this page as they become available.

Because *DFAs* contain test content and, therefore, are secure materials, they must be downloaded from within the password-protected TOMS and securely destroyed following the test administration.

For questions regarding the CAAs or for additional assistance:

- LEA CAASPP coordinators should contact the California Technical Assistance Center (CaITAC) by phone at 800-955-2954, by e-mail at caltac@ets.org, or by using the chat function linked on the CAASPP portal at <http://caaspp.org>.
- LEA-level Special Education staff who assist with the administration of the CAAs should contact their LEA CAASPP coordinator.
- CAASPP test site coordinators should contact their LEA CAASPP coordinator.
- CAA test examiners should contact their CAASPP test site coordinator.

3 Roles and Responsibilities

A successful administration of the CAAs requires identifying the appropriate staff to fulfill specific roles and working closely together. The three main roles involved with the administration of the CAAs are the:

- LEA CAASPP coordinator;
- CAASPP test site coordinator; and
- test examiner.



Note: Test examiners are different from test administrators. **Test examiners** are specifically certificated and trained to administer the CAASPP alternate tests. **Test administrators** are responsible for administering the other CAASPP summative assessments (California Modified Assessment and California Standard Tests for Science, Standards-based Tests in Spanish, and Smarter Balanced).

The section that follows outlines the various responsibilities of each role.

3.1 LEA CAASPP Coordinator

The LEA CAASPP coordinators were designated by the district superintendent at the beginning of the 2015–16 school year and must meet the requirements and fulfill the duties outlined in the *CAASPP Online Test Administration Manual*. This manual is linked on the CAASPP Instructions and Manuals Web page at <http://caaspp.org/instructions/> and located at http://caaspp.org/rsc/pdfs/CAASPP.online_tam.2015.pdf.

LEA CAASPP Coordinator Responsibilities

For the CAAs, LEA CAASPP coordinators are responsible for the following activities:

- registering students in TOMS;
- viewing the live or recorded version of the training Webcast and ensuring that CAASPP test site coordinators in their LEA also have viewed this Webcast;
- confirming that all test examiners in their LEA are trained prior to test administration;
- reporting all test security irregularities and/or breaches (including social media discussion or posting photos of test materials) that occur before, during, or after test administration to the CDE within 24 hours of discovery, using the *Security Test Administration Incident Reporting System (STAIRS)* found on <http://caaspp.org> (*California Code of Regulations, Title 5 [5 CCR], Section 859 [e]*); and
- assuming general oversight responsibilities for all administration activities in their LEA schools and ensuring that students have a positive test experience.

LEA CAASPP Coordinator Checklist

✓	LEA CAASPP Coordinator Activities	Target Completion Date
<input type="checkbox"/>	Coordinate the scheduling of testing for all eligible students with the CAASPP test site coordinators at each school, taking factors into consideration that include the following: <ul style="list-style-type: none"> • the number of available testing devices and testing stations • the time required to take a content area • the number of students being tested 	As soon as possible
<input type="checkbox"/>	Learn about the CAAs: <ul style="list-style-type: none"> • Watch the archived Webcast. • Review this manual. 	As soon as possible
<input type="checkbox"/>	Ensure that students are registered for testing in TOMS.	As soon as possible
<input type="checkbox"/>	Ensure that supported Web browsers and CAASPP secure browsers are installed on student testing devices.	2 weeks before testing
<input type="checkbox"/>	Configure test settings for individual students in TOMS, based on the appropriate universal tools, designated supports, and accommodations on the student's IEP.	1–2 weeks before testing
<input type="checkbox"/>	Identify the test version number assigned to each school in the LEA by looking it up on the list linked on the CAASPP CAA Web page.	1–2 weeks before testing
<input type="checkbox"/>	Instruct CAASPP test site coordinators to download (or have test examiners download) the corresponding secure CAA DFAs from TOMS for each grade being tested at the school.	1–2 weeks before testing
<input type="checkbox"/>	Ensure that CAASPP test site coordinators have familiarized themselves and their test examiners with the four components they need for CAA testing: <ul style="list-style-type: none"> • CAASPP secure browser (through which students will access the testing interface) • CAASPP Test Administrator Interface • Version and grade-specific secure CAA DFAs • Any non-embedded supports a student may require 	3–5 days before testing

Additional Resources

Please note that the following manuals can be found on the CAASPP Instructions and Manuals Web page at <http://caaspp.org/administration/instructions/>:

- *Technical Specifications Manual*—for network configuration, IP addresses, and URLs
- *Secure Browser Installation Manual*—for instructions on how to install the appropriate secure browser on student testing devices
- *Online Test Administration Manual*—for general CAASPP system instructions such as security

3.2 CAASPP Test Site Coordinator

The CAASPP test site coordinators are designated by the LEA CAASPP coordinator and must meet the requirements and fulfill the duties outlined in the *CAASPP Online Test Administration Manual*. This manual can be found on the CAASPP Instructions and Manuals Web page at <http://caaspp.org/instructions/> and located at http://caaspp.org/rsc/pdfs/CAASPP.online_tam.2015.pdf.

CAASPP Test Site Coordinator Responsibilities

For the CAAs, CAASPP test site coordinators are responsible for the following activities:

- identifying certificated test examiners, ensuring that they view the test administration tutorial and present the resulting certificate of completion, and ensuring that they have reviewed and signed CAASPP Test Security Affidavits (5 CCR Section 850 [w]);
- adding test examiners into TOMS and ensuring they have received and tried using their logon credentials;
- coordinating with test examiners to ensure they have the appropriate versions of the *DFAs* and they administer all assessments (including completing the Survey of Student Characteristics (SSC) before testing each student);
- entering and/or verifying test settings for students in TOMS (if this task is not performed by the LEA CAASPP coordinator), and verify that student demographic information from CALPADS is appearing correctly in TOMS;
- creating or approving testing schedules and procedures for the school (consistent with state and LEA policies);
- working with technology staff to ensure that devices are configured for testing and that any technical issues are resolved;
- addressing testing problems, as needed;
- mitigating and reporting all test security incidents in a manner consistent with state and LEA policies;
- collecting *DFAs* from test examiners following testing and securely destroying them; and
- assuming general oversight responsibilities for all administration activities in their schools and for all test examiners.



Note: LEA CAASPP coordinators, who also serve the role of the CAASPP test site coordinators, should be familiar with tasks and responsibilities of the CAASPP test site coordinator.

CAASPP Test Site Coordinator Checklist

✓	CAASPP Test Site Coordinator Activities	Target Completion Date
<input type="checkbox"/>	Inform staff at your test site about CAA testing.	As soon as possible
<input type="checkbox"/>	Coordinate the scheduling of testing for all eligible students with the LEA CAASPP coordinator taking in consideration factors that include the following: <ul style="list-style-type: none"> • the number of available testing devices and testing stations • the time required to take a content area • the number of students being tested 	As soon as possible
<input type="checkbox"/>	Learn about the CAAs: <ul style="list-style-type: none"> • Watch the archived Webcast. • Review this manual. 	As soon as possible
<input type="checkbox"/>	Identify test examiners at each school: <ul style="list-style-type: none"> • Prepare test examiners. • Collect and review <i>CAASPP Test Security Affidavits</i>. • Provide test examiners with TOMS user accounts. • Direct test examiners to this manual and training resources, including the training tests. • Require test examiners to attend a local training provided by the school or LEA and/or view the test administration tutorial module. 	As soon as possible
<input type="checkbox"/>	Identify student testing devices and ensure the installation of the CAASPP secure browser. Identify an equal number of devices that test examiners are to use to start test sessions using the Test Administrator Interface.	2 weeks before testing
<input type="checkbox"/>	Configure test settings for individual students in TOMS, based on the appropriate universal tools, designated supports, and accommodations on the student's IEP.	1–2 weeks before testing
<input type="checkbox"/>	Look up the test version numbers assigned to your school on the CAASPP CAA Web page, then download or instruct test examiners to download the corresponding secure <i>CAA DFAs</i> from TOMS for each grade being tested. Test examiners should download only the <i>CAA DFAs</i> for the grade level of the student(s) whose test he or she is responsible for administering.	1–2 weeks before testing
<input type="checkbox"/>	Ensure that you and your test examiners have familiarized yourselves with the four components you need for CAA testing: <ul style="list-style-type: none"> • CAASPP secure browser • CAASPP Test Administrator Interface • Grade-specific secure <i>CAA DFAs</i> • Any non-embedded supports a student may require 	3–5 days before testing
<input type="checkbox"/>	Request and collect all printed copies of the <i>Directions for Administration</i> from test examiners and destroy them securely. Ensure and verify that all electronic PDF copies of the <i>DFA(s)</i> are permanently deleted, using appropriate “shred” software or procedures.	After testing

Additional Resources

Please note that the following manuals can be found on the CAASPP Instructions and Manuals Web page at <http://caaspp.org/administration/instructions/>:

- *Technical Specifications Manual*—for network configuration, IP addresses and URLs
- *Online Test Administration Manual*—for general CAASPP system instructions such as security
- *TOMS Online Student Test Settings User Guide*—for information about assigning accessibility tools and supports

3.3 Test Examiner

A test examiner is an employee of an LEA or an employee of a nonpublic, nonsectarian school, who is certificated and has been trained to administer the CAASPP alternate tests. The CAA test examiners must attend a locally provided training or review the test administration tutorial and read and sign a CAASPP Test Security Affidavit. As with the CAPA for Science, the test examiner must be a certificated or licensed school staff member (5 CCR Section 850[w]).

Test Examiner Qualifications

Test examiners should meet the following requirements:

- Preferably, the special education teacher, who regularly works with the student being tested, should administer the test.
- **Only certificated or licensed LEA employees may administer the CAAs following the required training.**
- To be considered trained, at a minimum, test examiners must review the test administration tutorial available at <http://caaspp.org/about/caa/>. Upon completion of this training, trainees will be presented with a certificate of completion. This certificate must be provided to the CAASPP test site coordinator to confirm training has been completed.
- If the student's certificated teacher is not available to administer the test, it may be administered by another CAA-trained LEA employee, such as a licensed school psychologist; speech, physical, or occupational therapist; certified program specialist; or certificated teacher. This individual should have experience working with students with significant cognitive disabilities and must have completed training to administer the CAAs.

Test Examiner Responsibilities

Test examiners are responsible for the following activities:

- reading and submitting signed CAASPP Test Security Affidavits (5 CCR Section 850 [w]) to their CAASPP test site coordinator;
- viewing the test administration tutorial or attending a locally provided training;
- reviewing and/or assigning designated supports and accommodations in TOMS for each student he/she tests;



Note: Test examiners may assign designated supports and accommodations to students in TOMS; however, LEA CAASPP coordinators must temporarily provide test examiners with CAASPP test site coordinator-level access within TOMS.

- downloading the DFAs from TOMS and read before testing;
- conducting the Student Response Check (SRC);
- completing the Survey of Student Characteristics (SSC);
- administering the tests in accordance with this manual; and
- after testing, give any paper copies of the DFAs to the CAASPP test site coordinator for secure destruction and work with the CAASPP test site coordinator to permanently delete any PDF copies.

Test Examiner Checklist

✓	Test Examiner Activities	Target Completion Date
<input type="checkbox"/>	Read and sign the <i>CAASPP Test Security Affidavit</i> ; return to the CAASPP test site coordinator.	As soon as possible
<input type="checkbox"/>	Learn about the CAAs: <ul style="list-style-type: none"> • View the test administration tutorial and present the resulting completion certificate to your CAASPP test site coordinator or LEA CAASPP coordinator and/or attend a locally provided training. • Review this manual. • View the CAA for ELA and mathematics training tests. 	1–2 weeks before testing
<input type="checkbox"/>	Work with your CAASPP test site coordinator or LEA CAASPP coordinator to obtain a username and password for TOMS, which will enable you to review student settings, download the <i>DFA(s)</i> , and access the Test Administrator Interface.	1–2 weeks before testing
<input type="checkbox"/>	Become familiar with the CAA testing systems and tools: <ul style="list-style-type: none"> • TOMS (reviewing/assigning student test settings and downloading the <i>CAA DFAs</i>) • CAASPP secure browser (the training tests should be used for this purpose) • Test Administrator Interface (to administer test sessions) • Any non-embedded supports a student may require 	1–2 weeks before testing
<input type="checkbox"/>	Obtain the appropriate grade-level secure <i>DFAs</i> from your CAASPP test site coordinator, or download them directly from TOMS, based on the version assigned to your school. (Version assignments can be found on the CAASPP CAA Web page.)	3–5 days before testing
<input type="checkbox"/>	Confirm the students you will test are correctly registered in TOMS and have been correctly assigned any appropriate designated supports and/or accommodations.	1–5 days before testing
<input type="checkbox"/>	Ensure devices are turned on, the testing system is working, and that you have the appropriate grade- and version-specific <i>DFA</i> .	Day of testing (before sitting student for testing)
<input type="checkbox"/>	Start a test session in the Test Administrator Interface, log on the student using the CAASPP secure browser on the testing device, and complete the SSC for the student.	Day of testing, before sitting student for testing
<input type="checkbox"/>	Begin the one-on-one test administration with a student by starting with the ELA or mathematics test and conducting the SRC, if appropriate. Proceed with testing accordingly, guided by the grade- and version- specific <i>DFA</i> .	Day of testing, with student present.
<input type="checkbox"/>	If you used a printed copy of the <i>DFA</i> , return it to your CAASPP test site coordinator for destruction. If you used the electronic version, work with your CAASPP test site coordinator to use appropriate "shred" software to permanently delete the PDF file.	After testing

Additional Resources

Please note that the following manuals can be found on the CAASPP Instructions and Manuals Web page at <http://caaspp.org/administration/instructions/>:

- *TOMS Online Student Test Settings User Guide*—for information about assigning accessibility tools and supports

4 Accessibility Resources

Overview

Universal tools, designated supports, and accommodations are access features or supports of the assessment that are either provided as digitally-delivered components of the CAASPP secure browser (embedded supports) or separate from it (non-embedded supports). The accessibility supports allow students to participate in an assessment that can generate results that are a fair and accurate estimate of each student's achievement. The CAAs make many of the same universal tools, designated supports, and accommodations (UDAs) available as for other CAASPP assessments as follows:

- **Universal tools** are available to all students by default, although they can be disabled if they are distracting for a student.
- **Designated supports** can be provided at the discretion of a teacher familiar with the student's needs.
- **Accommodations** must be specified in a student's IEP.

The UDAs each fall into one of two categories: embedded and non-embedded. Embedded UDAs are provided through the student testing interface (through the CAASPP secure browser) and must be turned on or off by a LEA CAASPP coordinator, CAASPP test site coordinator, or test examiner.



Note: Designated supports and accommodations can only be turned on and off with CAASPP test site coordinator- or LEA CAASPP coordinator-level access to TOMS.

Refer to the following manuals that are linked on the CAASPP Instructions and Manuals Web page at <http://caaspp.org/administration/instructions/> for descriptions of each UDA and its appropriate use:

- *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines*
- *Smarter Balanced Usability, Accessibility, and Accommodations Implementation Guide*
- *TOMS Online Student Test Settings User Guide*—instructions on how student test settings are assigned

4.1 Considerations for the CAAs

While most of the UDAs presented for the online Smarter Balanced assessments are accessible in the same way for the CAAs, there are a few resources that are not applicable because the CAAs are designed to be given one-on-one in the language of instruction, using the student's identified instructional supports.

[Table 2](#) and [Table 3](#) list all of the embedded and non-embedded designated supports and accommodations that are available for the online CAASPP assessments.

To read detailed descriptions of each accessibility resource and its use, refer to the [Smarter Balanced Usability, Accessibility, and Accommodations Guidelines](#).

Table 2. Embedded Designated Supports and Accommodations

Embedded	
Designated Supports	Accommodation
Color Contrast	Streamlined Interface
Masking	
Print Size	
Permissive Mode	
Turn off any universal tools*	

*Must be activated in the test delivery system; cannot be activated in TOMS.

Table 3. Non-embedded Designated Supports and Accommodations

Non-embedded	
Designated Support	Accommodation
Color Contrast	Abacus
Color Overlay	Alternate Response Options
Magnification	Multiplication Table
Noise Buffers	Print on Demand**
Read Aloud	Read Aloud Passages
Scribe	Scribe
Separate Setting	Unlisted Resources
	Instructional Supports (CAA only)

**Print on demand cannot be activated in TOMS. If the student(s) need print on demand for items and/or items and stimuli, contact the CalTAC.

[Table 4](#) explains considerations for the use of text-to-speech, braille, and American Sign Language for students taking the CAAs.

Table 4. Accessibility Resource Considerations for CAAs

Accessibility Resource	Note
Text-to-speech	Not available as an embedded support but may be provided as a non-embedded support (read aloud) and/or through an assistive device.
Braille	Braille text is available from CalTAC for select ELA items in grades three and four where decoding is part of the construct for students that read braille as part of their instruction.
American Sign Language	Not available as an embedded support; however, any type of sign language is permissible as a non-embedded support according to how the student receives instruction.

Use of Calculators

Non-embedded calculators are allowed on all mathematics tests except for specific items on the mathematics test in grade three. The items in the grade three test, for which calculators are not allowed, are indicated explicitly in the *DFAs*.

There are no embedded calculators available for the CAAs.

4.2 Unlisted Resources

An unlisted resource (previously called *individualized aids*) is an instructional support that a student regularly uses in daily instruction and/or assessment that has not been previously identified as a universal tool, designated support or accommodation.

Because an unlisted resource has not been previously identified as a universal tool, designated support or accommodation, it may or may not change the construct of the assessment.

(*California Code of Regulations, Title 5, Division 1, Chapter 2, Subchapter 3.75, Article 2, Section 850 [ak]*). When an unlisted resource has been determined to change the construct, its use will invalidate the results for the purpose of accountability. A student score will be provided with a statement that the test was administered under conditions that resulted in a score that may not be an accurate representation of the student's achievement.

Unlisted resources, previously called *individualized aids*, must be requested in the TOMS.

For instructions on how to request unlisted resources, refer to the *TOMS Online Student Test Settings User Guide* available on the **CAASPP Instructions and Manuals Web page at <http://www.caaspp.org/rsc/pdfs/CAASPP.student-test-settings.2016.pdf>.**

5 Preparing for the CAA Test Administration

Prior to test examiners administering the test, there are a number of steps that LEAs must take to prepare for a successful CAA test administration. This section provides an overview of the various tasks and actions LEAs should complete to prepare for administering the CAAs.

5.1 Using the CAA Training Test

For practice and training purposes, test examiners have access to two online training tests, one in ELA and one in mathematics. Each test has eight to nine items each. The training tests are not grade-specific and not meant to be used to measure content knowledge.

Used in conjunction with the *CAA Training Test DFA*, 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 in order 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. The experience from the training tests will inform test examiners when they complete the Survey of Student Characteristics (SSC) (see [Section 6.2](#) for more information about the SSC). In the SSC, the test examiner will indicate whether he/she will be entering responses in the test on behalf of the student. **If the test examiner has marked this indication, he/she must enter the responses for the student on all of the test questions, disregarding the DFA script that prompts students to mark a choice.**

Training tests, which will be available starting in February 2016, can be accessed either through the secure browser or through a standard internet browser.

Figure 2. Accessing the CAA Training Tests



Home > Online Practice and Training Tests

Online Practice and Training Tests

To access the online Practice and Training Tests, please select a button below.



Test Administrator and Test Examiner Practice and Training Site

If you are a test administrator or test examiner, select this button to access the online Practice and Training Site for test administrators and test examiners.



Test Administrator and Test Examiner Resources for Practice and Training Tests

If you are a test administrator or test examiner, select this button to access resources for the online Practice and Training Tests.



Student Interface Practice and Training Tests

If you are a student, select this button to access the Practice and Training Tests for the online tests.

5.2 Student CAA Registration in TOMS

The TOMS is a secure site that permits authorized users from LEAs to perform a number of tasks for the CAASPP System. Student demographic data from CALPADS are uploaded into TOMS on a nightly basis. The CAAs can only be administered to students with IEPs that are recorded in CALPADS (as indicated by the Individuals with Disabilities Education Act [IDEA] indicator being set to “Yes” and having a valid primary disability code).

All students are automatically assigned to take Smarter Balanced summative assessments by default; therefore, eligibility for the CAAs must be determined by the LEA. The LEA must indicate all of the students that need to take the CAAs in TOMS. The TOMS only can accept registration for the CAAs for students with IEP information in CALPADS.

The LEA CAASPP coordinators and/or CAASPP test site coordinators must use TOMS to ensure all appropriate students are registered for the CAAs. To register a student for the CAAs in TOMS, the student record in CALPADS **must** have the Individuals with Disabilities Education Act (IDEA) indicator marked as “YES” as well as a primary disability code. If the IDEA indicator in CALPADS is marked “NO,” the student will have access only to the Smarter Balanced tests and will not have access to the CAAs.

If a student is registered for the CAAs and CAPA in TOMS, but his or her IDEA indicator changes in CALPADS, the student’s test registration in TOMS will be removed and a LEA CAASPP coordinator or CAASPP test site coordinator will have to reset the registration in TOMS.

The CAA registration can be configured on a student-by-student basis within the TOMS user interface or for multiple students through a .csv file upload process.

Figure 3. Registering Students for the CAAs in TOMS

The screenshot shows the TOMS registration interface. At the top, there are five tabs: Demographics, Test Mode, Test Settings, UL Resources, and Score Status. The 'Test Mode' tab is selected. Below the tabs, the 'Assigned Admin' field is set to 'Admin01'. The 'Smarter Balanced grades 3–8, 11' section has 'ELA:' and 'MATH:' labels. The 'CAA grades 3–8, 11' section has radio buttons for 'No' and 'Yes', with 'Yes' selected. The 'STS (RLA) grades 2–11' section has radio buttons for 'No' and 'Yes', with 'No' selected. The 'Special Test Form' section has a dropdown menu for 'Special Form' with 'None' selected. An 'UPDATE' button is located at the bottom right of the form.

For instructions on how to register students for the CAA, refer to the *TOMS Student Test Registration User Guide* available on the **CAASPP Instructions and Manuals Web page at <http://www.caaspp.org/rsc/pdfs/CAASPP.test-registration.2016.pdf>.**

5.3 Assigning Accessibility Resources in TOMS

Embedded accessibility resources for the CAAs are delivered to students automatically, based on their profile configured in TOMS. Configuring online student test settings in TOMS ensures that students receive the assigned embedded accessibility resources for the online assessments. Non-embedded resources must also be recorded in TOMS and provided to the student locally.

There are two methods LEA CAASPP coordinators and CAASPP test site coordinators can use to set embedded and non-embedded designated supports and accommodations for students in TOMS:

1. Spreadsheet upload: When multiple students in the LEA or at the test site are having test settings assigned
2. One by one: When a few students in the LEA or at the test site are having test settings assigned

The only way LEA CAASPP coordinators and CAASPP test site coordinators can request approval for unlisted resources is by filling out the Web form in the forthcoming [**Unlisted Resources**] tab section in TOMS.



Note: Test examiners may also assign designated supports and accommodations to students; however, LEA CAASPP coordinators must temporarily provide test examiners with CAASPP test site coordinator-level access within TOMS.

For instructions on how to assign accessibility supports for students, refer to the *TOMS Online Student Test Settings User Guide* available on the **CAASPP Instructions and Manuals Web page at <http://www.caaspp.org/rsc/pdfs/CAASPP.student-test-settings.2016.pdf>.**

5.4 Technology Requirements

All online CAASPP assessments, including the CAAs, have the same technological requirements. Prior to assessment administration, LEA CAASPP coordinators, CAASPP test site coordinators, technology coordinators, and test examiners should review the technology infrastructure at their schools to ensure it meets the minimum requirements for administering the CAAs.

Technical Specifications Manual for Online Testing

The *Technical Specifications Manual for Online Testing*, located at <http://www.caaspp.org/rsc/pdfs/CAASPP.tech-specs-manual.2016.pdf>, provides technology coordinators with the technical specifications for online testing. This includes information about Internet and network requirements, hardware and software requirements, and secure browser installation. Information about supported operating systems for student testing, supported Web browsers, and supported peripheral equipment for testing are included in the *CAASPP System*

Requirements Manual at <http://www.caaspp.org/rsc/pdfs/CAASPP.system-requirements.2016.pdf>.

Bandwidth Checker

The bandwidth checker, linked on the CAASPP portal at <http://www.caaspp.org/> and available directly at http://cadiagnostic.airast.org/pages/default.aspx?c=California_PT&url=https://capt.tds.airast.org/student, can help technology coordinators 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.

Test Operations Management System

Username and passwords are generated in TOMS by LEA CAASPP coordinators or CAASPP test site coordinators, and test examiners can use this username and password both to log on to TOMS (which is necessary to review and assign student test settings) as well as to log on to the Test Administrator Interface (which is necessary to begin generating a test session ID).



Reminder: Access to each system and its features is dependent on the access provided by your user role. For more information about the different user roles in TOMS, refer to the *TOMS Adding and Managing Users Guide* available on the CAASPP Instructions and Manuals Web page at http://www.caaspp.org/rsc/pdfs/CAASPP.adding_managing_users.2016.pdf.

Secure Browsers

All students must use a CAASPP secure browser to access the CAAs. **All testing devices must have the correct secure browser installed prior to assessment.**

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

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 Web page at <http://ca.browsers.airast.org/>.

For more information about the CAASPP secure browsers, refer to the *Secure Browser Installation Manual* available on the CAASPP Instructions and Manuals Web page at <http://caaspp.org/rsc/pdfs/CAASPP.secure-browser-manual.2015.pdf>.

6 Administering the CAAs

6.1 Using the Directions for Administration

The CAASPP test site coordinators and/or test examiners must look up the version assignment for their school on the CAASPP CAA Web page at <http://caaspp.org/about/caa/> and download the corresponding secure *DFA*(s) for the grade(s) tested from TOMS. These *DFAs* are in PDF format and may be used electronically or printed according to local preference.



Warning: Because these *DFAs* contain live testing material, they must be kept secure at all times and securely destroyed after use.

The *DFAs* prompt test examiners with the exact script and supplemental alternative text they are to read to the student as they facilitate a testing session.

Figure 4. Downloading *DFAs* from TOMS

6.2 Survey of Student Characteristics

The SSC is a **required** questionnaire about the student being tested. The purpose of the SSC is to explore whether the teachers' knowledge of their students can be used to improve and develop the CAAs for future years.

The test examiner must complete the SSC for each student (only once) before engaging the student for testing in either ELA or mathematics. To complete the SSC, the test examiner must select the survey in the Test Administrator Interface and complete it on the student's testing device through the CAASPP secure browser.

In the SSC, the test examiner will indicate whether he/she will be entering responses in the test on behalf of the student. **If the test examiner has marked this indication, he/she must enter the responses for the student on all of the test questions despite the language in the *DFA* script that prompts students to mark a choice.**

The test examiner will not be able to administer either content area test for the CAAs unless the SSC has been completed for the student.

How to Complete the SSC

The following steps are to be used to complete the SSC:

1. On the test examiner's device, open a Web browser and navigate to the CAASPP portal (<http://caaspp.org/>).
2. Select the [**Test Administrator Interface**] button.
3. Enter your TOMS username and password in the *Username* and *Password* fields in the *Sign In Web* form and then select the [**Log In**] button.
4. From the list of tests available, select the appropriate grade-level Survey of Student Characteristics for the student being tested and start a test session.
5. When starting a test session, a test session ID is automatically generated.
6. On the student's testing device, log on the CAASPP secure browser with the student's credentials (SSID, test session ID, and student's first name as it is spelled in CALPADS).
7. When logging onto the secure browser on the student's device, select the Survey of Student Characteristics.
8. Complete the questions and submit the SSC.

6.3 Student Response Check

The purpose of the Student Response Check (SRC) is for the test examiner to check if the student has a consistent and observable way of indicating responses to test items. Student response modes may include using a mouse or keyboard, verbalizations, pointing/gesturing, and/or eye gaze using an assistive communication device. Students do not need to indicate their answers using the same response mode for every item.



Note: Hand-over-hand or other physical prompting by the test examiner is not permitted.

The SRC should be conducted in cases where test examiners are not certain that the student's response to a test item is observable. The SRC is not required if the test examiner is certain that the student has an established and clear method of communication and can clearly indicate answers to the test questions.

After launching either the ELA or mathematics test, the SRC is identified by the student's response to the first live test question. In some cases, test examiners may also have to administer the next three test questions to complete the SRC. Test examiners are guided through the SRC process by the *DFA* with a specific script and guidelines. For students that do not orient to the test or provide an observable, consistent response to the test question(s), test examiners are directed to end the assessment. The results of the SRC do not have to be recorded.

The SRC is to be administered at the beginning of each content area administered to a student.

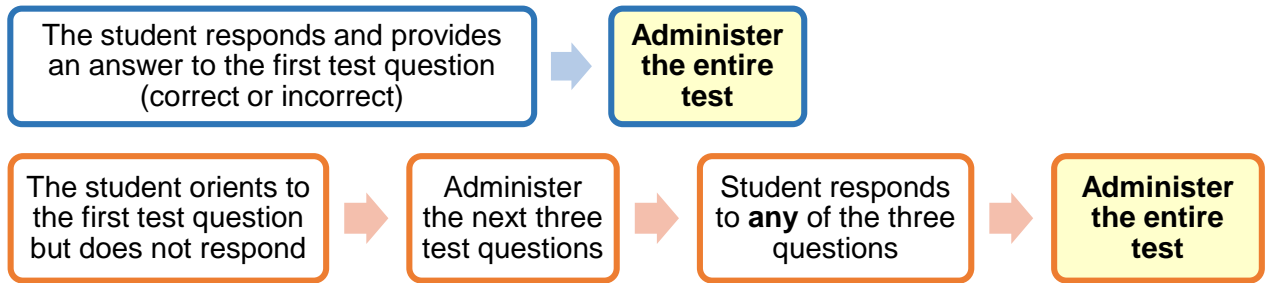
Wait Times

Wait times to provide students with an opportunity to respond to the test questions is expected. Test examiners should use the following guidelines for establishing whether a student responds or orients to the task:

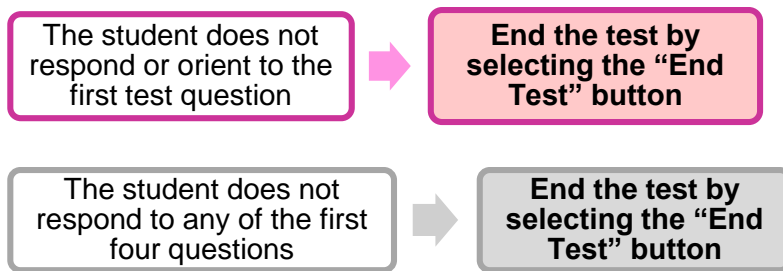
- Allow at least five seconds if a verbal response is expected.
- Allow at least seven seconds if a physical or motor response is expected.

The five- and seven-second wait times are approximate. Test examiners familiar with their students will know the most appropriate wait times for a response.

When to Administer the Entire Test

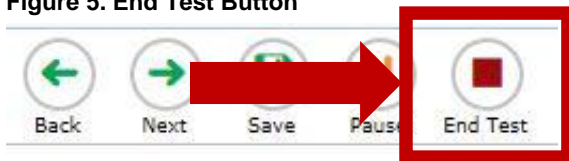


When to End the Test



Ending Tests

Figure 5. End Test Button



The **[End Test]** button will completely submit the test for scoring and reporting. Test examiners should not select this button unless the results of the SRC indicate that a test should be closed.



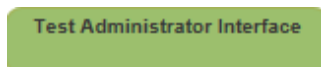
Note: For the SRC, it is not important whether the student gets any of the “answers” right but rather that the student shows that he or she is oriented to the item presented.

6.4 Starting a Test Session

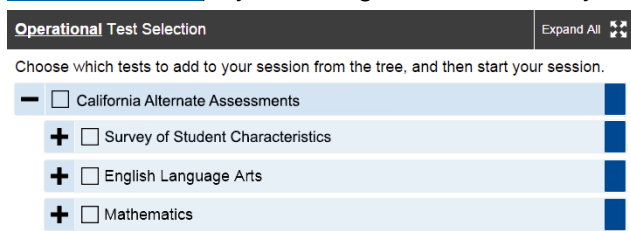
The online CAAs use the same secure browsers and online systems as the Smarter Balanced assessments.

How to Begin a Test Session

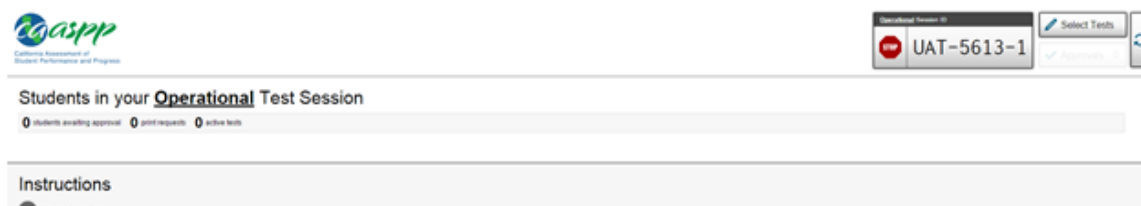
1. On the test examiner’s device, open a Web browser and navigate to the CAASPP portal (<http://caaspp.org/>).
 - Make sure the appropriate grade- and version-specific *DFA* has been downloaded to the test examiner’s device, **or** a hard copy is at hand.
2. Select the **[Test Administrator Interface]** button.



3. Enter your username and password in the *Username* and *Password* fields in the *Sign In* Web form and then select the **[Log In]** button.
 - The username and password are case sensitive.
 - If you have forgotten your password, refer to the *TOMS Passwords, Access, and Logon User Guide*, linked on the CAASPP TA Resources Web page at <http://caaspp.org/ta-resources/>, for instructions on resetting it.
4. Expand the CAA test selection tree by selecting the **[+]** icon next to the *California Alternate Assessments* category. Select the CAAs you wish to administer, including the grade-level Survey of Student Characteristics (see [Section 6.3 Survey of Student Characteristics](#)) by checking the box next to your selection, and start a test session.



5. Upon starting a test session, a test session ID will be automatically generated.



6. On the student's testing device, open the secure browser and log on the student with his or her student credentials.
 - You will need the student's first name (as it appears in CALPADS), SSID, and test session ID (generated from the Test Administrator Interface) to log on.

7. On the student's testing device, select the test to administer.

8. Upon selecting a test, a *Waiting for TA approval* window will appear on the student interface. At this point, go back to the Test Administrator Interface on the test examiner's

- device.
9. Select the [**Approvals**] button on the Test Administrator Interface.
 10. Upon selecting the [**Approvals (#)**] button, the *Approvals and Student Test Settings* screen will appear on the Test Administrator Interface.
 11. Verify that the appropriate test has been selected and review the students' test settings by selecting [**See Details**] button next to the student.
 12. Select [**Set & Approve**] to establish the existing settings and approve the student for testing.
 13. Go back to the student testing device and begin testing.

For general CAASPP System instructions such as beginning a test session using the TA Interface and secure browser, refer to the *Online Test Administration Manual* at http://caaspp.org/rsc/pdfs/CAASPP.online_tam.2015.pdf.

6.5 Inputting Student Responses into the System

A student may enter his or her responses into the testing device using a mouse, keyboard, or other assistive technology. The student also may circle or mark his or her answers on a paper copy of the test for transcription by the test examiner later if this accommodation is called for in the student's IEP.

If the student cannot respond directly, the test examiner may input responses that the student indicates by verbalizing, gesturing or pointing, using assistive technology (other than that used to enter responses directly), or using an eye gaze chart. In the Survey of Student Characteristics (See [Section 6.2](#)), the test examiner will indicate whether he/she will be entering responses in the test on behalf of the student. **If the test examiner has marked this indication, he/she must enter the responses for the student on all of the test questions, disregarding language in the *DFA* script that prompts students to mark a choice.**



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 please take care that you or your student are 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 your student is doing the dragging and dropping, please help your student ensure objects are dropped fully within the intended area.

6.6 Pause Rules

The pause rules that follow apply regardless of whether the student or the test examiner 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 may be paused and resumed as many times as necessary to elicit the student's best testing performance. The student also may choose to pause and resume over the course of a day, week, or throughout the testing window as follows:

- When a test is paused, the student must log back on to resume testing. Upon resumption, the student is automatically directed to the first page that has an unanswered item.

- In the event of a technical issue (e.g., power outage or network failure), students' tests are paused and the students are logged off.

6.7 Test Timeout (Due to Inactivity)

As a security measure, students/test examiners are automatically logged off after 30 minutes of test inactivity. This timeout also results in the test being paused automatically.

Activity is defined as selecting an answer or navigation option in the test (e.g., selecting [**Next**] or [**Back**] or using the *Questions* drop-down list to navigate to another item). Selecting an empty space on the screen is not considered activity.

Before the secure browser logs the student off of the test, a warning message will be displayed on the screen. If [**OK**] is not selected within 30 seconds after this message appears, he or she will be logged off.

6.8 Using Print-on-demand Materials

For those students whose IEP or Section 504 plan expresses a need for a paper copy of **stimuli (passages) and/or items**, permission for the students to receive this accommodation—called “print on demand”—must first be set in TOMS by the LEA CAASPP coordinator at least one to two weeks prior to testing.

Printing **individual test items** for students with this accommodation requires that the LEA CAASPP coordinator make a request to CalTAC to have the accommodation set for each student. All requests must be approved by CalTAC, and a CalTAC representative also contacts the CDE for approval.

Print requests must be approved and processed by the test examiner during test administration. The decision to allow students to use the print-on-demand accommodation must be made on an individual student basis. 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, the test examiner may print as needed during testing.

Guidelines

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

1. Before printing a test item/stimulus, the test examiner must ensure that the printer is on and is monitored by staff.
2. Immediately after printing a print-on-demand request, the file should be securely deleted from the computer to which it was downloaded in such a way that the file does not remain in a temporary storage file where it can be undeleted. See the *Test Security* section for additional instructions.
3. The test examiner must collect the previously printed stimuli and/or items from the student after he or she has requested the next item to be printed. Printed stimuli/items must be securely stored and then securely destroyed after the test session.
4. Before the test examiner approves the student's request to print a test item/stimulus, the test examiner must ensure that the printer is on and is monitored by staff. This request needs to be made for each individual item/stimulus.

7 Test Security

The CAAs are secure. All test examiners are required to read and sign the *CAASPP Test Security Affidavit* prior to testing, which is then kept on file with the CAASPP test site coordinator. The CAASPP test site coordinator should be contacted if test examiners have not received the *CAASPP Test Security Affidavit*.

General Security Procedures for Administration Directions

The *DFAs* are secure documents. If a printed version is used, it must be returned to the CAASPP test site coordinator for secure destruction. If an electronic version is used, work with the CAASPP test site coordinator to make sure it has been securely deleted from the computer from which you ran the Test Administrator Interface application. The CAASPP test site coordinator must ensure that all testing material is securely destroyed.

General Security Procedures for Print-on-Demand

Immediately after printing a print-on-demand request, the file produced by the process should be securely deleted from the test examiner's computer. It 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. Test examiners and CAASPP test site coordinators should use the school's or LEA's preferred method to 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**—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.

7.1 Test Security Incidents

The CAA test security incidents are actions prohibited because they compromise the secure administration of the assessments. Whether intentional or unintentional, failure by staff to comply with security rules constitutes a test security incident. There are three types of test security incidents that must be reported in the *Secure Testing Appeals Information Reporting System* (STAIRS): improprieties, irregularities, and breaches.

Security and Test Administration Incident Reporting System (STAIRS)

The LEA CAASPP coordinators and CAASPP test site coordinators must ensure that all test security incidents are documented in *STAIRS*, which is available in TOMS. Information about *STAIRS* is available on the *STAIRS* Web page at <http://www.caaspp.org/stairs/>.

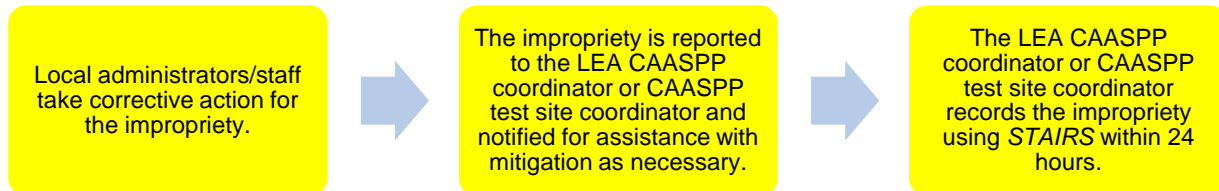
An e-mail containing a case number and next steps will be sent to the CAASPP test site coordinator and/or the LEA CAASPP coordinator who submitted the form. In some cases, the CAASPP test site coordinator and/or LEA CAASPP coordinator will be instructed to file a specific appeal in TOMS (See [Section 7.2 Appeals](#)). In other cases, the CDE may review the form to determine whether the testing issue requires additional action by the LEA. **An appeal cannot be filed in TOMS without first reporting the incident in STAIRS.**

Ensure that communications generated by the e-mail address STAIRS@cde.ca.gov are not automatically sent to a junk mail or spam folder.

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, test security, or test validity (Example: Interruptions caused by others during a testing session). Steps for handling improprieties are outlined in Figure 6.

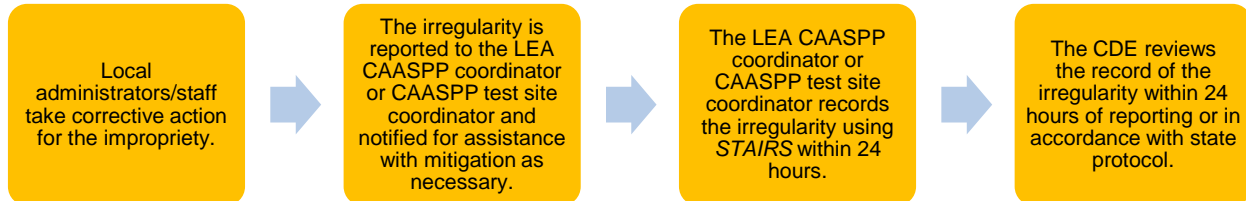
Figure 6. Handling Improprieties



Irregularity

An irregularity is an unusual circumstance that impacts the student who is testing and may potentially affect student performance on the test, test security, or test validity. These circumstances can be contained at the local level (Example: The scribe or interpreter changing the student’s responses). Steps for handling irregularities are outlined in Figure 7.

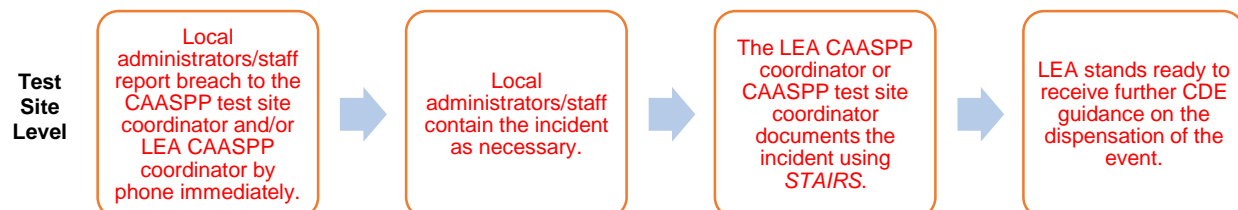
Figure 7. Handling Irregularities

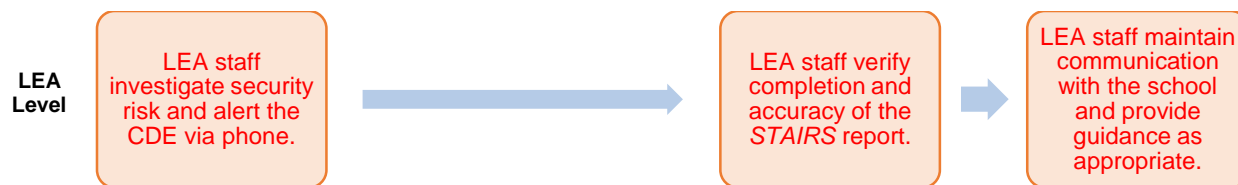


Breach

A breach is a test administration event that poses a threat to the validity of the test. Breaches require immediate attention and escalation to the CDE. Examples may include such situations as exposure of secure materials or a repeatable security/system risk. These circumstances have external implications (Example: Test examiners modifying student answers, or test items shared in social media). Steps for handling breaches are outlined in Figure 8.

Figure 8. Handling Breaches





The Security and Test Administration Incident Reporting System is accessible through <http://caaspp.org>.

7.2 Appeals

Upon reporting test security incidents in *STAIRS*, an e-mail containing a case number and instructions for next steps is to be sent to the CAASPP test site coordinator and/or the LEA CAASPP coordinator who submitted the form. In some cases, the CAASPP test site coordinator and/or LEA CAASPP coordinator are instructed to file a specific appeal in TOMS that results in resetting, re-opening, invalidating, or restoring an individual student’s assessment(s). Note that an appeal cannot be filed in TOMS without first documenting an incident in *STAIRS*.

Filing Appeals

LEA CAASPP coordinators or CAASPP test site coordinators should take the following steps to file an appeal. **(Note that an appeal must be filed before the end of the selected testing window):**

1. Document test security incident using *STAIRS*, which is available at <http://www.caaspp.org>. You will be prompted for information.
2. Read the e-mail you receive as a result of the submittal. If you are instructed to file an appeal in TOMS, you will receive a case number and an appeal type.
3. To file the appeal itself, access TOMS by visiting <http://www.caaspp.org/> and selecting the **[Test Operations Management System (TOMS)]** button.
4. Follow the instructions in the *Appeals User Guide*, located at <http://www.caaspp.org/rsc/pdfs/CAASPP.appeals-guide.2016.pdf>. You must enter the case number in the e-mail when you request an appeal in TOMS.

Types of Appeals

A description of the types of appeals and conditions for their use is described in Table 5.

Table 5. Description of Appeals

Type of Appeal	Description	Conditions for Use
RESET	Resetting a student’s test removes that test from the system and enables the student to start a new test from the beginning.	The CDE may reset a test if a student’s test settings need to be changed because they were incorrectly set.

Type of Appeal	Description	Conditions for Use
INVALIDATION	Invalidated tests will be scored and scores will be provided on the Student Score Report (with a note that an irregularity occurred). The student(s) will be counted as participating in the calculation of the school's participation rate for federal accountability purposes. The score will be counted as "not proficient" in the 2016 Adequate Yearly Progress determination.	The CDE may invalidate a test if: <ol style="list-style-type: none"> 1. There is a test security breach. 2. The test is administered in a manner inconsistent with the <i>CAA Test Administration Manual</i>, for example, if the test examiner administers a test to more than one student at a time. <p><i>Note: After reviewing the circumstances of an incident, the CDE may elect only to document the above conditions as testing irregularities, rather than to invalidate the test.</i></p>
REOPEN	Reopening a test allows a student to access a test that has already been submitted or has expired. If an expired test is reopened, the test will resume at the last unanswered item on the assessment. If a submitted test is reopened, the test will reopen at the last page of the test. The student cannot review items, even in the current segment.	The CDE may reopen a test if: <ol style="list-style-type: none"> 1. A student is unable to complete a test due to a technological difficulty that results in the expiration of the test. 2. A student is unable to complete the test before it expires due to an unanticipated excused absence or unanticipated school closure. 3. A test is started unintentionally—for example, the test examiner selects mathematics instead of ELA. 4. A test is unintentionally submitted before the student has completed it.
RESTORE	Restoring a test returns a test from the Reset status to its prior status. This action can only be performed on tests that have been reset.	The CDE may only restore a test if a test was inadvertently or inappropriately reset.

7.3 Retake Opportunity

Students are not permitted to retake the CAAs unless given direct permission by the CDE as part of the appeals process.

8 Appendix A: CAA Item Types

The CAAs feature many new item types, which include innovative and technology-enhanced items. The list below gives details about these new items, describing the type of functionality the student and test examiner will see.

1. **Set Leader**—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.
2. **Multiple Choice**—These items consist of question and list of choices; they may also include a stimulus or subset of a passage as the stimulus.
 - a. **Single Select**—The student must select the one correct choice to receive credit.
 - b. **Multiple Select**—The student must select all correct choices to receive credit.
3. **Inline Choice List**—These items consist of questions with a drop-down list of choices to fill in the blank.
 - a. **Single Select**—The student must fill a single blank from a drop-down list for credit.
 - b. **Multiple Select**—The student must fill multiple blanks from a drop-down list for credit.
4. **Numeric**—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.
5. **Grid**—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.
 - a. **Single Select**—The student marks a single cell in a table for credit.
 - b. **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.
6. **Zones**—These items have answer choices that are pre-defined “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.
 - a. **Single Select**—The student selects one zone for credit.
 - b. **Multiple Select**—The student selects two or more zones for credit.
7. **Graph**—These items allow student to plot points, lines, and/or multi-segment lines 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.
8. **Match (drag-and-drop)**—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.
 - a. **Single Select**—The student drags and drops a single choice into the appropriate location.
 - b. **Multiple Select**—The student drags and drops two or more choices into the appropriate locations.

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 please take care that you or your student are 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 your student is doing the dragging and dropping, please help your student ensure objects are dropped fully within the intended area.

9. **Student-generated Writing Items with Test Examiner Rating (ELA only)**—These items require a student to respond to a stimulus by providing a short written response. The test examiner rates the response by assigning a weighted score, using the rubric provided in the *DFA*.
10. **Try 2 item**—These items contain a direct question and typically have three options with one correct answer. A student makes a selection, and, if their answer is incorrect, one option is removed leaving two remaining options from which to choose.

9 Appendix B: Matrix Comparing CAPA to CAA

Aspect	CAA	CAPA
Training		
Training methodology for test examiners	Training is provided via a test administration tutorial and is required in order to administer the CAA.	Train-the-trainer model: Training was provided by CAASPP test site coordinators who were trained by LEA CAASPP Coordinators.
Administration		
Testing mode	Online only (a print-on-demand accommodation is available through the online system for stimuli and/or test items by request)	Paper only
Testing format	Test is administered one-on-one.	Test was administered one-on-one.
Levels	Grade level only	Levels and grades
Physical prompting of students	No physical prompting of any kind is permitted.	Hand-over-hand prompting was permitted.
Entering responses	The student may enter his or her responses using a mouse or keyboard or the test examiner enters responses into the student testing interface reflecting the student's indicated response. If the test examiner indicates in the Survey of Student Characteristics that he or she will be entering responses for the student, the test examiner must enter the responses for the student on all of the test questions.	Test examiner filled in the answer document.
Scoring	Test examiner provides scores for writing items as directed in the <i>DFA</i> . Scoring of other items is done by the online system.	Test examiner provided scores.
Second Rating for Test Examiner-scored items.	There is no second rater.	A second rater scored 10% of exams.
Tools		
Physical stimuli, manipulatives	None	Test used physical stimuli and manipulatives.
Accommodations		
Availability	Similar universal tools, designated supports, and accommodations to other CAASPP assessments.	None; the CAPA was administered and adapted based on student need.