CALIFORNIA
Assessment of Student Performance and Progress

CAASPP Interim Assessment User Guide

Smarter Balanced Interim Assessments
for English Language Arts/Literacy and Mathematics

Table of Contents

Table of Acronyms and Initialisms in the *CAASPP Interim Assessment User Guide*

Term	Meaning
ALD	achievement level descriptor
ART	Administration and Registration Tool
ASL	American Sign Language
CAASPP	California Assessment of Student Performance and Progress
CALPADS	California Longitudinal Pupil Achievement Data System
CalTAC	California Technical Assistance Center
CCSS	Common Core State Standards
CDE	California Department of Education
CSV	comma separated value
ELA	English language arts/literacy
ETS	Educational Testing Service
IA Reporting System	Interim Assessment Reporting System
IABs	interim assessment blocks
IAHSS	Interim Assessment Hand Scoring System
ICAs	interim comprehensive assessments
LEA	local educational agency
ORS	Online Reporting System
PII	personally identifiable information
PT	performance task
SAREXTRACTS	Student Assessment Results (SAR) Extracts
SEM	standard error of measurement
SSID	Statewide Student Identifier
TOMS	Test Operations Management System
TTS	text-to-speech
XML	Extensible Markup Language

List of Tables

Table of Figures

Part I
Introduction

Introduction to the User Guide

This manual provides guidance on the overall process of interim assessment administration—from beginning a test session, to hand scoring student responses, to accessing reports. This user guide supports any local educational agency (LEA) personnel who administer the Smarter Balanced Interim Assessments, LEA personnel who use the Interim Assessment Hand Scoring System (IAHSS) to score Smarter Balanced Interim Assessment responses, and staff members who access and use the Interim Assessment (IA) Reporting System.

Organization of the User Guide

The following bulleted list contains brief descriptions of key concepts discussed in each section of this manual. Table 1 includes key symbols and elements used throughout the document.

- Part I: Introduction
  - ✓ New features for 2015–16
  - ✓ Interim assessment types
  - ✓ Additional resources and training
- Part II: Interim Assessment Viewing System
  - ✓ View all interim comprehensive assessments (ICAs)
  - ✓ View all interim assessment blocks (IABs)
- Part III: Interim Assessment Administration
  - ✓ Interim assessment administration and monitoring
  - ✓ Student assessment accessibility supports
  - ✓ Understand the student testing site
- Part IV: Interim Assessment Hand Scoring System (IAHSS)
  - ✓ Overview of the IAHSS
  - ✓ Using the IAHSS to hand score interim assessments
  - ✓ Scoring status types
- Part V: Interim Assessment Reporting System
  - ✓ New features for 2015–16
  - ✓ Navigate to and view IAB and ICA reports by student and grade level
  - ✓ Print reports
  - ✓ Download student results
- Appendixes
  - ✓ Register users to administer interim assessments (TOMS)
  - ✓ Register users to view student reports and downloads (ART)
  - ✓ Definitions of reporting terms

Table 1. Key Symbols and Elements

Element	Description
⚠	**Warning:** This symbol accompanies important information regarding actions that may cause fatal system errors.
⚠	**Alert:** This symbol accompanies important information regarding a task that may cause minor errors.
📄	**Note:** This symbol accompanies additional information that may be of interest.

New for the 2015–16 Administration

For the 2015–16 school year, the following changes have been made to the interim assessment administration:

Test Administrator Interface

- The *Manner of Administration* setting is provided to interim assessment administrators to indicate whether or not an assessment was administered in a standardized manner. This setting is available for use when administering both ICAs and IABs. (Page 30)
- Users will see the test selection screen as soon as they log in to the Test Administrator Interface.
- The test selection box now supports all of the available online assessments, categorized by type, content area, grade, different colors for summative (purple), interim (green), and alternate (blue) assessments, and the ability to quickly select many assessments at once. If practice and training tests are administered using the secure browser and the test administrator interface, they will be shown in orange and yellow, respectively.
- The test selection tree can be expanded or collapsed for easier navigation/selection.
- The [**Start Operational Session**] button appears at the bottom of the test selection box. (Page 23)

Test Delivery System

- Students are eligible to take any grade-level interim assessment.
- Students have three opportunities to take the ICAs, and unlimited opportunities to take the IABs.

Student Testing Interface

- The student interface for testing will now include an audio scrubber that enables a student to drag to the desired position the audio or video for audio- or video-based items.
- Text-to-speech may be modified inside the test instead of strictly before a student starts to test.
- A student who uses the highlighter tool will be able to see the highlights after a test is paused and resumed.

Interim Assessment Reporting System (IA Reporting System)

- Multiple opportunities of an ICA or IAB taken by a student are reported in the IA Reporting System.
- Results from the 2014–15 administration are also viewable in the IA Reporting System.

Resources

- Updated test administrator resources for the interim assessments. (Page 4)

> **Note:** Interim assessment results are available within the IA Reporting System **only** for the LEA and school in which the student completed the test. The IA Reporting System does **not** account for student mobility throughout the year.

Interim Assessment Types and Reports

Interim assessments provide educators with the information necessary to guide instruction that will benefit each student in California. Two types of interim assessments are available through the Smarter Balanced Assessment System: interim comprehensive assessments and interim assessment blocks.

- **Interim Comprehensive Assessments (ICAs)** are built on the same blueprints as the Smarter Balanced Online Summative Assessments. The ICAs include the same item types and formats, including performance tasks, as the summative assessments, and yield results on the same vertical scale.
- **Interim Assessment Blocks (IABs)** focus on smaller sets of targets and therefore provide more detailed information for instructional purposes. The IABs yield overall information for each block.

Interim assessments are aligned with grade-level content in mathematics and English language arts/literacy for grades three through eight and grade eleven. LEAs have the flexibility to administer any interim assessment to any student regardless of grade.

Interim assessment results are available after a minimum of **two business days** after all scoring has been completed (including hand scoring).

- Hand scoring interim assessments is a local responsibility.
- If an interim assessment (ICA or IAB) requires hand scoring, then the hand scoring must be completed before student reports will be generated.

> **Warning:** For ICAs, hand scoring for **both** the performance task and the computer-based test must be completed and submitted in order to produce results in the IA Reporting System.

Additional Resources and Training

All LEA and school staff involved in the administration of the interim assessments may visit the California Assessment of Student Performance and Progress (CAASPP) Portal at http://www.caaspp.org/ for links to all CAASPP manuals and guides—as well as other resources such as the Practice and Training Test Web site, the Test Administrator Interface, secure browsers, Completion Status System User Guide, and the Digital Library. The California Department of Education (CDE) Smarter Balanced Interim Assessments Web page also has many valuable resources.

Training resources include the following:

> **Interim Assessment Viewing System**—This online interface at https://capt.tds.airast.org/student/?a=ResponseEntry allows users with CAASPP login credentials (which are the same as the Test Operations Management System [TOMS] credentials) to view the Smarter Balanced Interim Assessments for professional development and training purposes.

- **Interim Assessment Administration Resources**—The *CAASPP Interim Assessment Administration Resources* Web page at http://www.caaspp.org/ta-resources/interim.html contains many resources to assist test administrators in the administration of the interim assessments, including the following:

‒ *Interim Assessment User Guide*

‒ *Completion Status User Guide*

‒ *SAR extract dictionary*

‒ *Classroom Activity Administration Guidelines*

- **Classroom Activities**—Classroom activities for the ICA performance tasks are located on the lower portion of the *CAASPP Interim Assessment Administration Resources* Web page at http://www.caaspp.org/ta-resources/interim.html.

- **Hand Scoring Training Guides and Exemplars**—These materials consist of rubrics and example responses to assist educators in hand scoring the constructed-response items as well as performance tasks. They can be found on TOMS at https://caaspp.ets.org/ by choosing the [**Help**] icon in the upper right-hand corner. Then choose the [**Interim Assessment Hand Scoring**] tab on the TOMS Help page and scroll to the lower half of the page. These same materials are also available in the IAHSS.

- **ICA Tables of Hand Scoring Items**—This table, found at http://www.cde.ca.gov/ta/tg/ca/icahandscoring.asp, is intended to assist LEAs in planning for the administration and local hand scoring of the ICAs. The table provides key information, including the total number of items appearing on each ICA. The total includes items that are both machine-scored and hand-scored, differentiating between the number of constructed-response and essay items that require local hand scoring.

- **IAB Tables of Hand Scoring Items**—These tables, found at http://www.cde.ca.gov/ta/tg/ca/iabhandscoring.asp are intended to assist LEAs in planning for the administration and local hand scoring of the IABs. Included in each table are the total number of items on each IAB. The total includes items that are both machine-scored and hand-scored, differentiating between the number of constructed-response and essay items that require local hand scoring.

- **Estimated Times for Hand Scoring Items**—This table, found at http://www.cde.ca.gov/ta/tg/ca/iahandscoretimes.asp, is provided by Smarter Balanced and describes a range of estimated times required to complete the hand scoring portion of the interim assessments. Note that hand scoring is a local responsibility and must be complete to generate the scores included in student reports.

- **SAR Extract Dictionary**—A Microsoft® Excel® file that explains the fields and layout of the student assessment results files that are downloadable from the IA Reporting System is linked on the *CAASPP Interim Assessment Administration Resources* Web page at http://www.caaspp.org/ta-resources/interim.html.

- **User Guides for LEA CAASPP Coordinators and CAASPP Test Site Coordinators**—Helpful manuals associated with interim assessment administration are linked on the *Instructions and Manuals* Web page at http://www.caaspp.org/administration/instructions/ and include the following:

‒ *Interim Assessment User Guide*

‒ *Secure Browser Installation Manual*

‒ *Technical Specifications Manual*

‒ *TOMS Adding and Managing Users Guide*

‒ *TOMS Passwords, Access, and Logon Guide*

‒ *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines*

- – *Smarter Balanced Usability, Accessibility, and Accommodations Implementation Guide*
- – *Test Administration Setup Guide*

Figure 1 presents a step-by-step flow diagram of the complete interim assessment process. All users must have current school-year credentials to TOMS with roles that allow administration of an interim assessment. Student test settings and accessibility supports should be set in TOMS prior to administering an interim assessment.
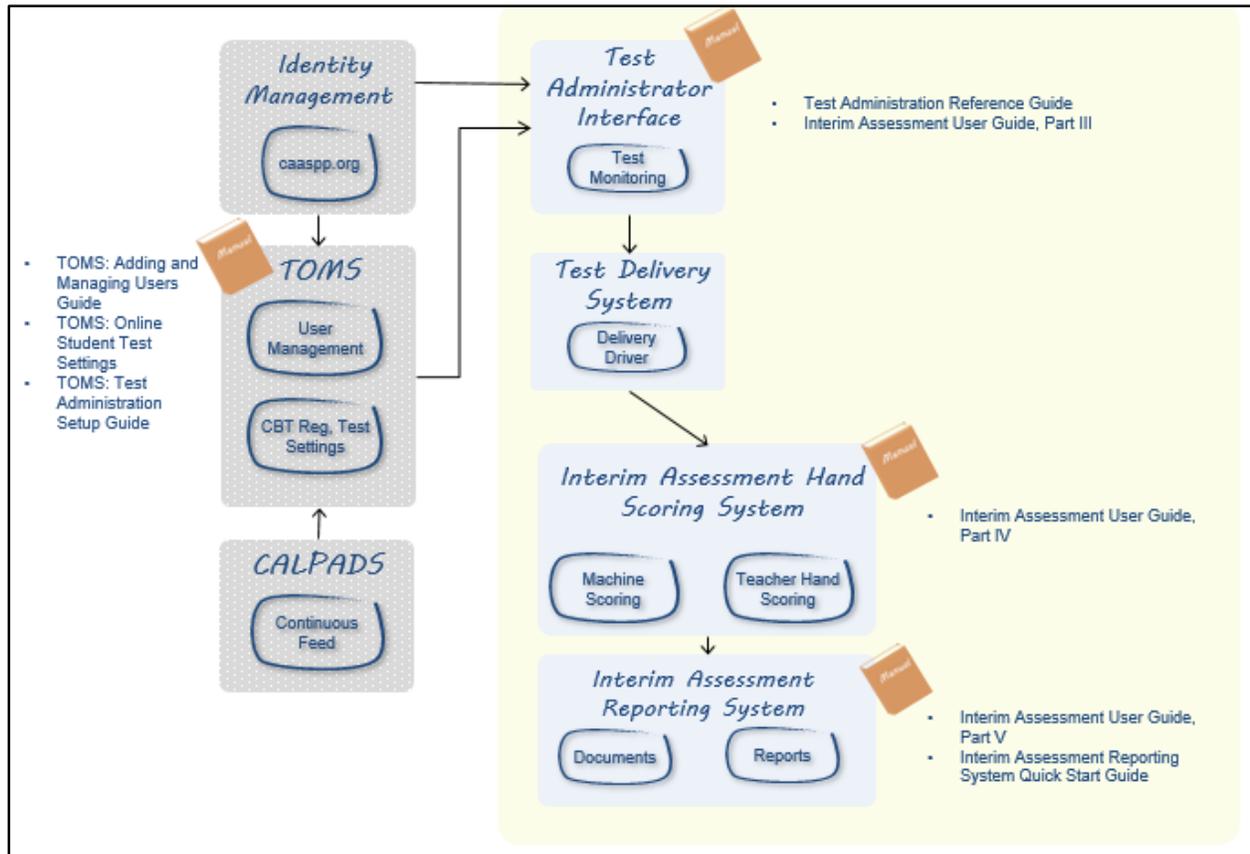
Figure 1. Interim Assessments: Overall Flow Diagram

Technical Requirements

Approved Browsers—Interim Assessment Reporting System

Reports from the Interim Assessment Reporting System (IA Reporting System) are designed to be viewed using standard up-to-date browsers running on most available hardware:

- Chrome™ version 41 or higher (Windows® and Macintosh®)
- Firefox® version 10 or higher (Windows and Mac)
- Internet Explorer® 10 or higher (Windows only)
- Safari® 5.1 or higher (Mac only)

Otherwise, for IA Reporting System users, the technical requirements for viewing reports do not exceed or extend the technology readiness requirements established by Smarter Balanced.

All students taking an interim assessment will need access to a computer that has the Secure Browser version 8.0 installed. These requirements can be found on the CAASPP Portal at http://www.caaspp.org/ after selecting the [**Secure Browsers**] button located under the [**Test Administration**] tab.

The Technical Specifications Manual for Online Testing is available at http://www.caaspp.org/rsc/pdfs/CAASPP.tech-specs-manual.2016.pdf.

The *Secure Browser Installation Manual* is available at http://www.caaspp.org/rsc/pdfs/CAASPP.secure-browser-manual.2016.pdf.

Pop-Up Blockers

Before beginning an interim assessment, pop-ups must be enabled by turning off the browser's pop-up blocker. If not enabled, an error message will appear. What follows are four common ways to turn off a pop-up blocker:

Internet Explorer
1. Access *Internet Options*.
2. Select the [**Privacy**] tab.
3. Uncheck the "Turn on Pop-up Blocker" box.
4. Select [**OK**].

Mozilla Firefox
1. Access *Options*.
2. Select the [**Content**] tab.
3. Uncheck the "Block pop-up windows" box.
4. Close out of *Options*.

Google Chrome
1. Access *Settings*.
2. Scroll to the bottom of the Web page and select the [**Show advanced settings…**] link.
3. In the Privacy section, select the [**Content settings…**] button.
4. Scroll down to the Pop-ups section.

5. Select the *Allow all sites to show pop-ups* radio button.
6. Select [**Done**].
7. Exit the *Settings* Web page.

Safari

1. Access *Preferences*.
2. In the *Preferences* pane select "Security" on the top row.
3. Uncheck the "Block pop-up windows" box.
4. Exit the *Preferences* pane.

Part II
Interim Assessment
Viewing System

Interim Assessment Viewing System

The Interim Assessment Viewing System contains all of the Smarter Balanced Interim Assessments. It is designed to allow teachers to see the interim assessments and understand the types of questions on the IABs and ICAs, and to understand the scope of the content on an IAB. It allows teachers to better gauge when to administer a specific interim assessment. This tool is only available to users who have the current year's TOMS credentials that allow administration of an interim assessment.

The Interim Assessment Viewing System provides read-only access to all interim assessments. To access the system, go to the CAASPP Portal (http://www.caaspp.org/). Select the [**Smarter Balanced Interim Assessments**] button (Figure 2).

Figure 2. CAASPP Portal

From the Interim Assessment Administration Resources page select the [**Interim Assessment Viewing System**] button (Figure 3).
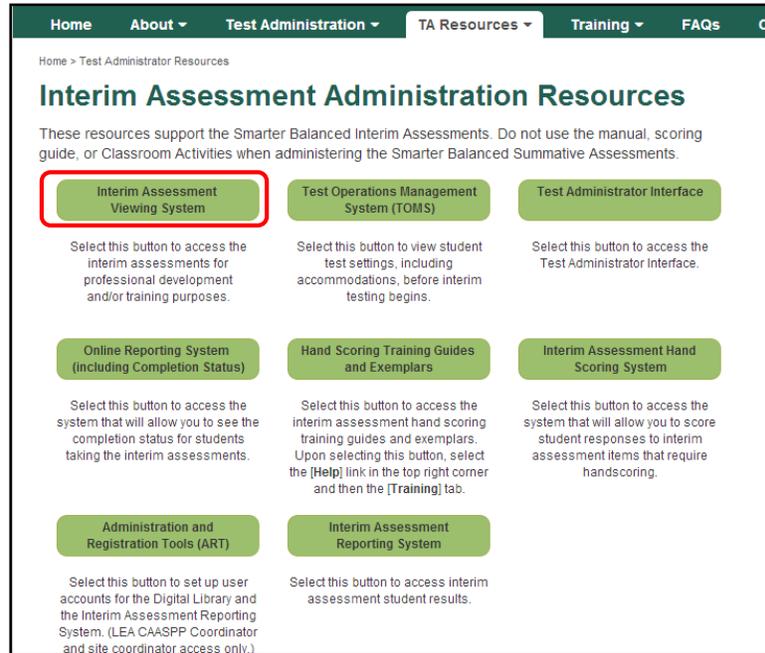
Figure 3. [Interim Assessment Viewing System] Button

You will then be prompted to log in using your TOMS credentials. Once logged in to the Viewing System, select a grade level from the drop-down menu, and then select the [**Next**] button on the *Choose a Test Grade* screen (Figure 4).

Figure 4. *Choose a Test Grade* Screen

You will then see a page that lists all the available tests for the grade level you selected. Select the test of interest (Figure 5). Then follow the prompts until the first test item appears.

Figure 5. *Available Tests* **Screen**

After selecting the test of interest, the *Choose a Test Form* screen will appear. From the *Test Forms* drop-down list, select the test form. Currently there is only one form per interim assessment. Then select [**Next**] (Figure 6).

Figure 6. *Choose a Test Form* **Screen**

The *Sound Check* page allows you to verify the functionality of any audio features that the test may include. Unmute the speakers on your device, if necessary. Select the [**Speaker**] icon ((◀))) (Figure 7).
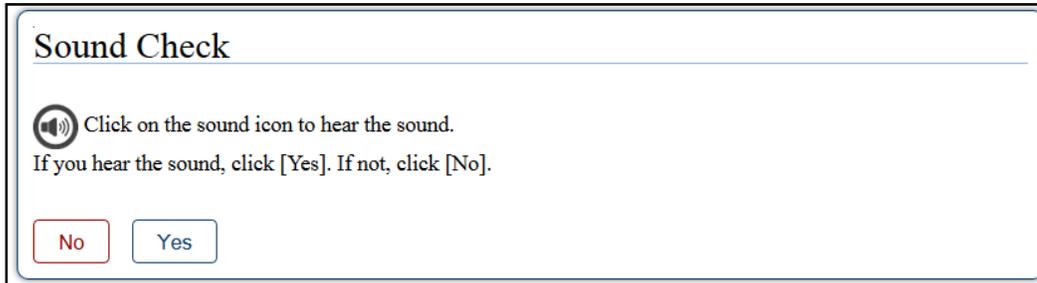
Figure 7. *Sound Check* **Screen**

As the Interim Assessment Viewing System is for educator use and not intended to mimic a test session, select [**Yes**] to move to the first page of the test. It is not necessary for audio to be present for educators to view the test. Now the test items are available for viewing.

The Interim Assessment Viewing System is available to all educators with roles that allow access to interim assessments. The viewing system is a tool that allows read-only access to the interim assessments where educators can see the exact same items that students will be presented with in a given interim assessment.

This tool can be used for professional development and training purposes. It is intended to allow educators to understand the types of questions on the IABs and ICAs. In addition, the viewing system may help inform decisions about the selection and assignment of accessibility supports for students.

Part III
Interim Assessment Administration

Administer Interim Assessments

This section contains information on how to:

- select, administer, and monitor interim assessments
- verify students' accessibility support settings and approve students for testing
- understand the student testing interface

Figure 8 shows the systems used for administering, scoring, and viewing the results of an interim assessment, as well as which login credentials to use, and at which point students take the assessment in the overall process.
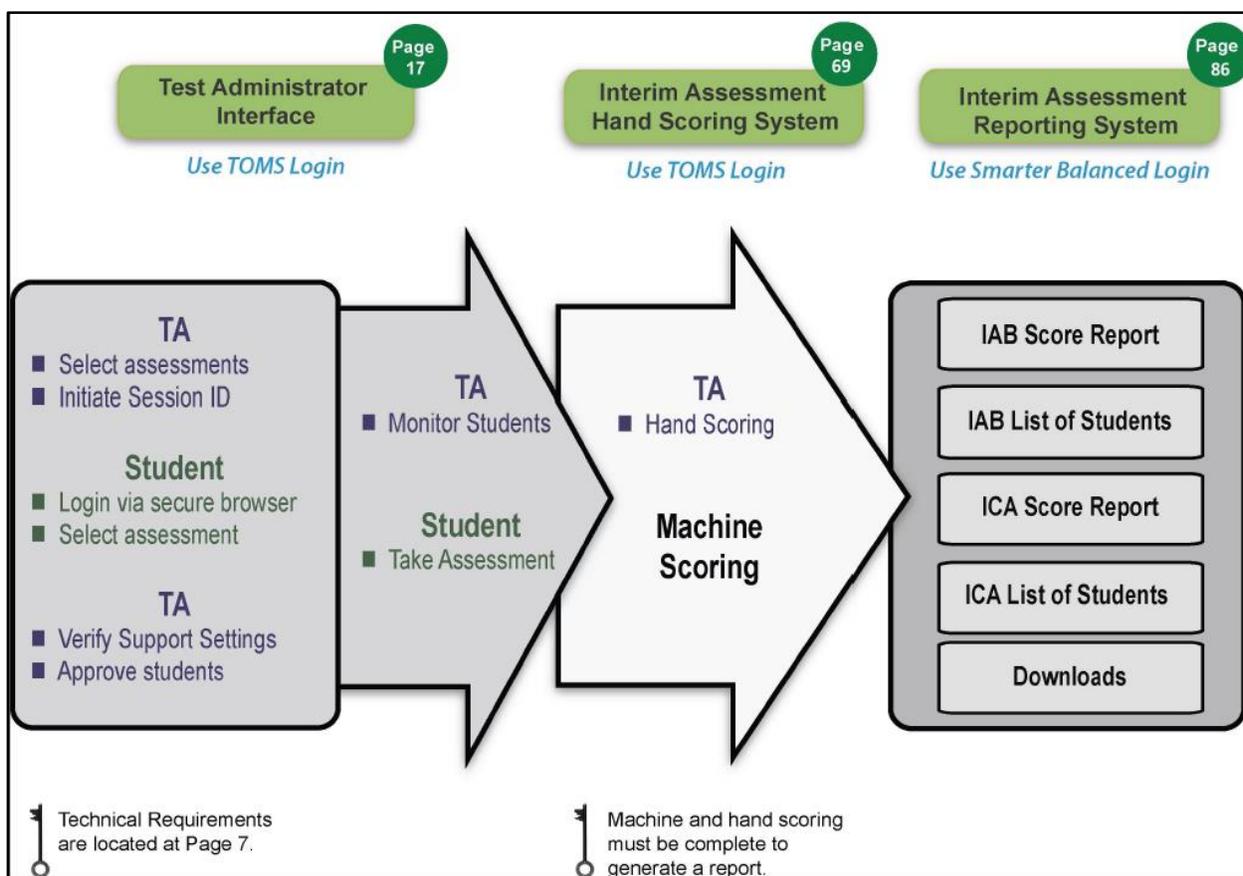
Figure 8. Overall Process Flow

Quick Start Instructions

1. Ensure that the latest secure browsers have been installed on all student testing devices.

2. Prepare student login cards, which will contain each student's name and Statewide Student Identifier (SSID).

3. Go to http://www.caaspp.org/ and select the [**Smarter Balanced Interim Assessments**] button, then select the [**Test Administrator Interface**] button. Log in by entering the username and password on the *Sign In* Web form and selecting the [**Secure Log In**] button.

   a. Select the assessments you want to make available to your students.
   b. Create a test session and generate a Session ID. Display Session ID for student use.
   c. Students log in using the secure browser and select their assessment.
   d. Review test selection and student accessibility settings and approve.
   e. Monitor student progress.
   f. Stop or log out a test session.

More detailed procedures are outlined in the sections that follow.

Overview of the Test Administrator Interface

Figure 9 presents a bulleted description of the Test Administrator Interface landing page.

Figure 9. Test Administrator Interface Landing Screen

1   **[Student Lookup] button:** Searches for student information.

2   **[Approved Requests] button:** Displays a list of print requests you approved during the current session.

3   **[Print Session] button:** Prints your test session, with all students in the session, as it currently appears on the screen.

4   **[Help Guide] button:** Displays the Test Administrator Interface User Guide.

5   **[Alerts] button:** Displays statewide alert messages from the CDE (i.e., if there was a network issue LEAs should be aware of).

6   **[Log Out] button:** Logs out of the Test Administrator Interface system.

7   **[Stop Session] button*:** Ends the test session.

8   **Session ID*:** Displays the unique ID generated for the test session.

9   **[Select Tests] button:** Opens the *Test Selection* window.

10 **[Approvals (#)] button*:** Opens the *Approvals and Student Test Settings* window.

11 **[Refresh] icon* (🔄):** Updates the on-screen information.

12 **Students in Your Test Session table*:** Displays the testing progress for students in your test session.

*Several buttons and features are only available after a test session has been started.

Alert: Using the browser refresh button will cause the test administrator to be logged out of the test administrator interface.

Warning: The current version of the secure browser must be installed on all student testing devices prior to administration.

Step 1. Prepare Student Login Cards

Each student will log in to the Test Delivery System via a secure browser using their first name, SSID, and a test Session ID.

A. Prior to starting a test session, the test administrator should have a record of each student's first name and SSID. This information must be provided to each student to complete the login process.

B. It is recommended 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 so as to help the student type their login information in the computer accurately. Cards/papers may include additional information to ensure students are properly identified. This additional information may include: student's last name, birth date, or a picture of the student.

C. Treat the login cards as secure material and securely dispose of them at the end of the test session.

Note: Student login cards must be prepared locally. They are not provided by Educational Testing Service or the California Department of Education.

Alert: Student login cards have student personal information so they should be collected and properly destroyed or securely stored after use.

Step 2. Access the Test Administrator Interface

Select the [**Test Administrator Interface**] button (Figure 10) to select tests, start a test session, approve students for testing, and monitor student progress during testing.

Interim Assessment Administration Resources

These resources support the Smarter Balanced Interim Assessments. Do not use the manual, scoring guide, or Classroom Activities when administering the Smarter Balanced Summative Assessments.

Interim Assessment Viewing System

Select this button to access the interim assessments for professional development and/or training purposes.

Test Operations Management System (TOMS)

Select this button to view student test settings, including accommodations, before interim testing begins.

Test Administrator Interface

Select this button to access the Test Administrator Interface.

Online Reporting System (including Completion Status)

Select this button to access the system that will allow you to see the completion status for students taking the interim assessments.

Hand Scoring Training Guides and Exemplars

Select this button to access the interim assessment hand scoring training guides and exemplars. Upon selecting this button, select the [**Help**] link in the top right corner and then the [**Training**] tab.

Interim Assessment Hand Scoring System

Select this button to access the system that will allow you to score student responses to interim assessment items that require handscoring.

Administration and Registration Tool (ART)

Select this button to set up user accounts for the Digital Library and the Interim Assessment Reporting System. (LEA CAASPP Coordinator and site coordinator access only.)

Interim Assessment Reporting System

Select this button to access interim assessment student results.

Figure 10. [Test Administrator Interface] Button

A. **Disable pop-up blockers**. See *Technical Requirements* in Part I for help.

B. Go to the CAASPP Portal and **select** the [**Smarter Balanced Interim Assessments**] button.

C. **Select** the [**Test Administrator Interface**] button (Figure 10).

D. **Log in** by entering the username and password on the *Sign In* Web form (Figure 11) and selecting the [**Secure Login**] button.

Logon

E-mail Address

Password

Forgot Your Password?

Secure Login

First Time User?

Enter username and password from your activation e-mail.

Do you need a new temporary password?

Request one now.

Figure 11. *Sign In* Web Form

Step 3. Select Interim Assessments

New for the 2015–16 administration:

- Users will see the test selection screen as soon as they log in to the Test Administrator Interface.
- The test selection box now supports all of the available online assessments, categorized by type, content area, grade, different colors for summative (purple), interim (green), and alternate (blue) assessments, and the ability to quickly select many assessments at once. If practice and training tests are administered using the secure browser and the test administrator interface, they will be shown in orange and yellow, respectively.
- The test selection tree can be expanded or collapsed for easier navigation/selection.
- When any interim assessment is selected, a pop-up window will remind users that the assessments are not for public exposure, use, or distribution and that necessary measures should be taken to maintain the integrity of the assessments. When any interim comprehensive assessment (ICA) is selected, an additional message will be included reminding users that an ICA consists of <u>two</u> parts, the computer-based test (CBT) and the performance task (PT) and that <u>both</u> parts must be administered and hand scored in order for scores to be generated.
- The [**Start Operational Session**] button appears at the bottom of the test selection box (Figure 13).

Alert: The selection of multiple tests may result in confusion among students with regards to the appropriate test to select when students log in to the session.

A. **Select the** [**Select Tests**] **button** (Figure 12).

Figure 12. Selecting Tests

B. **Select the type of test.** To expand the test selection tree, select the plus (+) sign; to collapse the test selection tree, select the minus (−) sign. Selecting the plus (+) sign in front of "Smarter Balanced Interim Assessments" will expand the test selection tree to show ICAs and interim assessment blocks (IABs) (Figure 13).
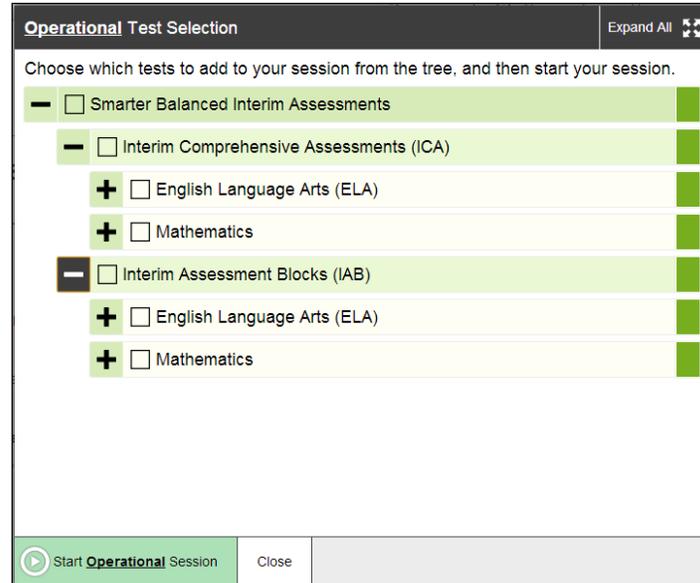
Figure 13. Select a Type of Test

C. Select the appropriate content area and test for the class being tested in the session. Use the same method stated in Step B for expanding and collapsing the test selection tree. If a box is marked with a check mark (☑), then it has been selected. In Figure 14, the "Grade 04 ELA Interim Test (ICA)" has been selected. Since the Grade 04 ELA ICA is categorized as an ELA Computer Based Test (CBT), the box in front of "ELA Computer Based Test (CBT)" is marked with a black box (▣). This visual cue applies to each parent category of the selected test.
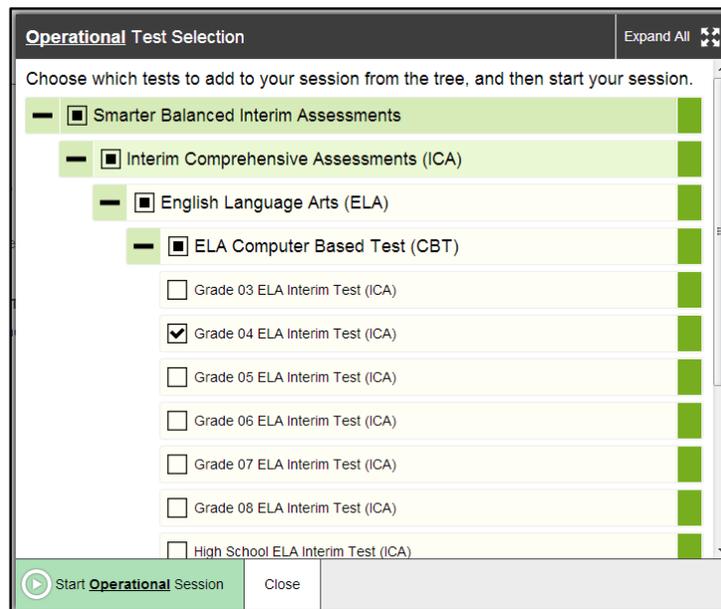
Figure 14. Select a Content Area and Grade

> **Alert:** Care must be taken to select the correct ICA or IAB to administer. If the wrong test is selected and administered, appeals to try and correct this error do not apply to the interim assessments.

D. If more than one test needs to be administered during the same test session, repeat Steps 2 and 3 to select multiple tests (Figure 15). Be sure students are informed of the test they are intended to take during this session. Selecting too many tests for a test session may result in confusion among the students regarding which test they are intended to take.
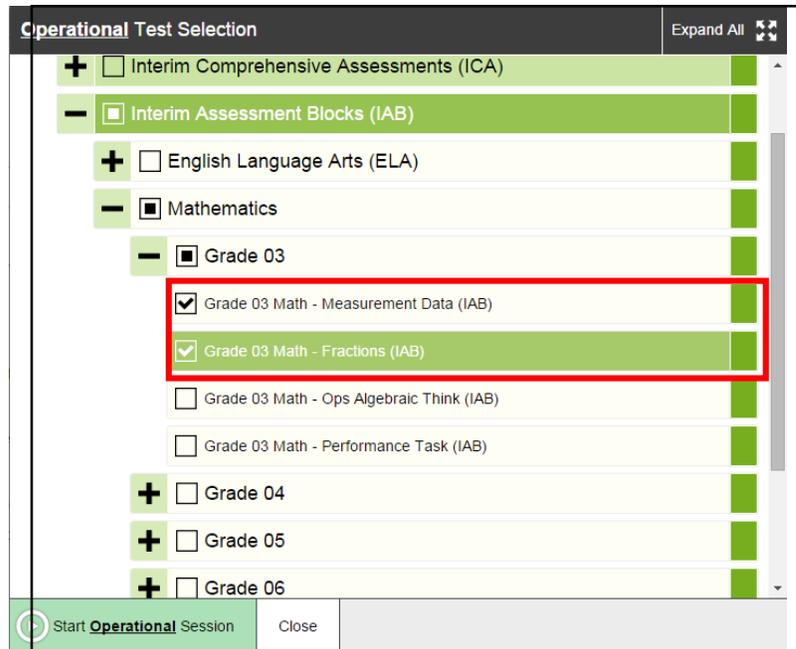
Figure 15. Multiple Tests Selected

> **Alert:** If a level in the test selection tree has a plus or minus sign and that level is selected, then all tests within that level have been selected. For example, if the "Grade 03" box in Figure 15 had a check mark instead of a black box, then ALL grade-three mathematics tests would be selected.

Step 4. Create a Test Session and Generate the Session ID

A. **Select the [Start Operational Session] button** (Figure 16). This will generate the Session ID and close this pop-up window.
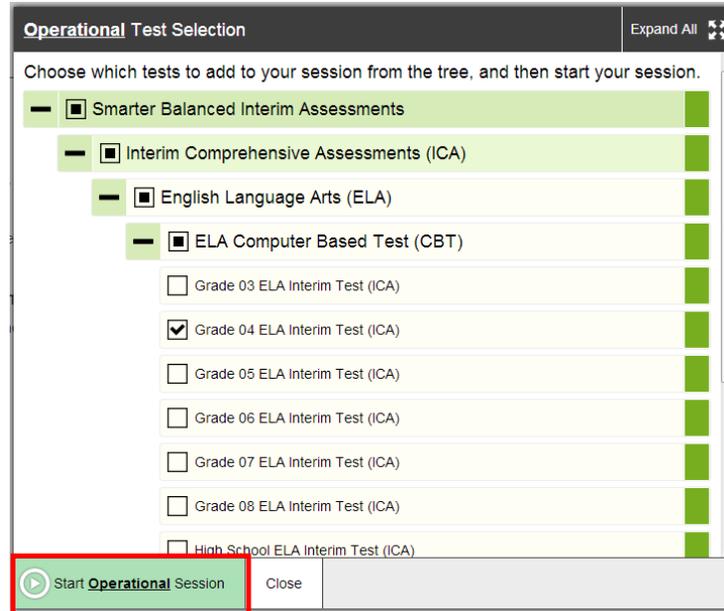
Figure 16. Start Operational Session

B. **Interim assessment test administrations should inform students of the test session in which they are participating.** The system-generated Session ID appears in the top-right of the screen (Figure 17).
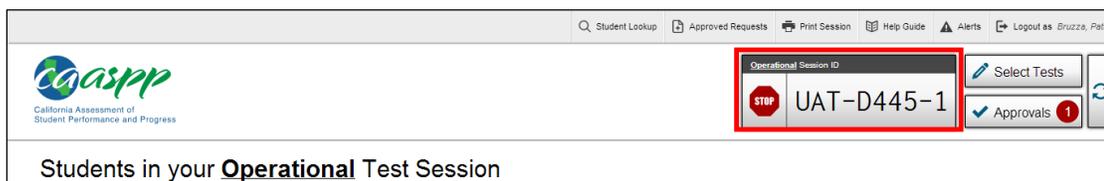
Figure 17. Session ID

Test administrators should write the test Session ID on the board or another place where students can see it. The test Session ID must be entered as it is written, without extra spaces or characters. Make sure to retain the Session ID until testing is complete. If a student pauses their test during a test session, that student will need the same Session ID in order to log back on to their assessment and continue testing.

C. **The test administrator may add additional interim tests to a session.** Additional tests can be added to an existing session ID by selecting the [**Select Tests**] button to the right of the session ID number. After selecting additional interim assessments, test administrators confirm their selection by selecting the [**OK**] button in the Test Addition message box (Figure 18). Once selected, the added assessment will be available for student use.

Note: For security purposes, tests must be added to an in-progress session individually. Multiple tests cannot be selected at the same time once a session is in progress.

Important!

Do you want to add the selected test(s) to your test session? [Message Code: 10532]

OK   Cancel
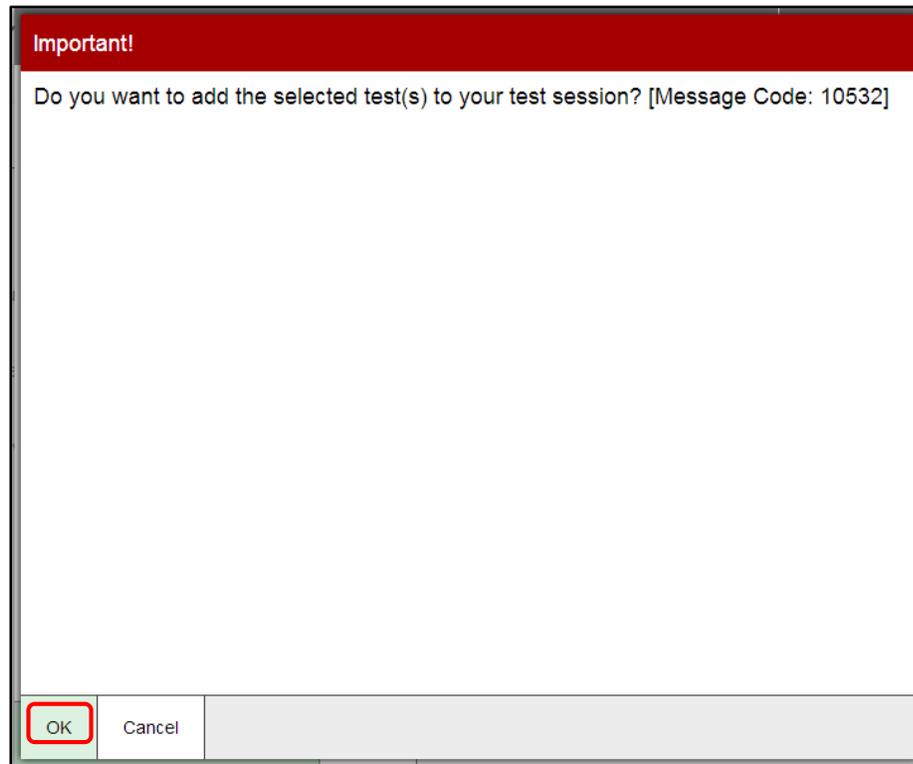
Figure 18. Test Addition Message Box

Note: While tests may be added to an active test session after the session has started, they cannot be removed from the session.

Alert: A test session automatically ends when you manually stop the session or log out of the Test Administrator Interface. While a student can resume a test opportunity in a new session, the current test session cannot be resumed. In order for students to resume testing, you will need to create a new test session and give them the new Session ID.

Step 5. Students Log in to Session and Select Their Assessment

Once the test administrator has generated the Session ID students can log in to the test delivery system using the secure browser.

Note: Student login cards with the student first name and SSID must be prepared locally. They are not provided by Educational Testing Service or the California Department of Education.

Steps for Student Login:

A.   Launch the secure browser.

B.   Students log in using the following information (Figure 19):

- first name
- SSID—this <u>must</u> include the "CA-" prefix (i.e., CA-0000000000)
- Session ID

C.   Select the [**Sign In**] button.

D.   On the *Is This You?* screen, each student verifies their first and last name and birthdate (Figure 20).

E.   If the
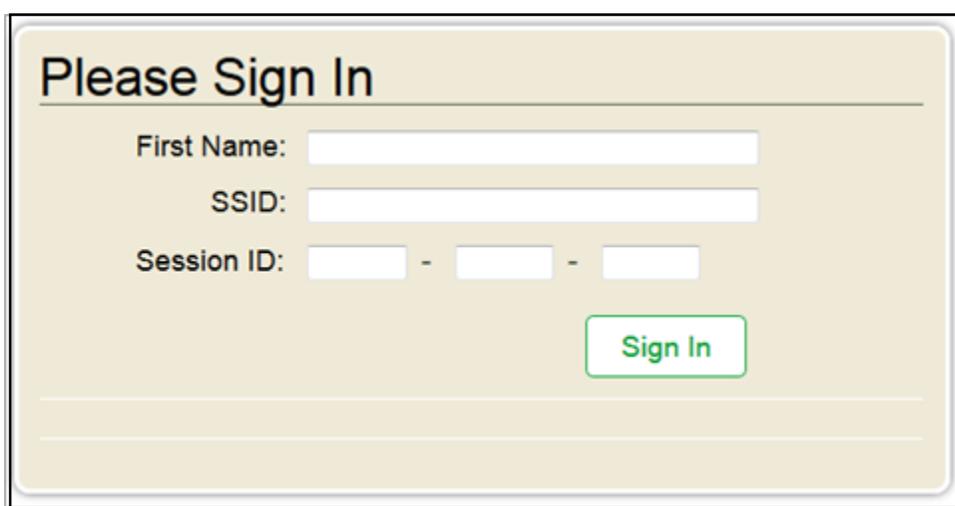
Figure 19. Student Secure Browser Login Screen

D. On the

E. If the student information is correct, they select the [**Yes**] button. If not, then they select the [**No**] button.

⚠   **Alert:** Remind students to carefully check their student information and only select the [**Yes**] button if they are certain the information is correct.

Figure 20. *Is This You?* **Screen**

A. Select the appropriate test. On the *Your Tests* screen, the student will see a number of available tests and be able to select from the available tests (Figure 21). Test administrators should only make the tests that are necessary available and direct students to select the correct test. The test administrator should direct students to the content area "ELA" or "Math" and the test type "Interim Test (ICA)," "Performance Task (ICA)," or a specific IAB.

Figure 21. Sample of *Your Tests* **Screen**

B. Wait until the test administrator approves the request in Step 6 below.

Customization Copyright © 2016 by the California Department of Education   March 2016
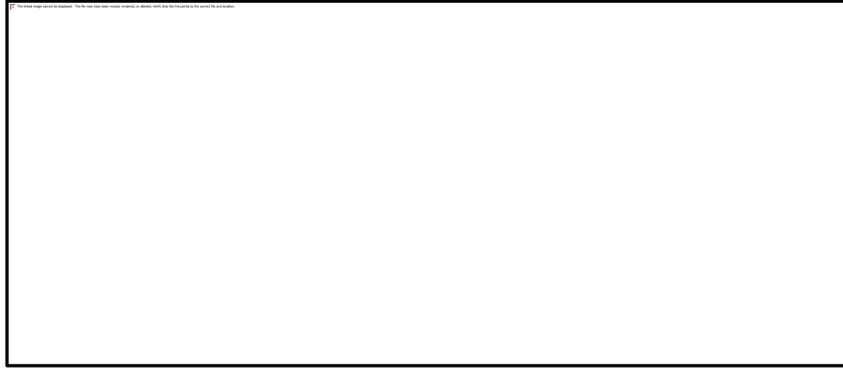
Figure 22. Waiting for Test Administrator Approval Pop-up Window

Step 6. View and Approve Student Test Selection and Settings

After students log in and select an assessment, the test administrator approves a student for assessment. Before approving the student for the assessment, the test administrator must:

A. Verify that each student has selected the correct interim assessment.

B. Verify the Manner of Administration setting.

C. Verify that the student has the appropriate accessibility support settings.

Overview of the Approvals and Student Test Settings *Screen*
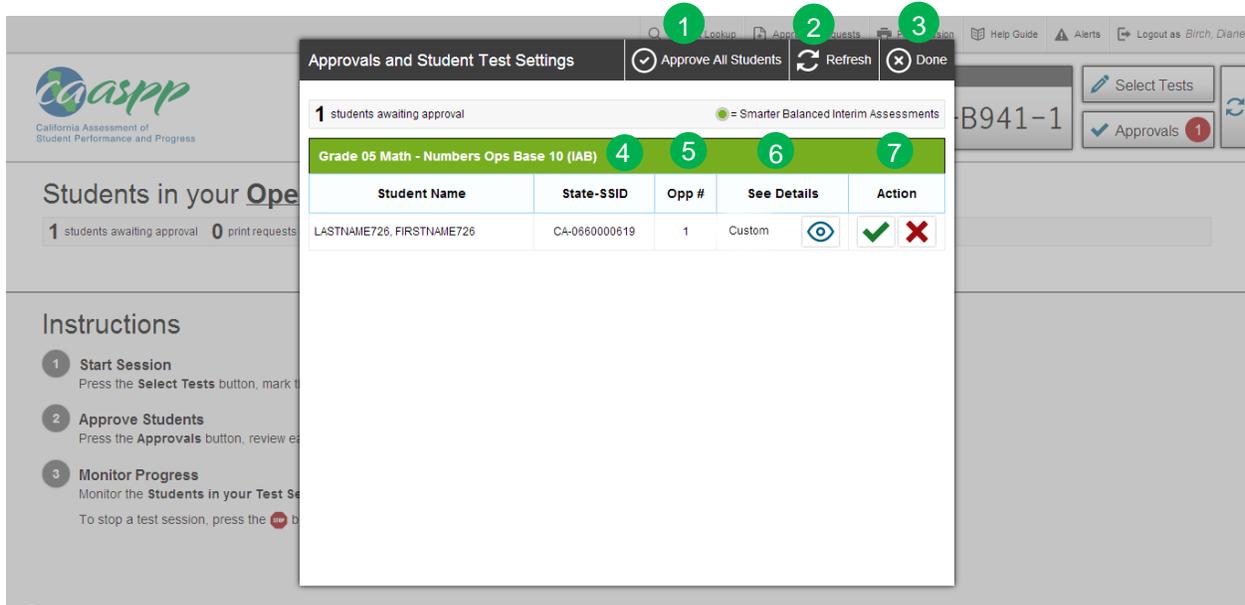
Figure 23. *Approvals and Student Test Settings* **Screen**

1 **[Approve All Students] button:** Allows the test administrator to approve all students presently awaiting approval.

2 **[Refresh] button:** Updates the table of students awaiting approval.

3 **[Done] button:** Closes the *Approvals and Student Test Settings* screen.

4 **State-SSID:** Displays the student's state and student ID.

5 **Opportunity number (Opp #):** Displays the current attempt on this assessment by the student.

6 **See Details:** This column indicates whether the student is using either the default or custom accessibility support settings. The [**View**] icon (👁) can be used to view and set student accessibility settings.

7 **Action:** Select the [**Approve**] icon (✔) to approve the student test request or select the [**Deny**] (✖) to deny the student test request.

Verify the Correct Assessment

Once students begin requesting entry to a test session, the [**Approvals (#)**] button will become available (Figure 24 and Figure 25). The number of students awaiting approval is indicated by the number in the red circle within the [**Approvals (#)**] button.

Figure 24. No Students Awaiting Approval

Figure 25. Students Awaiting Approval

[**Approvals (#)**] button will not be visible if there are no students awaiting approval.

[**Approvals (#)**] button is visible.

[**Approvals (#)**] button says [**Approvals (1)**].

The number in the red circle indicates the number of students awaiting approval.

To view the *Approvals and Student Test Settings* screen (Figure 26), select the [**Approvals (#)**] button. The Approvals and Test Settings screen displays a list of students awaiting approval to start testing. The test name is in the green bar. In Figure 26, there is a single student awaiting approval of two tests: a Grade 05 ELA ICA and a Grade 05 Math ICA.

Figure 26. *Approvals and Student Test Settings* Screen

Note: Tests highlighted in green are interim assessments; those highlighted in purple are summative assessments.

Alert: Select the [**Refresh**] icon (🔄) to update the list of students requesting approval.

Interim Assessment Administration

Part III

Verify the Manner of Administration

The *Manner of Administration* setting, new for the 2015–16 administration, is used to indicate whether or not an administration of the interim assessments will be standardized. This setting is available for use when administering both ICAs and IABs.

> **Note:** The *Manner of Administration* setting is used to indicate the results to be maintained in the IA Reporting System for potential local longitudinal analyses.

To view and set the manner of administration, select the [**View**] icon (👁) to display the student *Test Settings* screen (Figure 27).
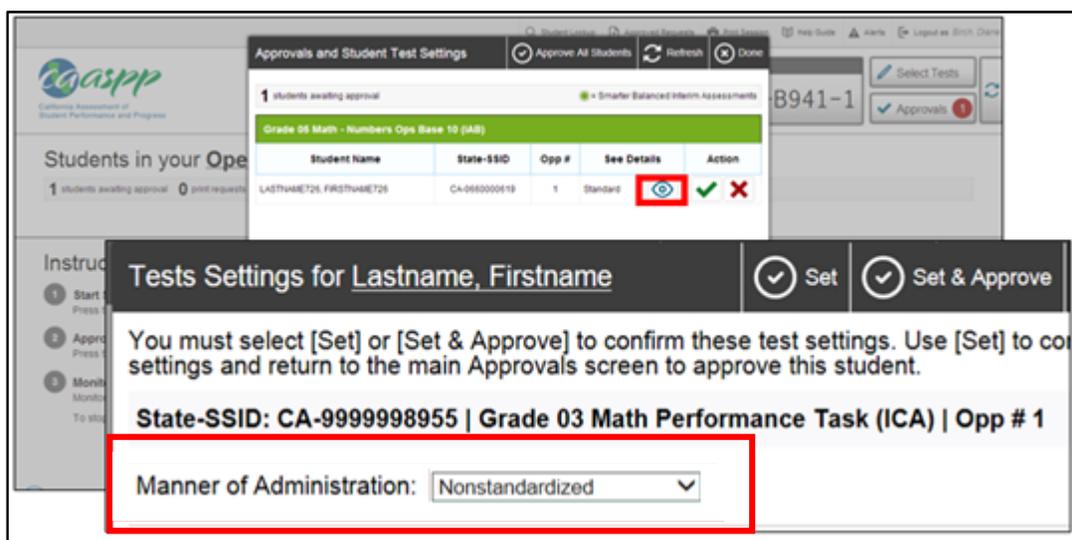
Figure 27. Student *Test Settings* Screen

Two options are available for this setting: *Nonstandardized* and *Standardized/Benchmark*. The default setting is *Nonstandardized*. By choosing the *Standardized/Benchmark* administration selection, the test administrator is identifying which interim assessment results are appropriate to retain in the Interim Assessment Reporting System for potential longitudinal analyses locally. *Standardized/Benchmark* should be selected only if the interim assessment will be administered in a standardized manner. Results for any administrations designated *Nonstandardized* will be purged from the IA Reporting System at the beginning of the following school year.

> **Alert:** LEAs may download all interim assessment results from the IA Reporting System at any time prior to the removal of these data.

The interim assessment for a student should be marked *Standardized/Benchmark* only if a valid interpretation of results can be made. The exact criteria for selecting the *Standardized/Benchmark* option for a student is locally determined. Factors that may impact appropriateness include, but are not necessarily limited to, the extent to which:

- The student has been previously exposed to the interim assessment items/form taken.
- The interim assessment was administered in a consistent manner across time.

- Educators and others who make inferences based on test results should have received adequate training in administering the interim assessments and in interpreting results.

- A student with disabilities took the interim assessment in a manner consistent with the accessibility supports (e.g., accommodations) identified in their respective Individualized Education Program (IEP) or Section 504 plan, and in a manner consistent with how the student performs work for their classes.

- A student identified as an English learner took the interim assessment with the necessary accessibility supports identified for use with statewide or classroom assessments.

The *Manner of Administration* setting is to be configured prior to the administration of an interim assessment. However, if an instance arises that requires the setting to be changed after the administration, then test administrators, CAASPP test site coordinators, and LEA CAASPP coordinators can follow the steps outlined on page 41 of this manual.

Alert: All embedded student test settings for interim assessments can be assigned in the Test Administrator Interface. If the test administrator wants the test settings to persist for summative assessments, the CAASPP test site coordinator or LEA CAASPP coordinator must assign student test settings in the Test Operations Management System (TOMS).

Verify Student Accessibility Support Settings

If a student's default/standard test settings have not been pre-set in TOMS, the student is automatically assigned the default/standard for the test being administered. It is important to note that the default/standard settings can vary by test. Only the test settings available for that test will be displayed on the *Approvals and Student Test Settings* screen for that student.

The *Approvals and Student Test Settings* screen displays each student who is awaiting approval for entry to a test session. The test administrator can view and verify each student's accessibility support settings by selecting the [**View**] icon ( ) for that student (Figure 28), which opens the *Test Settings* screen (Figure 29).

Figure 28. [View] Icon

After the test administrator ensures that each student's accessibility supports are set correctly, then the administrator can select one of three options (Figure 29):

1. Select the [**Set**] button to set the accessibility supports and close the *Test Settings* screen.
2. Select the [**Set and Approve**] button to set the accessibility supports, close the *Test Settings* screen, and approve the student for testing.
3. Select the [**Cancel**] button to close the *Test Settings* window without saving changes.

Students' pre-set, default test settings from TOMS for summative assessments will be present in the test administrator interface for all interim assessments. Those accessibility supports defined in TOMS will be applied by default to all online assessments, whereas those accessibility supports defined in the Test Administrator Interface for a specific interim assessment will only be set for the administration of that specific test.

All students' test settings can be changed during an administration, up to the point where the student submits the test.

For more information about student assessment accessibility supports, view the Student Accessibility Settings section on page 41.

Warning: A student who is resuming a test will have the test settings that were established at the time the student began the test. If the settings are not correct when the student starts or resumes the test, the student's test will need to be reset using the Test Administrator Interface.

Figure 29. Test Settings Screen for [Student Name]

Approve or Deny Student Entry to the Test Session

The test administrator must verify that each student is taking the correct test, has the correct setting for the manner of administration, and has the correct accessibility support settings. If all three of these are correct, then the test administrator will select the [**Approve**] icon (✔) (Figure 30) for that student.

If all three criteria are true for <u>all</u> of the students awaiting approval, then the test administrator may select the [**Approve All Students**] button (Figure 30) to approve all students with a single selection.

If a student selected the wrong test, then the test administrator should select the [**Deny**] icon (✖) (Figure 30). The student will be logged out and will need to start the process over to select the correct test. Some common examples of test selection errors are as follows:

- The student selected an ICA instead of an IAB.
- The student selected a mathematics test instead of an ELA test.
- The student selected a summative assessment instead of an interim assessment.
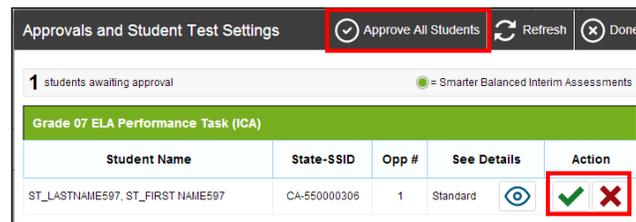
Figure 30. Approve or Deny Students

> **Note:** You may approve all students who appear in the list. However, subsequent students who log in to the test session after you have opened the *Approvals* screen will still need to be approved.

Although test administrators can approve all students at the same time, students must be individually denied entry in to the test session.

After selecting the [**Deny**] icon (✖), the test administrator will be prompted to provide a reason for the denial (Figure 31). This is optional, but recommended. The student will then be logged out and directed to the *Sign In* screen.

Figure 31. *Reason for Denial* **Text Box**

Step 7. Monitor Student Progress

A. Test administrators can monitor student progress by using the *Operational Test Session* screen (Figure 32). This screen allows the test administrator to view the test on which each student is working, the number of problems responded to, and the present status of the assessment.

Operational Test Session

Figure 32. *Students in Your Operational Test Session* **Table**

> **Note:** If a student's row is grayed out, that student is not actively testing. This occurs when the student's test is paused or the student has completed and submitted the test.

Table 2 describes the information which the *Students in Your Operational Test Session* table displays for each student in the test session.

Table 2. *Operational Test Session* **Column Descriptions**

Column	Description
Student Name	The first and last name of the student in the session (as populated in CALPADS/TOMS).

Column	Description
State-SSID	This column displays the CA-SSID associated with the student (from CALPADS).
Opportunity Number (Opp #)	Each student's record indicates the opportunity number for that student's subject test. *Each student has three opportunities for ICAs and an unlimited number opportunities for IABs.*
Test	The name of the test the student is taking.
Requests	When a student 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.
Student Status	This column lists the current status for each student in the test session. The numbers (#/#) listed after the status show the student's progress while they are taking the test. The first number is the number of items the student has answered. The second number is the total number of items that will be administered.
Test Settings	Each student's test will display one of the following settings: **Default Settings:** Indicate that the default test settings are applied for this student's test opportunity. **Custom Settings:** Indicate that one or more of the student's test settings is different from the default settings. The [**View**] icon (👁) displayed in this column is selectable. Select the icon to view a student's test settings.
Pause Test	Select the [**Pause**] button to pause a student's test. The student will be logged out.

Student Test Status Types

Table 3 describes the statuses that appear in the student status column (Figure 33) in the *Operational Test Session* table. The status types in the table are listed chronologically as displayed during the testing process.

▼ Student Name	⇕ State-SSID	⇕ Opp #	⇕ Test	⇕ Requests	⇕ Student Status	⇕ Test Settings	Pause Test
GUEST	GUEST	1	Grade 8 Math Practice Test		started: 5/27	Custom 👁	⏸

Figure 33. Student Status Column

Table 3. Chronological Test Status Types During Testing

Status	Description
Approved	The test administrator has approved the student for the session, but the student has not yet started or resumed the test.
Started (#/#)	The student has started testing. The number (#/#) after this status indicates how many items the student has answered out of the total number of items on the test. *This number does not indicate which item or item page the student is actively viewing.*
Review	The student has answered all items and is currently reviewing their answers before submitting the test for scoring. *Note: A test with a review status occurs only at the end of the test. A test is not "completed" until the student submits the test.*
Completed	The student has submitted the test. No additional action can be taken by the student.
***Scored**	The test delivery system has processed the student's responses to items on the test. *This status does not show in the Student Status column.* *The 'Scored' status only appears in the Online Reporting System (ORS).
Submitted	The test has been submitted for quality assurance review and validation to ultimately populate in the Interim Assessment Reporting System.

The status types described in Table 4 may appear when a student is listed in the *Operational Test Session* table but is not actively answering items.

Table 4. Other Test Status Types

Status	Description
Denied	The test administrator denied the student entry to the session. If the student attempts to enter the session again, this status will change to "Pending" until the test administrator approves or denies the student.
Paused (#/#)	The student's test is currently paused. The following scenarios will result in a paused status: • The student pauses their test by selecting the [**Pause**] button. • The student is idle longer than 20 minutes, and the test pauses automatically. • The test administrator has paused the student's test. • The test administrator has stopped the session. • A technical problem with the student's device or browser results in a loss of connection to the test delivery system. The time listed with this status indicates how long the student's test has been in the paused status.
Pending	The student is awaiting test administrator approval for a new test opportunity.
Suspended	The student is awaiting test administrator approval to resume a test opportunity.

Pause a Student's Test

Test administrators can pause an individual student's test using the Pause Test column in the *Operational Test Session* table (Figure 34).

Students whose tests are paused will be logged out and returned to the *Sign In* screen. If they wish to re-enter the session, they will need to log in and proceed through the approval process again. If the session has been stopped, the student will need to obtain a new Session ID in order to resume testing.

Figure 34. Pause Test Column

To Pause an Individual Student's Test:

1. In the Pause Test column, select the [**Pause**] icon (⏸) for that student.

2. Select the [**Yes**] button to confirm that you want the student's test to be paused.

> **Alert:** Students whose tests are paused for more than 20 minutes cannot return to previous items in their test. When they resume testing, they will begin with the last completed item and will only be able to interact with subsequent items. Resuming within the 20 minute period will allow students to move freely through the test.

> **Note:** When a student's test is paused, the status column will display in minutes how long the test has been paused.

In the event that a student is taking an incorrect assessment, the test administrator can pause the student's test. The test administrator should then instruct the student to log out and log in again to select the correct test.

> **Warning:** If you are using the Test Administrator Interface to administer an interim assessment and you navigate away from the interim assessment session to another interface or Web site, then your session will stop and all students in the session will be logged out. You cannot resume your session. You will have to create a new session, and your students will have to log in to the new session to resume testing. When you start a new session, give the new Session ID to your students so they can log in and resume testing.

> **Alert:** If you accidentally close the Test Administrator Interface while students are still testing, your session will remain open for 30 minutes, and then the session will time out. You can open the browser and navigate back to the Test Administrator Interface. You will be prompted to enter your active Session ID to continue the current session.

> ⚠️ **Alert:** As a security measure, test administrators and students are automatically logged out after 30 minutes of user inactivity. If the test administrator is logged out, all student tests will be paused and the test session will close. If this occurs, the test administrator will have to generate a new session ID, and the students will have to log in using the new session ID to resume testing. When the test administrator starts a new session, they give the new session ID to their students so that they can log in and resume testing. If the student is logged out, their test is paused and they are logged out of the secure browser. The student will need to log in to the secure browser using a newly generated session ID to resume testing. Students are able to log in to a given test using as many unique session IDs as is necessary to complete the test.

Step 8. Stop or Log Out of a Test Session

The various methods for stopping or logging out of a test session, either intentionally or unintentionally, are as follows:

- Intentional Test Session Stop
- Intentional Test Session Log Out
- Unintentional Test Session Stop
- Unintentional Test Session Log Out

Intentional Test Session Stop

If the test administrator selects the large [**Stop**] button this will automatically pause all students' tests in that session and the students will be automatically logged out. Although students' tests can be resumed, the test session cannot be resumed.

> 📄 **Note:** Because test sessions cannot be resumed, the test administrator will need to create a new session if the session has been stopped. When you start a new session, give the new Session ID to your students so that they may log in and resume testing.

A. Select the [**Stop**] button in the top portion of the screen (Figure 35).
B. An *Important!* pop-up message box will appear, requesting verification to end the session and log out students.
C. Select the [**OK**] button to continue (Figure 36).

Figure 35. Test Administrator Banner [Stop] Button

Important!

This will stop the testing session and pause tests for all students who are currently taking tests in the session. The students will also be logged out. Are you sure?
[Message Code: 10509]

OK   Cancel
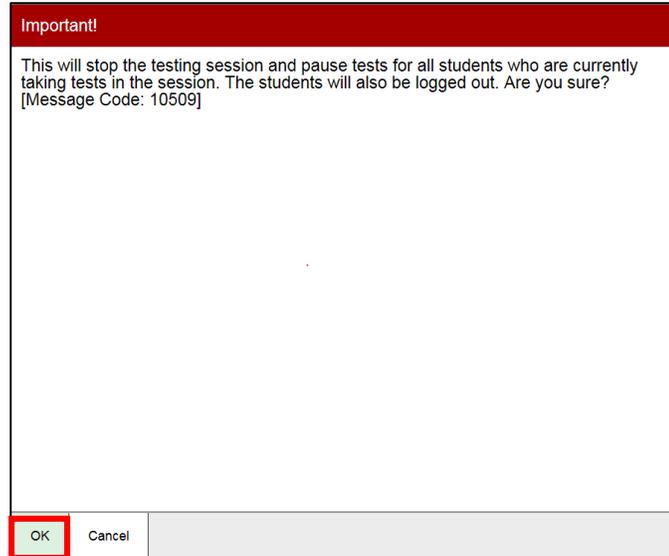
Figure 36. Pop-up Message Box

Users should exit or log out of the Test Administrator Interface only after stopping the test session. Regardless of when or how users log out or navigate away from the Test Administrator Interface, student data will <u>not</u> be lost.

Intentional Test Session Log Out

To log out of the Test Administrator Interface and all other Single Sign-On System applications, select the [**Log Out**] button in the top-right corner of the screen. Your session will be closed, and you will be directed to the CAASPP Web page after you log out. You will not be able to resume the test session.

Unintentional Test Session Stop

If a test administrator accidentally closes the Web browser while students are still testing, the session will remain open until it times out after 30 minutes. The test administrator may open the Web browser and navigate back to the Test Administrator Interface, where they will be prompted to enter the active Session ID.

Alert: This scenario also occurs when the test administrator navigates to another site from the Test Administrator Interface. If you need to access TOMS or another application, you are encouraged to open a separate Web browser window and use that window for other applications.

Unintentional Test Session Log Out

If you unintentionally log out the Test Administrator Interface while students are still testing, all in-progress tests in the session will be paused, and the status of your session will change to "closed." You will need to log back on to the Test Administrator Interface, start a new session, and provide the new Session ID to students who need to resume testing.

Alert: As a security measure, test administrators and students are automatically logged out after 30 minutes of user inactivity. If the test administrator is logged out, all student tests will be paused and the test session will close. If this occurs, you will have to create a new session, and your students will have to log in to the new session to resume testing. When you start a new session, give the new Session ID to your students so that they can log in and resume testing. If the student is logged out, their test is paused and they are logged out of the secure browser. The student will need to log in to the secure browser to resume testing.

Part III
Interim Assessment Administration

Manner of Administration Changes

The *Manner of Administration* setting is to be configured prior to the administration of an interim assessment. If, however, an instance arises that requires the setting to be changed after the administration, test administrators, CAASPP test site coordinators, and LEA CAASPP coordinators can adhere to the following steps.

For all interim assessment administrators:

1. Log in to the Interim Assessment Reporting System at https://reporting.smarterbalanced.org/ using your Smarter Balanced login credentials (Figure 37). The Smarter Balanced login credentials are the same credentials used to log in to the Smarter Balanced Digital Library.

Figure 37. *Interim Assessment Reporting System Log In* Page

2. Download IA results by navigating to the Assessment Results by Grade report. Detailed instructions are in Part IV of this user guide.

3. Select your LEA, select your school, and then select the grade and the test administered that requires changes to the manner of administration.

4. Select the [**Download**] button (Figure 38).

Figure 38. Assessment Results by Grade Report Download

Part III Interim Assessment Administration

5. Select the "Student assessment results" radio button (Figure 39)
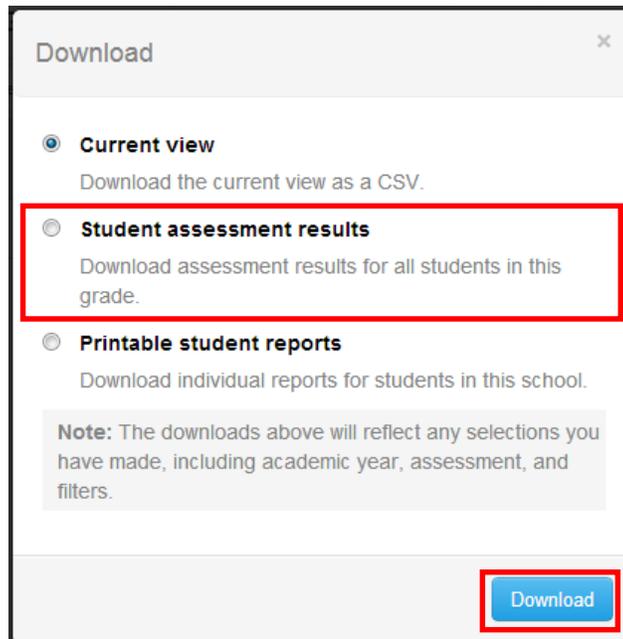
Figure 39. Student Assessment Results Download Pop-up Window

6. Select the [**Download**] button.

7. Open the appropriate CSV file and proceed to delete each row of data associated with the student(s) whose test was administered in a nonstandardized manner. The SSID and student first, middle, and last names will display in in columns J, K, L, and M respectively (Figure 40). *Do NOT delete any columns.

> **Note:** To open the CSV file, you must first drag/copy the file from the zip folder to an external location on your device (e.g., your "Desktop" or "Downloads" folder).

Figure 40. Student Name and SSID Columns

8. Save changes using the following filename format, as a CSV file: "[NameOfInstitution]_ [ResponsibleSchoolIdentifier]_Grade.csv." The "NameOfInstitution" is found in column I, and the "ResponsibleSchoolIdentifier" is found in column H (Figure 41).

Figure 41. School Name and Identifier Columns

9. Send the file to your CAASPP test site coordinator.

For CAASPP test site coordinators:

Collect files from all interim assessment administrators at each school site, and then provide them to the LEA CAASPP coordinator. If possible, please combine files into a zip file.

For LEA CAASPP coordinators:

Send the file as an attachment to the California Technical Assistance Center (CalTAC) by e-mail to caaspp_processing@ets.org with "Standardized/Benchmark Interim Assessment Admin" in the subject line.

Student Accessibility Supports

This section provides an overview of the universal tools, designated supports, and accommodations available to students when taking Smarter Balanced Online Assessments. Embedded supports are those that are part of the computer administration (e.g., digital notepad, calculator). Non-embedded supports are those provided outside the computer administration (e.g., scratch paper, multiplication table). All embedded and non-embedded supports are shown in Figure 42 (provided in larger format in Appendix D).
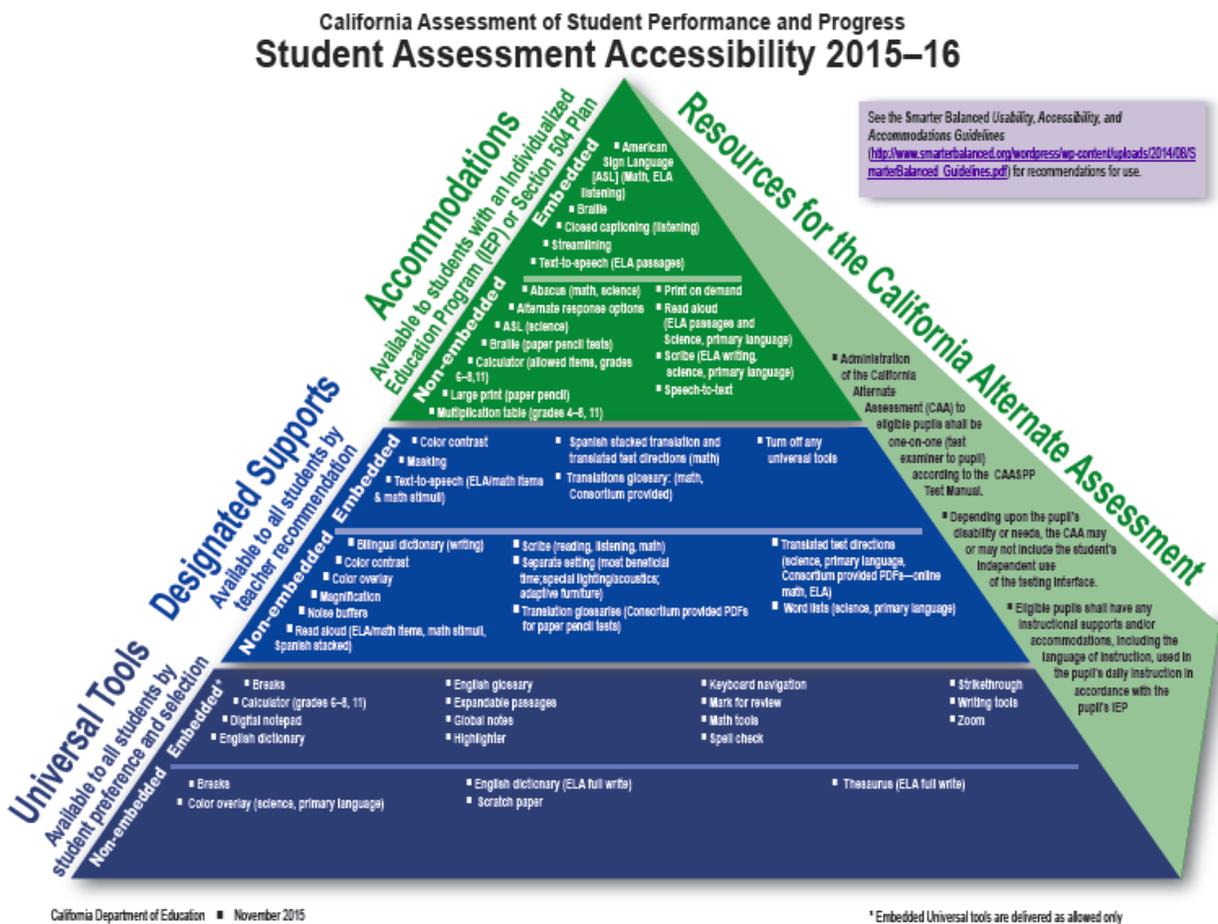
Figure 42. Student Accessibility Supports

Universal tools are accessibility supports that are available to all students.

Designated supports are available for use by any student for whom the need has been indicated by an educator or by a team of educators with the parent/guardian and student.

Accommodations are changes in procedures or materials that increase equitable access for students with documentation of the need for the accommodation on an IEP or 504 accommodation plan.

March 2016

Universal Tools for all Smarter Balanced Assessments

The online tools described in Table 5 are available within all online tests for all students. These tools can be turned off in the Test Administrator Interface before students begin testing.

Table 5. Universal Test Tools

Test Tool	Description
[?] Icon	To access the *Test Instructions and Help* screen at any time, select the [**?**] icon.
[Zoom In] and [Zoom Out] Buttons	To shrink or enlarge the font and images, select the [**Zoom In**] or [**Zoom Out**] buttons.
English Glossary	Some words have a light gray dotted outline. These words have synonyms or descriptions. Select these words to open the glossary.
Stimulus Expansion Tool	Passages and stimuli can be expanded for easier readability. For more information, see the Stimulus Expansion Tool section on this page.
Highlighter	1. Highlight a section of text in a passage or test item. 2. Select text on the screen, select with the right mouse button, and select the [**Highlight**] button. The selected text will become yellow. *Note: Text in images cannot be highlighted. Highlights will be saved after a student resumes testing after a pause.*
Mark (Flag) for Review	Open the context menu for an item and select the [**Mark for Review**] button. *Note: The context menu is described in greater detail on page 61.*
Notepad	Students may select the [**Notepad**] button in the context menu for any item they would like to take notes for.
Strikethrough	This allows students to cross out answer options for selected-response items. Open the context menu for an answer option, and select the [**Strikethrough**] button. A thick gray line will appear over the answer option.
(i) **Tutorial**	In the context menu for an item, select the [**Tutorial**] (*(i)*) button to view a brief video about the item type (e.g., selected-response, constructed-response).

Stimulus Expansion Tool

Some items are associated with a passage or stimulus. Students can expand the passage section so that it takes up a larger portion of the screen, making it easier to read. This action will cover a portion of the items in the right pane.

Students will see a button in the upper-right corner of the passage section that shows a double arrow (Figure 43). This is the [**Expand/Collapse Passage**] icon.

Figure 43. [Expand/Collapse Passage] Button

To expand and collapse the passage section:

- To expand the section, select the [**Expand/Collapse Passage**] icon. The section will expand and cover the items.

- To collapse the section, select the [**Expand/Collapse Passage**] icon again. The section will collapse to its original size, and the items will be visible.

Universal Tools for ELA Performance Tasks

The following online tools are available for ELA performance task tests.

> **Note:** Spell check and writing tools cannot be turned off for tests containing writing responses.

Table 6. ELA Performance Task Test Tools

Test Tool	Description
Global Notes	Students may access a notepad throughout the test. This notepad is not item-specific. It allows students to enter notes for themselves. The notes entered for Part 1 of the performance task will be available in Part 2. To open the global notes notepad, select the [**Notes**] button in the Global Menu bar.
Dictionary (and Thesaurus)	Students may open the Merriam-Webster dictionary and thesaurus within the test. This tool is available during the second segment of ELA performance task tests. To open the dictionary and thesaurus, select the [**Dictionary**] button in the Global Menu bar.
Spell Check	For tests that contain writing responses, a spell check is available.
Writing Tools	For tests that contain writing responses, formatting tools are available.

Universal Tools for Mathematics by Grade Level

In addition to the universal tools listed in Table 5, students also have access to online calculators for mathematics items that allow a calculator:

- **Basic calculator:** grade six
- **Scientific calculator:** grades seven and eight
- **Graphing, Regression, and Scientific calculators:** high school (grade eleven)

Sample Embedded Designated Supports and Accommodations

The following embedded designated supports and accommodations require students to interact with on-screen buttons and menus:

- American Sign Language
- Translation (Glossary)
- Masking
- Print on Demand
- Text-to-Speech

This section provides information on how students can access the accessibility supports listed above. **While a test administrator may set one of these supports for a student in his or her interim assessment test session, it will only be available during that test session.** To assign one of these accessibility supports to both the interim and summative assessments, the

appropriate accessibility supports must be set in the Test Operations Management System (TOMS) by the LEA CAASPP coordinator or the CAASPP test site coordinator. In addition, for accommodations and unlisted resources to be available to a student, a student must either have a Special Education IDEA indicator set to "Yes" and a primary disability code applied OR a Section 504 plan set to "Yes."

American Sign Language Video Tool

Students who have the American Sign Language (ASL) accommodation can use the ASL tool to view test content translated into ASL by a human signer. Translations are available for listening passages.
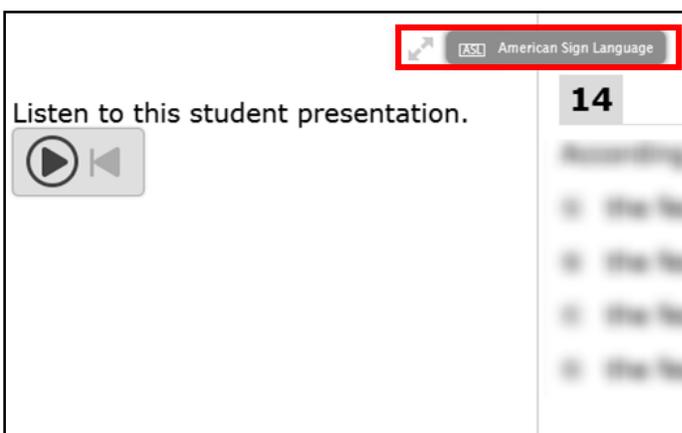
Figure 44. Passage Context Menu with ASL
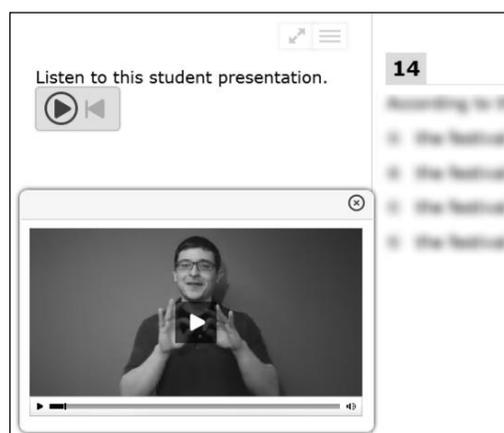
Figure 45. Sample ASL Video in Test

To access the ASL tool:

1. Open the passage [**Context Menu**].

2. Select the [**American Sign Language**] button (Figure 44). The video will open in the lower-left corner of the screen (Figure 45).

3. The video may be moved to another part of the screen.

4. The video may be paused, rewound, resumed, and replayed. An embedded audio scrubber (Figure 46) allows students to select the desired position of the video.

Figure 46. Embedded Audio Scrubber

Note: The embedded audio scrubber is available for all items that include an audio or video stimulus.

The English Glossary Universal Tool and the Translation (Glossary) Designated Support

The English Glossary tool is a universal tool. All students have access to the English Glossary on ELA and mathematics tests unless it is disabled in the Test Administrator Interface.

The Translation (Glossary) tool is a designated support, but is available for interim assessments without setting the support in TOMS. Translations are available only for mathematics tests. Both the English Glossary and Translation tools work the same way.

> **Note:** Not all terms with a glossary will display synonyms or phrasal explanations for multiple languages.

Open the Glossary for a Word or Phrase:

1. Select or tap a word within the text that has a dashed line above and below it (e.g., "fit" in Figure 47). The Glossary window will open.

2. If two glossaries are available for the selected word or phrase, two tabs will appear (Figure 47). The active tab is blue. Students can toggle between the two glossary tabs.
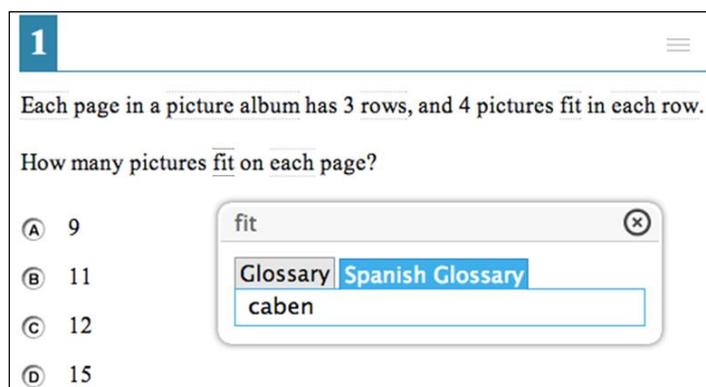
Figure 47. Sample Glossary Window Displaying Two Glossaries

Masking Designated Support

Students who have masking as a designated support can use the Masking tool to allow them to focus on one part of the screen at a time. Students who activate the Masking tool can mask as many areas as needed. Figure 48 shows answer options that have been selected for masking. Figure 49 shows those areas masked.
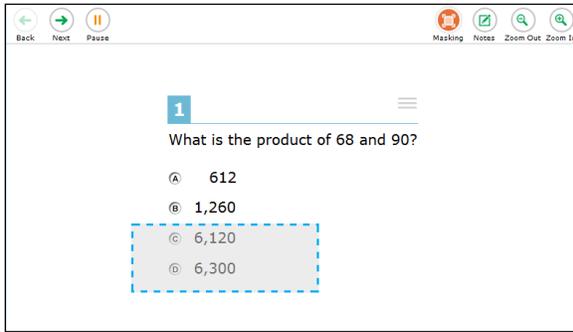
Figure 48. Masking: Preview Area
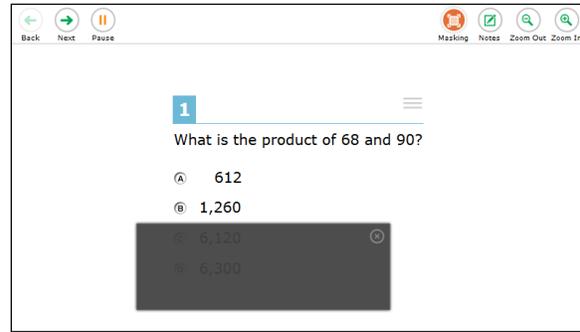
Figure 49. Masking: Masked Area

Activate the Masking Tool on Desktops and Laptops (With a Mouse or Trackpad):

1. In the Global Menu, select the [**Masking**] button ( ). The button will change to orange after selected.

2. Using your mouse, select and drag until the area you want to cover is fully selected. The preview will have a dashed border.

3. Release the mouse button. The masked area will become dark gray.

   - As long as the Masking tool is active (i.e., the button is colored orange), you can mask other areas.

   - To close a masked area, select the [**X**] icon ( ) in the upper-right corner.

   - To exit the Masking tool, select the [**Masking**] button. The button will change color to green.

> **Note:** Exiting the Masking tool will not automatically delete any masked areas on the screen.

Activate the Masking Tool on Tablets:

1. In the Global Menu, tap the [**Masking**] button. The button will change color to orange.

2. Using your finger, tap and drag until the area you want to cover is fully selected. The preview will have a dashed border.

3. Remove your finger from the screen. The masked area will become dark gray.

   - As long as the Masking tool is active (i.e., icon is colored orange), you can add other masked areas.

   - To close the masked area, tap the [**X**] icon ( ) in the upper-right corner.

   - To exit the Masking tool, tap the [**Masking**] button. The button will change color to green.

> **Note:** Exiting the Masking tool will not automatically delete any masked areas on the screen.

Print-on-Demand Accommodation

Students who are granted the print-on-demand accommodation may request printing of reading passages or test items, or both**. While the test administrator may set this accommodation for a student in their interim assessment test session, it will only be available during that test session.**

> ⚠️ **Warning:** If students require print-on-demand for <u>all</u> interim assessments and/or the summative assessments, the LEA CAASPP coordinator must contact CalTAC with the request. CalTAC will then change the student test settings in TOMS. Verify this requirement with the student's IEP before submitting the request to CalTAC.

Students who have this accommodation will see the [**Print Passage**] button (🖨️ Print Passage) and/or [**Printer**] button (🖨️ Print Item) for each item. Students who do not have an approved print-on-demand accommodation will not see any printer buttons.

The print-on-demand tool requires interacting with the test administrator, as student print requests are sent to the Test Administrator Interface. After the test administrator reviews and approves a print request, the passages or items can be sent to a printer and distributed to the student who originated the request. This tool requires significant attention to the security of the test passages and items that have been printed. The test administrator must also be mindful of the potential impact on the level of support for other students.

1. To request that a reading passage or item be printed, the student must select the corresponding [**Print**] buttons from the global menu (Figure 50) or context menu (Figure 51).

    - The following options may be available:
        – **Print Page:** Print all test content on the page (e.g., passage and items).
        – **Print Passage:** Print only the passage on the page.
        – **Print Item:** Print only the selected item.

Figure 50. Print Options in Global Menu
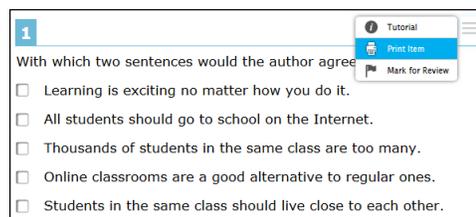
Figure 51. Print Item in Context Menu

2. Once the print request has been sent, the student will see a message (Figure 52) indicating that the request has been sent to the test administrator. After selecting the [**OK**] button, the pop-up window closes.

Figure 52. Print Request Submitted Message

3. On the Test Administrator Interface, the [**Print**] icon (🖨) will appear in the Requests column in the *Students in Your Operational Test Session* table (Figure 53). Select the icon to view the student's request.

Figure 53. Test Administrator Interface [Print] Icon

4. Review the print request (Figure 54). If you approve the print request, select the [**Approve**] icon (✔). A cover sheet containing the student's name and CA-SSID will open in a new Web browser window. *The requested test content will not be displayed on your screen at any time.*

5. Select the [**Print**] button in the new window to complete the print request and view the printer dialog box. If necessary, adjust the print settings for your printer (e.g., fit to page).

6. Select the [**OK**] button. The approved test content will be sent to the printer. The document will print with a title page showing the student's name and a security warning.

7. After testing is complete, collect any documents printed for students and securely dispose of them.
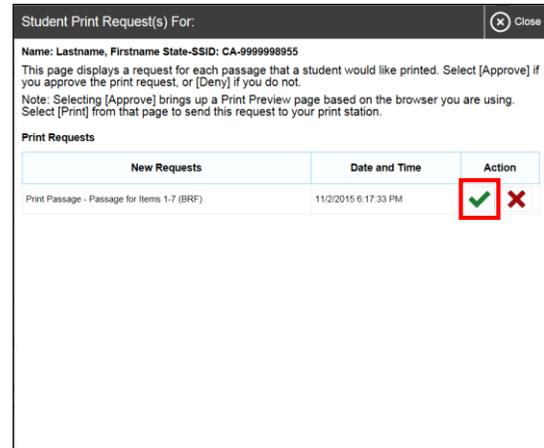
Figure 54. Print Request Preview (Test Administrator Interface)

Text-to-Speech Speak Tool

Students using text-to-speech (TTS) can use the Speak tool to listen to passages, test questions, and/or test questions and options (Figure 55).

Figure 55. Speak Tool Options for Items

Use of the Speak tool requires headphones to listen to the audio. It is recommended that students use headphones with a built-in volume control.

Alert: TTS settings should be tested and verified as working properly before students begin their tests. Students who have TTS can ensure that their settings work as part of their test login process.

Access the Speak Tool:

1. Open the Context Menu for an area that contains text. The Context Menu will appear with the available [**Speak**] buttons (Figure 55). Refer to page 63 for descriptions on opening context menus on different testing devices.

2. Select the desired [**Speak**] button, and the text will be spoken aloud.

Note: Students who select a portion of text and then open the Context Menu will be presented with the option to listen to the selected text. This feature is primarily used with reading passages.

List of Test Settings and Student Accessibility Supports

The default setting for each category is displayed in **bold** text.

Table 7. Table of Student Accessibility Supports

Display Name	Value Definition	Test	Setting Definition	Type
Abacus	**Abacus is not selected** Abacus is selected	• mathematics	This tool may be used in place of scratch paper for students who typically use an abacus.	non-embedded accommodation
Alternate Response Options (including any external devices/ assistive technologies)	**Alternate Response is not selected** Alternate Response is selected	• ELA • mathematics • performance task	Alternate response options include but are not limited to adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches.	non-embedded accommodation
American Sign Language for ELA Listening and Mathematics Items (N/A for CAA)	**Do not show ASL videos** Show ASL videos	• ELA • mathematics • performance task	• Test content is translated into ASL video. An ASL human signer and the signed test content are viewed on the same screen. • Not available for the CAA.	embedded accommodation
Bilingual Dictionary for ELA Full Writes	**Bilingual Dictionary is not selected** Bilingual Dictionary is selected	• ELA • performance task	• A bilingual/dual-language word-to-word dictionary is a language support. • Not available for the CAA.	non-embedded designated support
Braille	**Braille is not selected** Braille is selected	• ELA • mathematics • performance task	• Braille is a language support. • Not available for the CAA.	embedded accommodation

Display Name	Value Definition	Test	Setting Definition	Type
Calculator	**Calculator is not selected** Calculator is selected	• mathematics	• A calculator can be accessed for calculator-allowed items. • The student may use the calculator offered with assistive technology devices (such as a talking calculator or a braille calculator). • Allowed in grades 6–8, 11.	non-embedded accommodation
Closed Captioning for ELA Listening Items	**Closed Captioning is not selected** Closed Captioning is selected	• ELA	Printed text that appears on the computer screen as audio materials are presented.	embedded accommodation
Color Contrast	**Color Contrast is not selected; the default is Black on White** Reverse Contrast Black on Rose Medium Gray on Light Gray Yellow on Blue	• ELA • mathematics • performance task	By default, tests are presented with black text on a white background. Students who require a different combination of text and background should be assigned the appropriate setting.	embedded designated support
Color Contrast	**Color Contrast is not selected** Color Contrast is selected	• ELA • mathematics • performance task	Test content of online items may be printed with different colors.	non-embedded designated support
Color Overlays	**Color Overlays is not selected** Color Overlays is selected	• ELA • mathematics • performance task	Color transparencies are placed over a paper-based assessment.	non-embedded designated support
Magnification	**Magnification is not selected** Magnification is selected	• ELA • mathematics • performance task	The size of specific areas of the screen (e.g., text, formulas, tables, graphics, and navigation buttons) may be adjusted by the student with an assistive technology device.	non-embedded designated support
Masking	**Masking is not selected** Masking is available	• ELA • mathematics • performance task	Masking involves blocking off content that is not of immediate need or that may be distracting to the student. Students are able to focus their attention on a specific part of a test item by masking.	embedded designated support
Multiplication Table	**Multiplication Table is not selected** Multiplication Table is selected	• Mathematics	• A paper-based single-digit (1–9) multiplication table. • Allowed in grades 4–8, 11	non-embedded accommodation

Display Name	Value Definition	Test	Setting Definition	Type
Noise Buffers	**Noise Buffers is not selected** Noise Buffers is selected	• ELA • mathematics • performance task	Ear mufflers, white noise, and/or other equipment used to block external sounds.	non-embedded designated support
Print On Demand	**Print on Demand is not selected**	• ELA • mathematics • performance task	Print-on-demand for test stimuli and items, stimuli only, or items only is set for summative tests by having the LEA CAASPP coordinator contact CalTAC **only.** Configuring this accommodation in the upload file will not automatically activate it for the assigned student. All requests must be approved by CalTAC and the CDE.	non-embedded accommodation
Read Aloud for ELA	**Read Aloud for ELA is not selected** Read Aloud for ELA is selected	• ELA • performance task	Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the *Smarter Balanced Test Administration Manual*. All or portions of the content may be read aloud.	non-embedded accommodation
Read Aloud (for Mathematics and ELA Items)	**Read Aloud for Mathematics and ELA Items is not selected** Read Aloud for Mathematics and ELA Items is selected	• ELA • mathematics • performance task	• Text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the *Online Test Administration Manual*. • All or portions of the items may be read aloud. • Does not apply to ELA passages. • Read Aloud for Mathematics in Spanish is set in field AG in the *Online Student Test Settings* template.	non-embedded designated support

Part III
Interim Assessment Administration

Display Name	Value Definition	Test	Setting Definition	Type
Scribe	**Scribe is not selected** Scribe is selected	• ELA • performance task	Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified, and must follow the administration guidelines provided in the *Online Test Administration Manual*.	non-embedded accommodation
Scribe (for ELA non-writing items and Mathematics items)	**Scribe for items is not selected** Scribe for items is selected	• ELA • mathematics • performance task	Students dictate their responses to a human who records verbatim what they dictate. The scribe must be trained and qualified, and must follow the administration guidelines provided in the *Online Test Administration Manual*.	non-embedded designated support
Separate Setting	**Separate Setting is not selected** Separate Setting is selected	• ELA • mathematics • performance task	• The test location is altered so that the student is tested in a setting different from that made available for most students. • The test is administered at the most beneficial time of day for the student. • Special lighting or acoustics are to be used.	non-embedded designated support
Speech-to-text	**Speech-to-text is not selected** Speech-to-text is selected	• ELA • mathematics • performance task	• Voice recognition allows students to use their voices as input devices to the computer, to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work). Voice recognition software generally can recognize speech up to 160 words per minute. Students may use their own assistive technology devices. • Not available for the CAA.	non-embedded accommodation
Text-to-speech for ELA Reading Passages	**Text-to-speech for ELA reading passages is not selected** Passages	• ELA • performance task	• Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control.	embedded accommodation

Display Name	Value Definition	Test	Setting Definition	Type
			• This accommodation is available for all grades.	
Text-to-speech for Mathematics and ELA items	**Text-to-speech for mathematics and ELA items is not selected** Items (ELA) Stimuli and Items (Mathematics) Items (ELA) *and* Stimuli and Items (Mathematics)	• ELA • mathematics • performance task	Text is read aloud to the student via embedded text-to-speech technology. The student is able to control the speed as well as raise or lower the volume of the voice via a volume control.	embedded designated support
Translated Test Directions	**Translated Test Directions is not selected** Translated Test Directions is selected	• ELA • mathematics • performance task	• PDF of directions translated in each of the languages currently supported—found on the CAASPP Portal on the TA Resources Web page, *Smarter Balanced Translated Test Directions*. A bilingual adult can read to student. • Not available for the CAA.	non-embedded designated support
Translation Glossaries for Mathematics Items	**Translation Glossaries for mathematics is not selected** English Arabic Cantonese Spanish Korean Mandarin Punjabi Russian Filipino Ukrainian Vietnamese Arabic & English Cantonese & English Spanish & English Korean & English Mandarin & English Punjabi & English Russian & English Filipino & English Ukrainian & English Vietnamese & English	• mathematics • performance task	• Sets student's glossary accommodation. Students can open a glossary to view terms presented on the test that may be unfamiliar to them. • By design, all students can access the English glossary word list as a universal tool, unless this is disabled ("None") or overridden by another language. • If a combination glossary is selected (e.g., English and Arabic or English and Russian), then the student will have access to both. • If a single glossary is selected (e.g., Mandarin), then the student will only have access to that glossary. The English glossary will not be available. • Select "Filipino" for students requiring Ilokano and Tagalog glossaries. These students can subsequently select the Filipino glossary in the	embedded designated support

Display Name	Value Definition	Test	Setting Definition	Type
			TDS and receive each of the available translations in the Tagal family of languages. • Not available for the CAA. ***Note:*** The English glossary is available for both ELA and mathematics tests. Translated glossaries are available for mathematics tests only.	
Translation Glossaries for Mathematics Items	**Translation Glossaries for mathematics items is not selected** Arabic Cantonese Filipino Korean Mandarin Punjabi Russian Spanish Ukrainian Vietnamese	• mathematics	• Translated glossaries are a language support. • Translated glossaries are provided for selected construct-irrelevant terms for mathematics. • Glossary terms are listed by item and include the English term and its translated equivalent. • Select "Filipino" for students requiring Ilokano and Tagalog glossaries. These students can subsequently select the Filipino glossary in the TDS and receive each of the available translations in the Tagal family of languages. • Not available for the CAA.	non-embedded designated support
Permissive Mode	**Permissive Mode disabled** Permissive Mode enabled	• ELA • mathematics • PT	• Permissive mode should be enabled for students who require access to approved accessibility software and/or devices in order to interact with the test (e.g., screen readers, magnifiers, speech-to-text, braille screen readers and refreshable braille displays, etc.). When permissive mode is disabled, the only application that can be open on the computer is the secure browser.	embedded designated support

Part III
Interim Assessment Administration

Display Name	Value Definition	Test	Setting Definition	Type
Print Size	**No default zoom applied** 1.5X 1.75X 2.5X 3X	• ELA • mathematics • PT	• Sets student's print size accommodation. • This is the print size the student should have when starting a test. • The selected print size becomes the default for all items in that student's test. • The default print size for all tests is 14 pt. • The default font for ELA tests is Times New Roman. • The default font for mathematics tests is Verdana.	embedded designated support
Streamlined Interface	**Standard** Streamlined	• ELA • mathematics • PT	By default, all tests use the standard interface. This interface is compatible with all supported desktops and tablets. The streamlined interface presents the test in an alternate, simplified format in which the items are displayed below the stimuli. All tool and navigation buttons are on the bottom of the screen.	embedded accommodation
Stacked Translations and Translated Test Directions for Mathematics	**Stacked Translations and Translated Test Directions for Mathematics are not selected** Stacked Translations and Translated Test Directions for Mathematics are selected	• ELA • mathematics • PT	• Embedded translation of mathematics test items and directions, translated in Spanish. • Not available for the CAA.	embedded designated support
Reminder to Turn Off Any Universal Tools	**Reminder is not selected** Reminder is selected	• ELA • mathematics • PT	Test administrator receives a reminder to disable any universal tools that might be distracting or that students do not need to use, or are unable to use.	embedded designated support
Read Aloud in Spanish (Mathematics) (N/A for CAA)	**Read Aloud in Spanish is not selected** Read Aloud in Spanish for items is selected Read Aloud in Spanish for stimuli is selected	• mathematics	• Spanish text is read aloud to the student by a trained and qualified human reader who follows the administration guidelines provided in the *Online Test Administration Manual*	non-embedded designated support

Display Name	Value Definition	Test	Setting Definition	Type
	Read Aloud in Spanish for items and stimuli is selected		and the read-aloud guidelines. All or portions of the content may be read aloud. • Not available for the CAA.	
Manipulatives for Alternate Assessment	**Manipulatives is not selected** Manipulatives is selected	• ELA • mathematics	• Provide additional CAA instructional supports. • Available for the CAA only.	non-embedded accommodation

March 2016

Understand the Student Testing Site

This section is designed to familiarize test administrators with the Student Testing Site. It describes what students see and the tools they have access to while taking the tests. This section will address some of the common questions test administrators and students may have.

This section covers the following:

- test layout
- test elements
- global and context menus overview
- how students navigate the testing site interface

Test Layout

The sample item page in Figure 56 shows the primary features and tools available to all students.
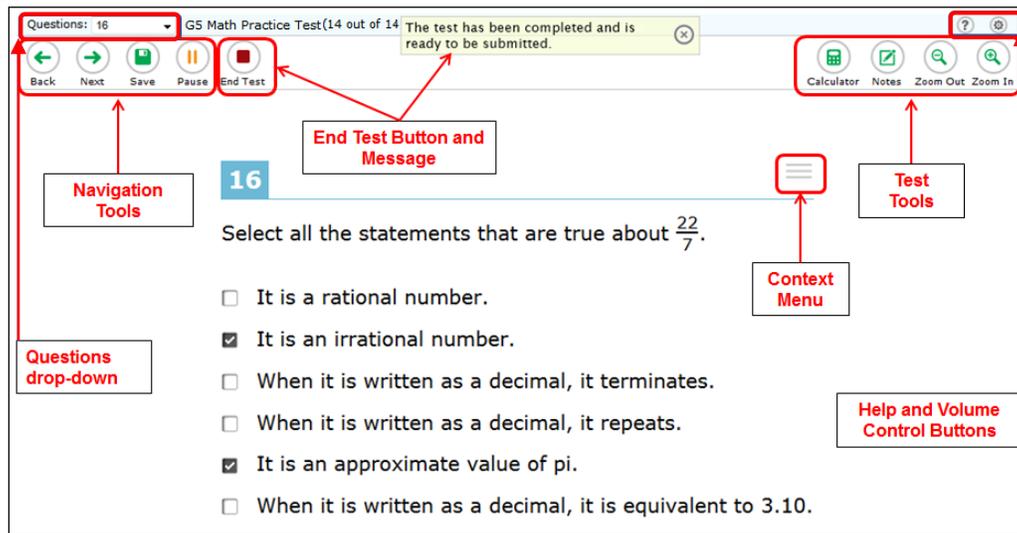
Figure 56. Sample Item Page

About Test Elements

A test page has up to three elements: Banner, Stimulus/Passage section, and Item section.

- **Banner:** The banner contains two rows.
  - Test Information: This row displays the current question number(s), test name, student name, [**Help**] icon (?), and [**System Settings**] icon (⚙).
  - Global Menu: This row displays the navigation and test tool buttons.
- **Stimulus/Passage:** The stimulus/passage section contains the following elements:
  - stimulus/passage context menu
  - expand/collapse passage button
  - stimulus/passage content

- **Item:** Each item contains the following elements:
  − item number
  − item context menu
  − item stem
  − response area/answer options

Global and Context Menus

The Global and Context Menus allow students to access on-screen tools. These tools can be accessed using a mouse or keyboard shortcuts.

Global Menu

- The Global Menu (Figure 57), contains the navigation buttons as well as the global menu tool buttons.
- Navigation buttons ([**Back**], [**Next**], [**Save**], [**Pause**], [**End Test**]) appear on the left side of the global menu.
- Test tool buttons (e.g., [**Help**], [**System Settings**], [**Calculator**], [**Notes**], [**Zoom Out**], [**Zoom In**]) appear on the right side of the global menu.

Figure 57. Sample Global Menu

Open a Test Tool in the Global Menu:

Select the button for the tool (e.g., [**Calculator**]) to open a test tool in the global menu. Most tools will open in a pop-up window.

Use the [Zoom In] and [Zoom Out] Buttons in the Global Menu:

1. *To make text and images in the test larger,* select the [**Zoom In**] button. The zoom state persists until the [**Zoom Out**] button is selected. You can do this up to four times (levels). The global menu will not get larger.

2. *To make the text and images in the test smaller again,* select the [**Zoom Out**] button. You can do this up to four times (levels).

Open the System Settings Window and Adjust the Volume, Rate, or Pitch:

1. Select the [**System Settings**] icon (⚙) in the upper right corner of the global menu next to the [**Help**] icon. The *System Settings* window (Figure 58) will open.

2. Move the Volume slider to adjust the loudness of the audio. Move the Rate slider to adjust the speed of the speech. Move the Pitch slider to adjust the pitch of the speech.

3. Select [**OK**] to save the new volume, rate, or pitch setting for the remainder of the test.
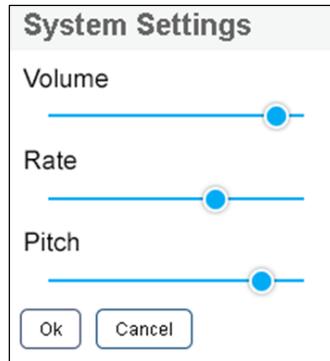
Figure 58. *System Settings* Window

Context Menus Overview

Tools such as text-to-speech, highlighter, and strikethrough are accessed using context menus. Context menus contain the options available for each different area on the test page. These areas are called elements.

Elements include passages or prompts, test items, and answer options (i.e., A, B, C, and D). Each answer option is a single element and each element has its own context menu.
The context menu options vary depending on the following:

- the element type (i.e., passage or stimulus, item, or answer option)

- the tools available to students (e.g., text-to-speech is available only when using the secure browser)

Figure 59 shows an overview of the elements for multiple-choice/selected-response items, Figure 60 shows a sample context menu for items, and Figure 61 shows a sample context menu for answer options. Each answer option has its own context menu.
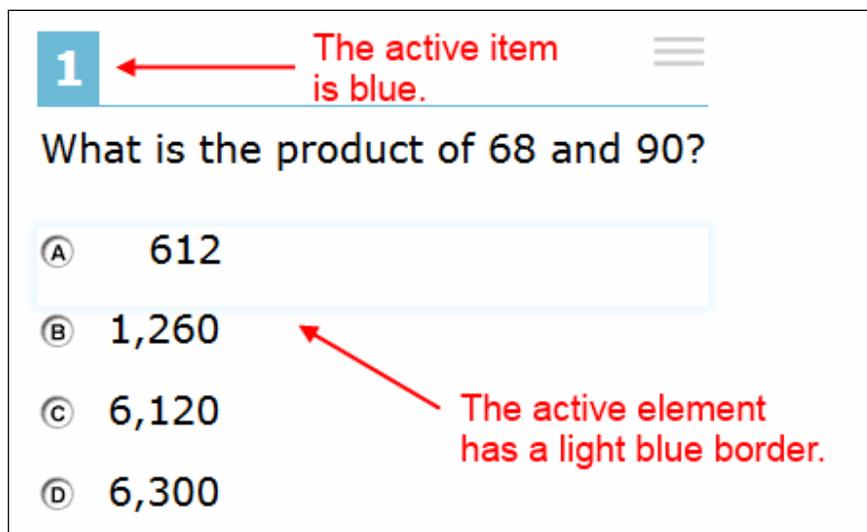
Figure 59. Overview of Elements for Multiple-choice/Selected-response Items
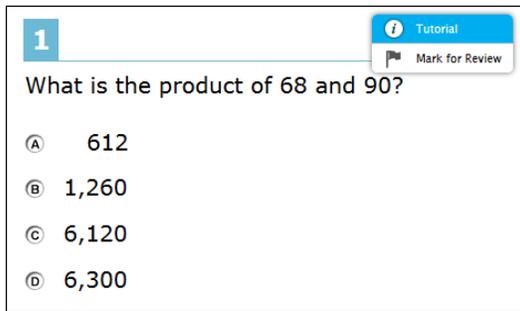
Figure 60. Sample Context Menu for Items
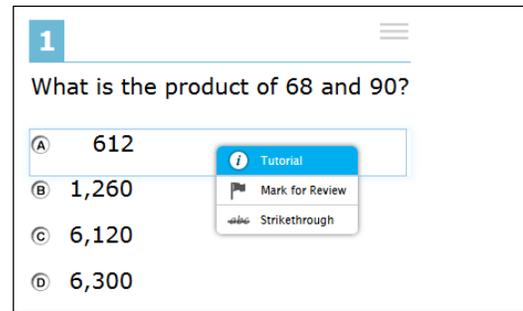
Figure 61. Sample Context Menu for Answer Options

Note: Students can access context menus for passages, items, and answer options.

Open a Context Menu for Passages and Items:

Accessing a context menu no longer depends solely on right-clicking with the mouse.

Note: Functions selected with the right-click with the mouse are still available. Students who prefer to select with the right mouse button may do so.

1. Select the [**Context Menu**] icon (≡) at the upper right corner of the passage or item. The context menu will open and display the available tools.
2. Select a tool to activate or open it.

Open a Context Menu for Answer Options:

Students may use the [**Context Menu**] icon to view available tools for multiple-choice or multi-select answer options. They may also select with their mouse or trackpad's right mouse button.

The instructions to open the Context Menu for an answer option using the on-screen button differ depending on the device.

Mouse or trackpad

1. Select an answer option so that it is "active" (a light blue border will appear around it).

   Caution: This will result in the answer option being selected until the student selects a different option.

2. Select the [**Context Menu**] icon. The Context Menu will open.
3. Select a tool to activate or open it.

Tablets

1. Tap an answer option so that it is "active." A light blue border will appear around an active answer option.

   Caution: This will result in the answer option being selected until the student selects a different option.

Interim Assessment Administration

Part III

2. Tap the [**Context Menu**] icon. The Context Menu will open.

3. Select a tool to activate or open it.

Open the Context Menu for an answer option using selection with the right mouse button:

Two-button mouse

1. Using the right mouse button, select anywhere on an answer option. The Context Menu will open.

2. Select a tool to activate or open it.

Single-button mouse (for use with Mac devices)

1. Move the mouse to an answer option.

2. On the keyboard, press the "Ctrl" key and select the mouse button. The Context Menu will open.

3. Select a tool to activate or open it.

Chromebook

1. Using the trackpad, move the mouse pointer to an answer option.

2. Press and hold the "Alt" key on the keyboard.

3. Press down on the track pad until it "clicks." The Context Menu will open.

4. Select a tool to activate or open it.

Student Pause of Test

Students are able to pause the test by selecting the [**Pause**] button in the global menu (Figure 62). A confirmation message will appear like that shown in Figure 63. Select the [**Yes**] button to acknowledge the message and pause the test. The student will be logged out and returned to the *Sign In* screen.

If the student wishes to re-enter the session, they will need to log in and proceed through the approval process again. If the session has been stopped, the student will need to obtain a new Session ID in order to resume testing.

Figure 62. [Pause] Button in Global Menu of Student Testing Site
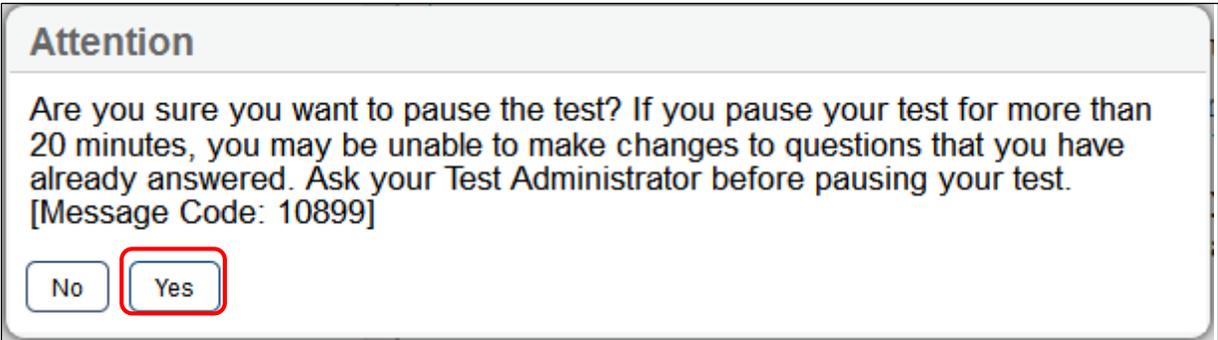
Figure 63. Student Pause Test Message

Note: Test administrators may want to remind students taking interim assessments that if their tests have been paused for more than 20 minutes, they cannot return to previous items in their test; they may only resume from the last item on which they were working prior to the pause. Resuming within a 20-minute period will allow students to move freely through the test.

Student Completion and Submission of Test

After students answer the last item on the test, the [**End Test**] button will appear in the upper-right corner of the screen (Figure 64). The top of the screen will also display the following message: "The test has been completed and is ready to be submitted when you are done reviewing your answers."

Figure 64. [End Test] Button in Global Menu of Student Testing Interface

To end a test, the student selects the [**End Test**] button (Figure 64). An attention message will appear (Figure 65). The student selects the [**Yes**] button to end the test and continue to the next screen. A student may want to select the [**Yes**] button if the student has answered all test questions and only wants to review items that have been flagged. If students want to continue

working, they should select the [**No**] button. A student may want to select the [**No**] button if questions were left unanswered and the student would like to revisit those questions.
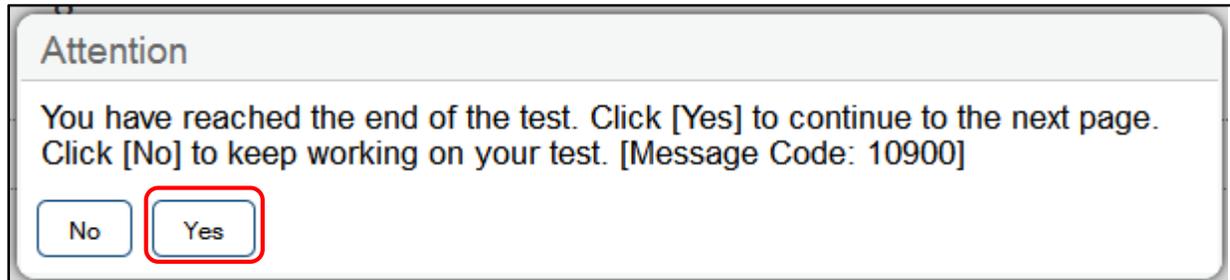
Figure 65. End Test Alert Message

After students select the [**Yes**] button, a new screen presents the items in the tests and identifies any items marked for review (Figure 66).

To go back to the test and review answers, students must select an item from the list. The student is then taken back to the specific item in the test. The pause rule determines which items are available for review. Refer to page 36 to read more about pausing a student's test.
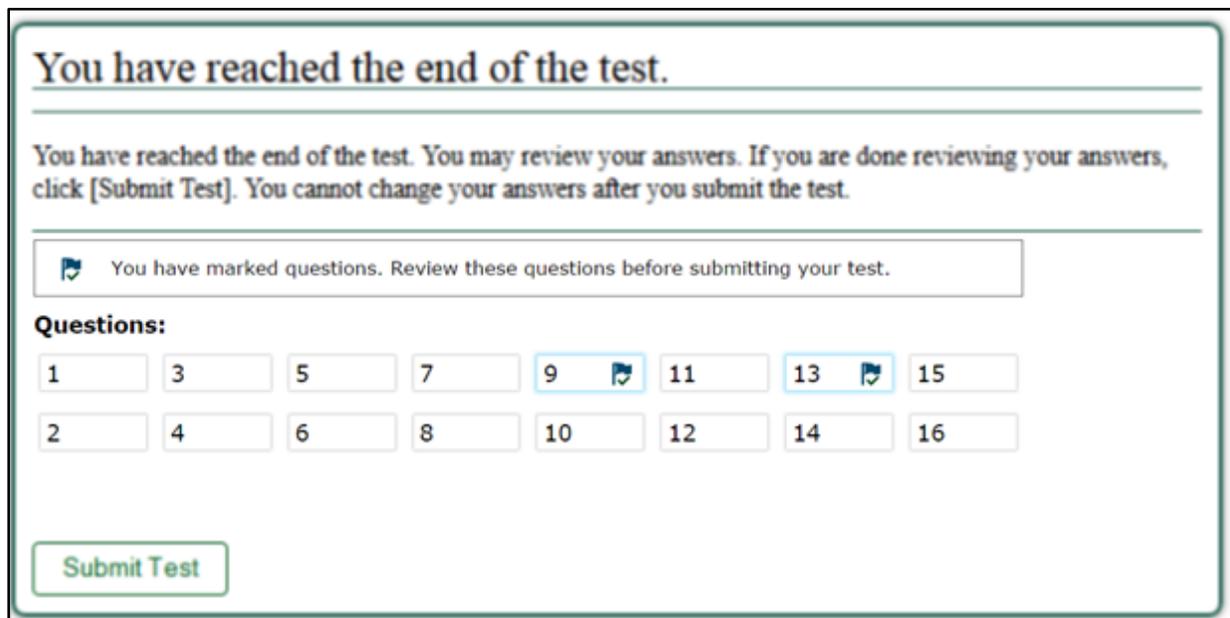
Figure 66. Review Test Questions

Note: For segmented tests, students may review items only from the last segment.

While students are reviewing their answers, the [**End Test**] button (Figure 64) will remain on the screen. To return to the screen where students can review their answers, the student should select the [**End Test**] button.

To complete the testing process, students must select the [**Submit Test**] button (Figure 66).

Alert: After the student selects the [**Submit Test**] button, the test is officially completed. The student cannot log back on and review their answers.

After the student submits the test, they will see the *Test Successfully Submitted* confirmation screen (Figure 67). This screen will show the student's name and CA-SSID, the test name, and the date the test was completed and submitted.

Figure 67. *Test Successfully Submitted* **Confirmation Screen**

Note: Interim assessment results are available within the IA Reporting System <u>only</u> for the LEA and school in which the student completed the test. The IA Reporting System does <u>not</u> account for student mobility throughout the year.

Part IV
Interim Assessment Hand Scoring System

Overview of the Interim Assessment Hand Scoring System

The Interim Assessment Hand Scoring System (IAHSS) allows educators to score responses to items that require hand scoring. When students in a test session submit an interim assessment, the items that require hand scoring are sent to the IAHSS, where scorers can view students' responses to each item and enter scores or mark them with condition codes. Items that require hand scoring must be scored in the IAHSS in order for results to be viewable in the Interim Assessment Reporting System.

This section contains information on how to:
- understand IAHSS user roles
- access the IAHSS
- select item responses to score
- score item responses
- mark item responses as complete
- apply condition codes

Customization Copyright © 2016 by the California Department of Education　　　March 2016

Quick Start Instructions

1. Navigate to the CAASPP Portal at http://www.caaspp.org/ and select the [**Smarter Balanced Interim Assessments**] button, then select the [**Interim Assessment Hand Scoring System**] button. Log in by entering the TOMS username and password on the *Sign In* Web form and selecting the [**Secure Log In**] button.

2. Select item responses to score.

3. Score item responses.

    a. Reassign items (optional).

4. Mark as complete.

More detailed procedures are outlined in the *Use the Interim Assessment Hand Scoring System* section on page 72.

Interim Assessment Hand Scoring System User Roles

Scorers

Scorers use the Interim Assessment Hand Scoring System (IAHSS) to score the item responses that require hand scoring. Student responses are assigned to the scorer based on the Test Session ID in which the test was completed. Scorers cannot reassign items to other scorers in their school or local educational agency (LEA).

Test administrators and interim assessment administrators are automatically assigned the role of scorer in the IAHSS.

Score Managers

These users, who are LEA CAASPP coordinators or CAASPP test site coordinators, can view items completed by any student associated to their school (if a school-level user) or LEA (if an LEA-level user) and reassign them to any scorers within their user level. Score managers inherit scorer properties as part of their role, so they can also score item responses that have been reassigned to them. Table 8 describes the two hand scoring roles and their abilities.

Table 8. Hand Scoring Roles and Abilities

Hand Scoring Roles	Test Operations Management System (TOMS) Roles	Viewing, Scoring, and Reassigning Abilities
Scorer	Test Administrator Test Examiner IA Administrator Only	• can view and score all responses assigned to them
Score Manager	LEA CAASPP coordinator CAASPP test site coordinator	• can view all responses at the LEA or school level • can score items that have been assigned to them • can reassign responses to any scorer associated with their user level

Use the Interim Assessment Hand Scoring System

Step 1. Access the Interim Assessment Hand Scoring System

To access the IAHSS, you must have current year TOMS login credentials (i.e., username and password).

A. Open your Web browser and navigate to the CAASPP Portal (http://www.caaspp.org/).

B. Select the [**Smarter Balanced Interim Assessments**] button (Figure 68) to navigate to the *CAASPP Interim Assessment Administration Resources* page.

Test Operations Management System (TOMS)	Test Administrator Interface	Practice & Training Tests	Smarter Balanced Digital Library
Secure Browsers	Online Reporting System (including Completion Status)	STAIRS	**Smarter Balanced Interim Assessments**
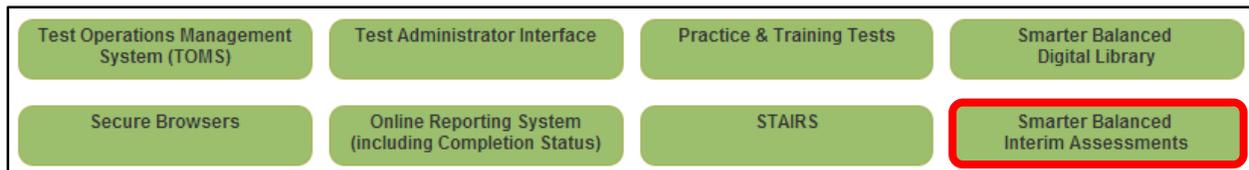
Figure 68. Buttons on CAASPP Portal

C. Select the [**Interim Assessment Hand Scoring System**] button (Figure 69).

Interim Assessment Viewing System	Test Operations Management System (TOMS)	Test Administrator Interface
Select this button to access the interim assessments for professional development and/or training purposes.	Select this button to view student test settings, including accommodations, before interim testing begins.	Select this button to access the Test Administrator Interface.
Online Reporting System (including Completion Status)	Hand Scoring Training Guides and Exemplars	**Interim Assessment Hand Scoring System**
Select this button to access the system that will allow you to see the completion status for students taking the interim assessments.	Select this button to access the interim assessment hand scoring training guides and exemplars. Upon selecting this button, select the [Help] link in the top right corner and then the [Training] tab.	Select this button to access the system that will allow you to score student responses to interim assessment items that require handscoring.
Administration and Registration Tools (ART)	Interim Assessment Reporting System	
Select this button to set up user accounts for the Digital Library and the Interim Assessment Reporting System. (LEA CAASPP Coordinator and site coordinator access only.)	Select this button to access interim assessment student results.	

Figure 69. Buttons on CAASPP *Interim Assessment Administration Resources* Web Page

D. Enter your username and password in the *Username* and *Password* fields in the *Login* Web form (Figure 70), and then select the **[Secure Login]** button.

- If you have forgotten your password, refer to the *TOMS Passwords, Access, and Logon User Guide* for instructions on resetting it at http://www.caaspp.org/rsc/pdfs/CAASPP.TOMS-access-and-logon.2016.pdf.

Figure 70. *Login* Web Form

Step 2. Select Item Responses to Score

Overview of the Response List *Page*

After you log in, the **Response List** page appears (Figure 71 and Figure 72). For scorers, this table populates with the responses assigned to a scorer for scoring.

> **Note:** There are two versions of the *Response List* table. If you are a score manager, this table displays the hand-scored responses for all the students in your associated school or LEA, depending on your user level.

Figure 71. *Response List* **Page—Scorer (Top)**

Figure 72. *Response List* **Page—Scorer (Bottom)**

1   **[Help] button:** Opens the online user guide.

2   **[Test] drop-down:** Used to filter the response list by test.

3   **[Session] drop-down:** Used to filter the response list by Session ID.

4   **Name:** Indicates student name.

5   **Item:** Indicates name of the hand-scored item. Includes item ID and name.

6   **Session:** Provides the Session ID in which the assessment was completed.

7   **Status:** Provides the scoring status of the item. See Table for information on status types.

8   **[Score] button:** Select the button in this column to score a student response.

⑨ **Navigation links:** Used to view student responses on other pages, if the response list shows more than 25 students.

⑩ **[Mark Selected As Complete] button:** Completes the hand scoring for selected responses; responses will no longer be accessible.

Table 9. Status Types

Status	Meaning
Not Scored	Indicates that the response needs to be scored.
Tentatively Scored	Indicates that the response was scored but needs to be marked as complete. The response is still available to be reviewed or reassigned.

Note: Although never visible in the IA Hand Scoring System, once a student response is marked as complete, the system assigns the response a *Completed* status and the response will be removed from the Response List page and will no longer be viewable in any system.

As a score manager, the *Response List* table will include additional information (Figure 73).

Figure 73. Filters for the *Response List* Table—Score Manager

① **[Grades] drop-down:** Used to filter the response list by grade.

② **[Subjects] drop-down:** Used to filter the response list by subject.

③ **[Scorers] drop-down:** Used to filter the response list by assigned scorer.

④ **Assigned To:** Name of scorer the response is assigned to.

Filter the Response List *Table*

You can use the drop-down lists on the *Response List* page to filter the responses that appear in the table. Scorers can filter the table by test and/or session. Score managers can filter the table by test, session, grade, subject, and/or assigned scorer.

A. Open a drop-down list above the *Response List* table (Figure 74); for a scorer the options are *Test* and *Session*.
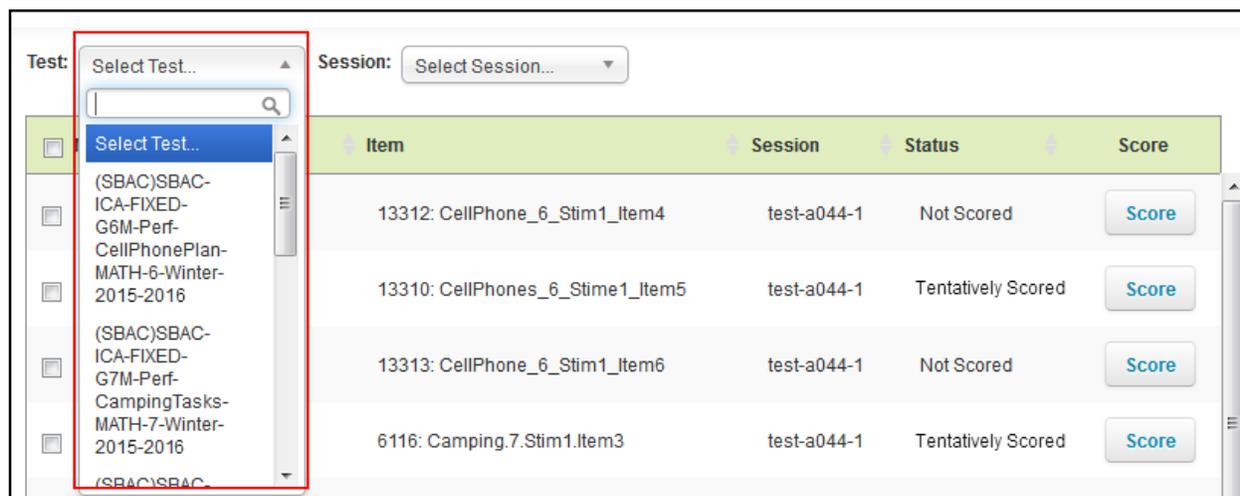
Figure 74. Test Filter for the *Response List* Table—Scorer

B. Select an option; otherwise, enter the desired option in the search field. The table updates to show only responses associated with the selected option.

C. To apply additional filters, repeat steps 1 and 2 with a different drop-down list.

Sort the Response List *Table*

You can sort the *Response List* table by student name, item, session ID, or response status.

> **Note:** Score managers can also sort the *Response List* table by the assigned scorer.

A. Select a column header. The table lists the responses by that column in ascending order.

B. To sort the responses in descending order, select the column header again.

Step 3. Score Item Responses

When scoring responses, you can either assign a score to the response or mark it with a condition code. Condition codes are used for any item you cannot score due to the nature of the student's response. When a student response is scored with a condition code, it is equivalent to a score of zero. Refer to page 81 for more information on condition codes. If a single item is scored for multiple scoring criteria (i.e. ELA full writes are scored for Organization/Purpose, Evidence/Elaboration, and Conventions and would receive three separate scores) a scorer should enter a score or condition code for each criterion. For more information about how to score responses and use condition codes, refer to the *Smarter Balanced Hand Scoring Rules* document, which is posted on the Smarter Balanced Web site below.

http://www.smarterapp.org/documents/Smarter_Balanced_Hand_Scoring_Rules.pdf/

Score Responses

This section explains how to enter scores and condition codes for responses.

A. In the Score column of the *Response List* table (Figure 74), select [**Score**] for a response. The *Score Response* page appears, displaying the item rubric and student response (Figure 75).

Figure 75. *Score Response* **Page**

B. In the *Response* section of the *Score Response* page (Figure 76), review the item stem and the student's response. To view the item's passage and an example of responses at all score points, select [**Exemplar**] (Figure 77).

Figure 76. *Response* **Section**

C. In the *Rubric* section (Figure 77), review the rubric description and do one of the following:

   i. To enter a score for the response, manually enter a numerical score in the *Score* field or use the arrow button in this field to increase or decrease the score in increments of one. The score cannot exceed the value in the Points column.

   ii. To assign a condition code to the response, select the appropriate option from the *Condition Code* drop-down list.

Figure 77. *Rubric* **Section**

iii. To view a guide for scoring the student response, select the [**Training Guides**] link (Figure 77).

D. If the item consists of multiple scoring criteria, repeat Step 3 for each criterion.

E. When you finish entering scores for the response, select [**Submit Score**] at the bottom of the page (Figure 76).

- To navigate to the *Score Item* page for a different item, select [**Previous Response**] or [**Next Response**] at the top of the page (Figure 78); the order of responses is determined by the sorting options chosen on the *Response List* table.

- To return to the *Response List* page, select [**Back to Response List**]. The item's status in the Status column now displays "Tentatively Scored."

Figure 78. Navigation for the Hand Scoring System

Reassign Responses (Optional)

The IAHSS automatically assigns a student responses for hand scoring to the test administrator that administered the session in which the student test was completed. If a student started a test in one session and completed it in another, the response will be assigned to the test administrator who administered the session in which the student completed the test.

Score managers at the school level (test site coordinators) can reassign responses to scorers in a school. Those score managers associated with an LEA (LEA CAASPP coordinators) can reassign responses to scorers within the LEA.

What follows is the process for score managers to reassign responses.

A. On the *Response List* table (Figure 79), mark the check box in the column on the far left for any items you wish to reassign.

Figure 79. *Response List* **Table**

D. Select the [**Reassign All Selected**] button at the bottom of the *Response List* page. A dialog box pops up.

E. In the *Reassign Selected Students* dialog box (Figure 80), select a scorer from the drop-down list. Only users associated with your school or LEA will appear.

Figure 80. *Reassign Selected Students* **Dialog Box**

F. **Select the** [**Reassign**] button. The selected responses are reassigned to the selected scorer. The newly assigned scorer's name will show in the Assigned To column of the *Response List* table.

Note: The IAHSS does not provide an internal mechanism for tracking reassignments. Any reassignments must be tracked locally.

Note: Responses with a status of "Tentatively Scored" or "Not Scored" can be reassigned. When a "Tentatively Scored" response is reassigned, the initial score will remain for the new scorer to view.

Step 4. Mark Item Responses as Complete

After scoring responses, the scorer must mark the responses as complete to finish the process. A completed response will no longer be available for viewing in the IAHSS. The completed response will advance in the process to ultimately generate a score in the Interim Assessment Reporting System.

1. On the *Response List* table, mark the checkbox for any responses that have final scores (Figure 81).

Figure 81. *Response List* Table

2. Select the [**Mark Selected as Complete**] button (Figure 81).

3. In the window that pops up, select the [**Mark Selected as Complete**] button. Once you mark a response as complete, it is removed from the scorer's queue and can no longer be viewed or edited.

Note: A status of "Tentatively Scored" indicates the response was scored but still needs to be marked as complete.

The interim assessment score reports will be available after a minimum of two business days after all hand scoring has been completed and can be viewed in the Interim Assessment Reporting System. All hand scoring requirements must be completed to view reports.

Hand Scoring Condition Codes

For more information about how to score responses and use condition codes, refer to the *Smarter Balanced Hand Scoring Rules* document, which is posted at http://www.smarterapp.org/documents/Smarter_Balanced_Hand_Scoring_Rules.pdf/ on the Smarter Balanced Web site. Table 10 provides descriptions of the condition codes available.

Table 10. Condition Codes for Hand Scoring

Condition Code	Description
Blank (B)	Student did not enter a response.
Insufficient (I)	1. Student has not provided a meaningful response; examples can include the following: • random keystrokes • undecipherable text • "I hate this test" • "I like pizza!" (in response to a reading passage about helicopters) • response consists entirely of profanity 2. For English language arts/literacy (ELA) Full Writes, use the "Insufficient" code for responses described above and also if: • student's original work is insufficient to make a determination whether they are able to organize, cite evidence/elaborate, and use conventions as defined in the rubrics • response is too brief to make a determination regarding whether it is on-purpose or on-topic
Nonscorable Language (L)	• ELA: language other than English • Mathematics: language other than English or Spanish
Off Topic (T)	***For ELA Full Writes Only*** • A writing sample will be judged off-topic when the response is unrelated to the task or the sources or shows no evidence that the student has read the task or the sources (especially for informational/explanatory and opinion/argumentative). • Off-topic responses are generally substantial responses.
Off Purpose (M)	***For ELA Full Writes Only*** • A writing sample will be judged off-purpose when the student has clearly not written to the purpose designated in the task. • An off-purpose response addresses the topic of the task but not the purpose of the task. • Note that students may use narrative techniques in an explanatory essay or use argumentative/persuasive techniques to explain, for example, and still be on-purpose. • Off-purpose responses are generally developed responses (essays, poems, etc.) clearly not written to the designated purpose.

Hand Scoring Training

In order to score student responses, users will need access to the Training Guides, Exemplars, and other training material from the Test Operations Management System (TOMS). These materials are available to anyone with TOMS credentials. After users log in to TOMS, select the [**Help**] button (Figure 82).

Figure 82. TOMS [Help] Button

Users then select the [**Interim Assessment Hand Scoring**] tab to access the Smarter Balanced Training Guides and Exemplars (Figure 83).
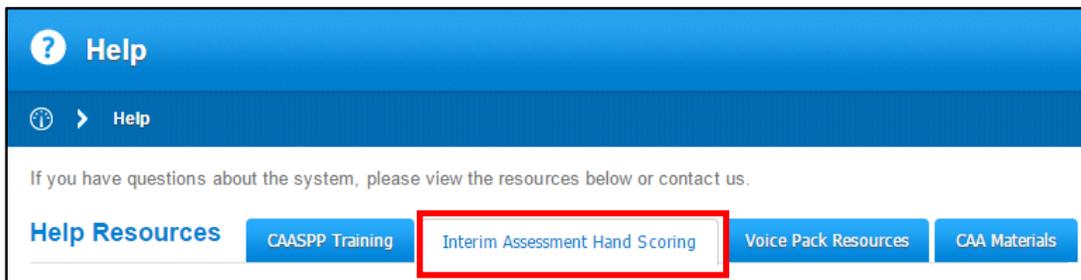
Figure 83. *Interim Assessment Hand Scoring* **Tab**

The resources under the first section, *Interim Assessment Hand Scoring Videos and Presentation Slides*, include a variety of videos (Figure 84). The top two are in-depth training videos on hand scoring student responses and are intended to be used within a group setting, with other educators. For each of these, a PowerPoint® presentation is included. The bottom three videos are short and provide high-level information about hand scoring in general, an example ELA item, and an example mathematics item.

Part IV

Interim Assessment Hand Scoring System

Figure 84. Hand Scoring Resources in TOMS

The second section, *Interim Assessment Hand Scoring Training Guides and Exemplars*, includes the training guides and exemplars for all interim assessment items that require hand scoring. The *Training Guides* file contains:

- Stimuli—passages, short scenarios, or source material
- Item Stem—questions to which students are responding, also called "prompts"
- Target Specific Scoring Rubric—standardized set of criteria used to score student responses
- Condition Codes Table—explains how to score unusual responses
- Metadata Table—claims and targets assessed by the item
- Grade-Level Conventions Chart—explains which conventions students are expected to know (ELA full write only)

The *Exemplars* file contains:

- Prep Sets—pre-scored sample student responses to a constructed-response item; includes an annotation to explain reasoning for the assigned score
- Check Sets—sample student responses with a separate answer key; to be used as part of hand-scoring training to check for consistency and calibration among scorers
- Key—answers to items in the Check Sets

In order to find the desired training guides and exemplars, users select the content area and grade. The associated items that require hand scoring will then display at the bottom of the page with links to the training guides and exemplars for each item. In Figure 85, "Math" and "Grade 5" have been selected.

Figure 85. Training Guides and Exemplars Links

Once training on hand scoring has been completed, educators are ready to begin hand scoring interim assessment items.

Part V
Interim Assessment
Reporting System

Overview of the Interim Assessment Reporting System

This section provides detailed instructions on using the Smarter Balanced Interim Assessment Reporting System (IA Reporting System), including how to:

- access and navigate the IA Reporting System
- understand user roles
- understand data security and privacy
- scoring requirements
- view student score reports for interim comprehensive assessments (ICAs) and interim assessment blocks (IABs)
- view *Student Score Reports* and *List of Student Reports* for ICAs and IABs
- print student reports
- download comma separated value (CSV) files of student results

> **Note:** Use your Smarter Balanced login credentials to access the IA Reporting System. This is the same login used for the Smarter Balanced Digital Library.
>
> **Note:** California local educational agencies (LEAs) will use the Online Reporting System (ORS) for accessing results from Smarter Balanced Online Summative Assessments.

Access to the IA Reporting System

LEA CAASPP coordinators are designated as authorized personnel by their superintendent at the beginning of the school year. The California Department of Education (CDE) will provide IA Reporting System access to the CAASPP coordinator of each California LEA. Each LEA CAASPP coordinator, in turn, will be authorized to grant access to LEA and school staff through the Smarter Balanced Administration and Registration Tools (ART) interface.

CAASPP Coordinator Checklist

✓ Review the *2015–16 CAASPP Test Security Agreement for LEA CAASPP Coordinators and CAASPP Test Site Coordinators* that should have been submitted either at the beginning of the school year or when the coordinator was designated.

✓ Verify that you have received your login credentials from Smarter Balanced to the IA Reporting System. This is the same login used for the Smarter Balanced Digital Library. LEA CAASPP coordinators should contact the California Technical Assistance (CalTAC) Digital Library and Interim Assessments Help Desk by telephone at 855-631-1510 or by e-mail at caltac@ets.org for assistance with login credentials.

✓ Provide access to other authorized LEA representatives, including educators in your LEA or school.

Part V
Interim Assessment Reporting System

CAASPP Interim Assessment User Guide
Customization Copyright © 2016 by the California Department of Education

✴ 86
March 2016

Note: Prior to granting access to users, the LEA CAASPP coordinator should consider state and federal privacy laws, as well as local LEA policies. Instructions for adding educators to ART are provided in Appendix B.

Before CAASPP coordinators grant other LEA staff members access to the IA Reporting System, they should read and understand the user roles that are available as well as the implications of assigning the roles to authorized educators.

IA Reporting System users are an integral part in ensuring that the security controls provide the intended level of protection. All LEA representatives who are authorized to access the IA Reporting System are required to protect interim assessment reporting information in any form. This includes information contained on printed reports, data downloaded onto computers and computer media (e.g., compact discs, thumb/flash drives), information on user computer monitors, files transmitted via e-mail, or information in any other format.

User Roles in the IA Reporting System

The CDE will assign LEA CAASPP coordinators with three user roles: GENERAL, PII, and SAREXTRACTS. LEA CAASPP coordinators will be able to add authorized LEA personnel and assign them the appropriate reporting user roles through the ART interface. To access the IA Reporting System and see student data, authorized users must have the GENERAL and PII roles. Additionally, users may have the SAREXTRACTS role, which allows users to download interim assessment test results. Table 11 describes each reporting role and the access provided by that role.

Table 11. Roles in the IA Reporting System

Role Display Name in ART	Role Description	Role Example
GENERAL *(with "Responsible Entity Type" as "DISTRICT")*	This role is required for **access** to the IA Reporting System.	All authorized LEA personnel must be assigned this user role.
GENERAL *(with "Responsible Entity Type" as "INSTITUTION")*	This role is required for **access** to the IA Reporting System.	All authorized school site personnel must be assigned this user role.

Role Display Name in ART	Role Description	Role Example
PII	This role provides **access** to individual student assessment results for all institutions under the associated entities. To activate this role, GENERAL must be assigned as well.	Any user who should be able to see individual student assessment results. Interim results are only available at a student level; therefore, the LEA CAASPP coordinator must assign the PII role to any additional users. **LEA CAASPP coordinators and other LEA staff and educators designated by the LEA CAASPP coordinator with authorization to view student test results through the IA Reporting System should be assigned this role. Note that users with this role may also print an individual student's test results.**
SAREXTRACTS	This role provides access to **download** the reported data in detail for all students covered by the institution. To activate this role, GENERAL and PII must be assigned as well.	Any user who should be able to download the assessment results data that drives individual reporting. **Only LEA personnel authorized to download the student test results should be assigned this user role, as the data file includes *all* student test results for the institution.**

Data Security and Privacy

Personally identifiable information (PII) is protected through the latest encryption and security technology, and educators are only permitted to view data for all students at either a school and/or district they have been explicitly authorized to view. Follow state and federal laws, as well as district policy, and only provide access to authorized individuals.

The Smarter Balanced IA Reporting System will be collecting and maintaining educational records that contain PII about students.

Smarter Balanced security controls are implemented to protect the information processed and stored within the system. Specifically, these control settings are designed to do the following:

- protect the privacy and confidentiality of the system information
- ensure that only authorized users (educators) access the system
- ensure that educators are uniquely identified when using the system
- associate and connect certain actions performed—within the system—to specific educators
- ensure that educators have access to perform only the actions they have been authorized to carry out

Alert: Access to student PII is strictly regulated by state and federal laws and district policies. The CDE does not provide legal interpretation of state or federal privacy laws. LEAs should consult with their local legal offices to ensure that local processes are in compliance with applicable state and federal laws and regulations.

Note: The only combinations of roles possible are "GENERAL and PII" and "GENERAL, PII, and SAREXTRACTS." The "GENERAL and PII" combination will grant the user **access** to individual student assessment results for all institutions under the associated entities. The "GENERAL, PII, and SAREXTRACTS" combination will allow

the user to **access** *and* **download** the reported data in detail for all students covered by the institution. How to determine the scope of access (i.e., LEA level vs. school site level) is covered in Step 8 under the Adding the Reporting Roles for Existing *Users* section in [Appendix B](#).

Note: Interim assessment results are available within the IA Reporting System only for the LEA and school in which the student completed the test. The IA Reporting System does not account for student mobility throughout the year.

Scoring Requirements for the IA Reporting System

Interim assessment results are available after a minimum of two business days after all scoring, including hand scoring, has been completed. Most items on the interim assessments are automatically machine scored. However, all ICAs and some IABs have test questions that need to be hand scored. Refer to the *Smarter Balanced Hand Scoring Requirements* table for the IABs and ICAs on the CDE Web site at http://www.cde.ca.gov/ta/tg/ca/iabhandscoring.asp and http://www.cde.ca.gov/ta/tg/ca/icahandscoring.asp respectively.

Hand scoring interim assessments is a local responsibility. In order to plan adequate time for hand scoring of interim assessments do one of the following:

- Refer to the *Interim Assessment Estimated Hand Scoring Times* on the CDE Web site at http://www.cde.ca.gov/ta/tg/ca/iahandscoretimes.asp in order to plan adequate time for hand scoring of interim assessments.
- A more precise estimate of time required for hand scoring can be developed by previewing the ICA or IAB assessment using the Interim Assessment Viewing System on the *CAASPP Interim Assessment Administration Resources* Web page at http://www.caaspp.org/ta-resources/interim.html. The Interim Assessment Viewing System allows educators with the appropriate TOMS credentials to view all of the interim assessments, both ICAs and IABs. Refer to Appendix A for more information on TOMS user roles.

⚠️	**Alert:** Hand scoring interim assessments is a local responsibility. Student results will not display in the IA Reporting System until hand scoring is completed. Allow a minimum of two business days for results to populate.
⚠️	**Warning:** For ICAs, hand scoring for <u>both</u> the performance task and the computer-based test must be completed <u>and</u> submitted in order to generate results in the IA Reporting System.

Log In to the IA Reporting System

Follow the steps below to log in to the IA Reporting System. Users are only permitted to view data for schools which they have been explicitly authorized to view by their LEA CAASPP coordinator.

1. Go to the CAASPP Portal (http://www.caaspp.org/) and select the [**Smarter Balanced Interim Assessment**] button (Figure 86).

Figure 86. CAASPP Portal Web Page

2. This will open the *Interim Assessment Administration Resources* page. Select the [**Interim Assessment Reporting System**] button (Figure 87).
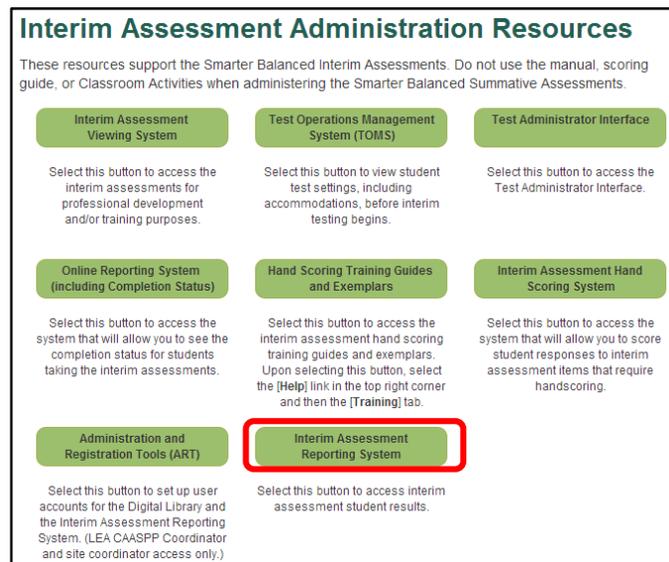
Figure 87. *Interim Assessment Administration Resources* Web Page

3. This will open the *Smarter Balanced Reporting System* page (Figure 88).

Figure 88. *Smarter Balanced Reporting System* **Page**

4. On the landing page, select the [**Log In**] button. This will open the login screen (Figure 89).

Figure 89. Smarter Balanced Login Screen

5. On the login screen, enter your username and password—this will be the same information you use to access the Smarter Balanced Digital Library.

IA Reporting System Landing Screen

The landing screen displayed upon entry into the IA Reporting system is the *District Landing Screen* (Figure 90). If you have permissions to view all of the schools in your district, then select the district and the *School Landing Screen* (Figure 91) will show. If you have permissions to view the students within your school, then select the school and the *Grade Landing Screen* (Figure 92) will show.

District Landing Screen

Figure 90. List of Districts with Interim Assessment Results Ready

1   **Breadcrumbs:** Used to navigate back to the grade, school and district level views.

2   **Report Information:** This provides information regarding the purpose, uses, and features of the results on the screen.

3   **Download:** Allows users to print the current view. From the assessment level users can download student reports in bulk or export a CSV file with detailed student information and results. (Both PII and SAREXTRACT roles are required for bulk reporting and data exports.)

4   **Find:** Used to search for a specific district or school.

5   **Academic Year:** This drop-down list displays the available academic years with interim assessment results.

6   **District Name:** This column displays the list of districts a user has permissions to view. Many users may not have this view due to their permission level.

7   **Content Area Columns:** These columns show whether interim data is available for either Mathematics or ELA.

School Landing Screen

Figure 91. List of Schools with Interim Assessment Results Ready

1   **Breadcrumbs:** Used to navigate back to the grade and school level views.

2   **Report Information:** This provides information regarding the purpose, uses, and features of the results on the screen.

3   **Download:** Allows users to print the current view. From the assessment level users can download student reports in bulk or export a CSV file with detailed student information and results. (Both PII and SAREXTRACT roles are required for bulk reporting and data exports.)

4   **Find:** Used to search for a specific school.

5   **Academic Year:** This drop-down list displays the available academic years with interim assessment results.

6   **School Name:** This column displays the list of schools a user has permissions to view. Many users may not have this view due to their permission level.

7   **Content Area Columns:** These columns show whether interim data is available for either Mathematics or ELA.

Grade Landing Screen

Figure 92. List of Grades with Interim Assessment Results Ready

1   **Breadcrumbs:** Used to navigate back to grade level views.

2   **Report Information:** This provides information regarding the purpose, uses, and features of the results on the screen.

3   **Download:** Allows users to print the current view. From the assessment level users can download student reports in bulk or export a CSV file with detailed student information and results. (Both PII and SAREXTRACT roles are required for bulk reporting and data exports.)

4   **Academic Year:** This drop-down list displays the available academic years with interim assessment results.

5   **Grade:** This column displays the grade levels that have interim data for Mathematics or ELA.

6   **Content Area Columns:** These columns show whether interim data is available for either Mathematics or ELA.

View and Understand Student Reports

The IA Reporting System is an interactive, online reporting platform that provides reports and data from the Smarter Balanced Interim Assessments. The IA Reporting System does not create aggregate data reports for interim assessments. It does, however, enable individuals with the appropriate levels of access to examine data at multiple levels. Additionally, the system allows users to create custom subsets filtered by gender or student demographic data (i.e., Limited English Proficient, Race/Ethnicity, Individualized Education Plan, Gender, Section 504 Plan, Economic Disadvantage, or Migrant Status). Interim assessment student reports can be downloaded as PDF files for easy printing and distribution to parents.

ICAs and IABs provide individual student results that educators can examine in relation to the standards and then use to adjust instruction. ICA score reports provide an overall scale score, an achievement level, and claim-level information. IAB score reports provide a level of Below, At/Near, or Above Standard for each block.

View ICA List of Students Report

The ICA List of Students report provides assessment results for a list of students and is available to a user as they drill down through the LEA, school, and grade level screens, respectively. The list will display mathematics and ELA side by side, or in a subject-detail view that shows overall scale scores and claim levels.
To view a list of students, select the school to display the grade levels that have interim assessment results ready. Then, select the grade level to display the list of students who have ICA results ready (Figure 93).

Figure 93. Navigate to the ICA List of Students Report

The Assessment drop-down selector allows users to view interim results from ICAs and IABs that have been administered and scored, as well as results from a previous academic years (Figure 94).
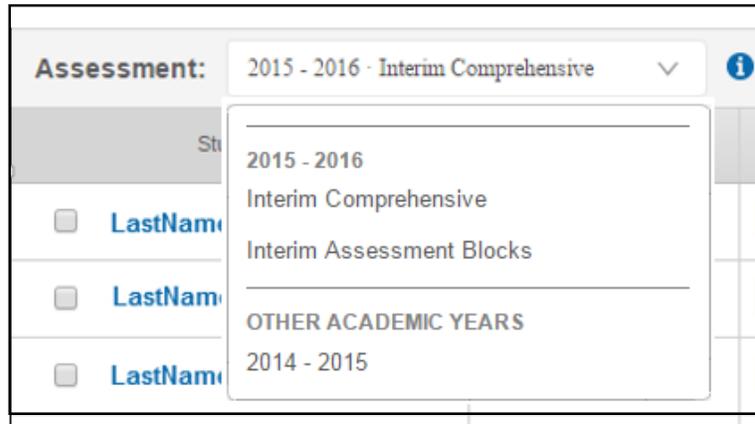
Figure 94. Assessment Selector Drop-Down

Note: ICA or IAB results from a previous academic year will only be available if the student record had been marked as *Standardized/Benchmark* in the *Manner of Administration* setting.

ICA List of Students (Overview)

The ICA List of Students Overview report displays student scale scores for both mathematics and ELA/Literacy (Figure 95). Note that three different views are available. If the overview button is selected, then student performance on both the ELA ICA and the mathematics ICA are displayed. If the Mathematics button or the ELA button is selected, then the information specific to each subject is displayed.

Alert: The grade level displayed on this report is the grade level of the interim assessment. It will not necessarily correspond with the grade level in which the student is enrolled. For example, a grade-four student may take a grade-five test. The results for this test will display under grade five, not grade four.
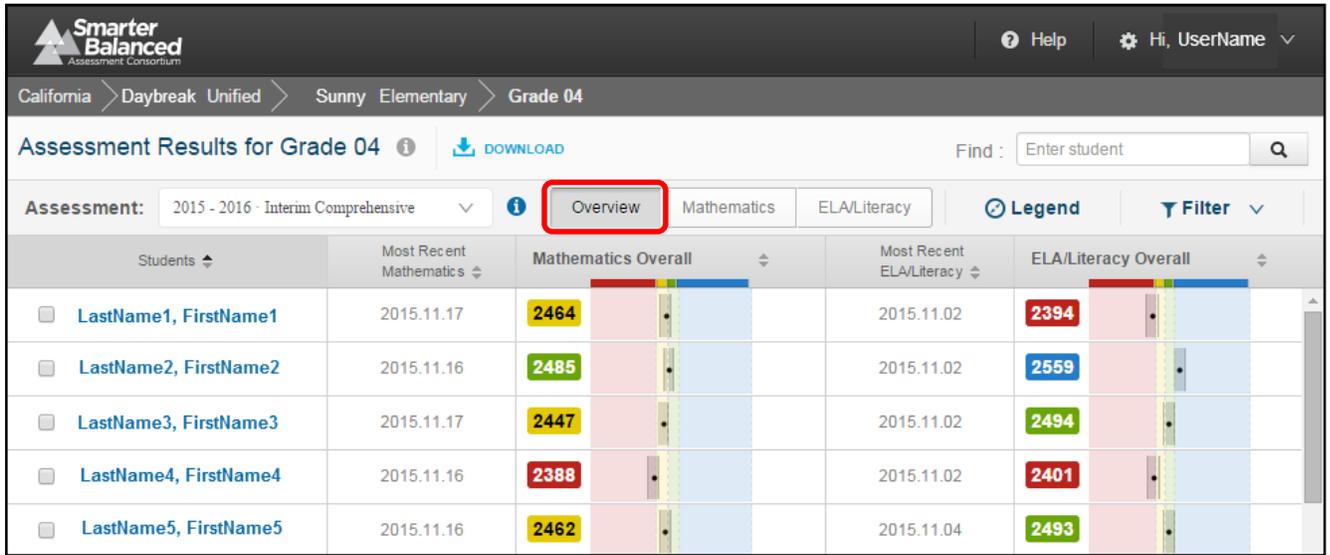
Figure 95. List of Students Report (Overview)

ICA List of Students Report (Mathematics)

The ICA List of Students Mathematics report shows each student's scale score and their claim-level scores (Figure 96). Claim-level scores are covered in Appendix C.
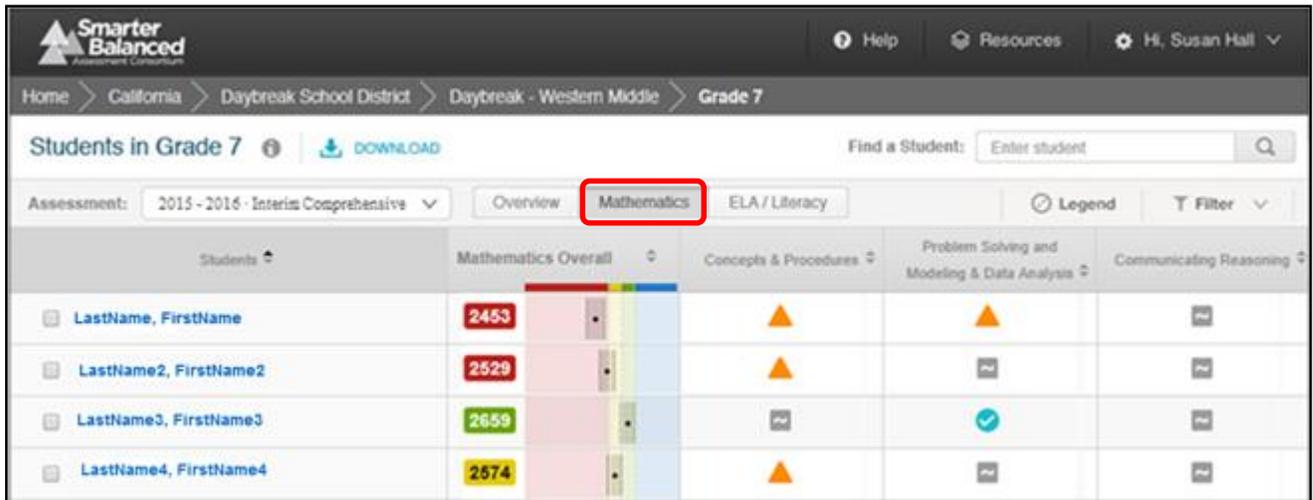
Figure 96. *ICA List of Students Report (Mathematics)*

ICA List of Students Report (ELA)

The ICA List of Students ELA report shows each student's scale score and their claim-level scores (Figure 97). Claim-level scores are covered in Appendix C.

Figure 97. ICA List of Students Report (ELA/Literacy)

Tools for Locating Specific Students

The Sorting, Filtering, and Find features allow users to locate specific students. The Selection feature allows users to narrow their focus to any selected students.

Note: Users assigned with the PII role will be able to access student performance data. Refer to the section on Data Security and Privacy earlier in this section for considerations when assigning the PII role.

Sort by Column Headings

Sort the table by any column by selecting the column header. Each time you select the header, the display alternates from ascending to descending order. Users can search alphabetically by student last name, by scale score, or by each claim level. (Figure 98). Sorting by claim is only possible when viewing the detail in Mathematics or ELA/Literacy.

Figure 98. Sorting for a List of Students in a Grade for ICAs

Filter Students Based on Demographic Information

The list of students displayed can be filtered by a number of demographic categories. After selecting the [**Filter**] button a number of demographic categories are displayed. Select each of the demographic category buttons to display a list of attributes that can be selected to filter students (Figure 99).

Interim Assessment Reporting System

Part V

- Selecting multiple options within a single demographic category will display all students meeting any of the criteria. For example, selecting both Race/Ethnicity-white and Race/Ethnicity-Asian returns a list of all students that are identified as White or Asian.
- Selecting options in more than one demographic filter (e.g., Gender—female and Migrant Status—yes) returns a list of students who fit into both groups.

Figure 99. Student Filters

Use the Find Box to Search for a Student

In the "Find" box (Figure 100), a user can type in a student's whole or partial name. Alternatively, a user can use the browser Find command ([**Ctrl**] + [**F**]). This function will scroll down the report to the first entry matching the search string and will provide controls to navigate through any matching entries.

Figure 100. "Find" Box

Select Specific Students

Each student in a list has a checkbox next to their name (Figure 101), which allows users to further narrow their search. A user can select specific students in order to compare them to one another or print them out in a batch.

Figure 101. Narrowing the List of Students in a Grade for ICAs

Interim Assessment Reporting System   Part V

View ICA Student Score Report

Navigate to the ICA List of Students report and then select a student to view an ICA Student Score Report (Figure 102).

Overview of the ICA Student Score Report

Figure 102. Student Score Report for an ICA

1 Breadcrumbs: At the top of the page, users can navigate back to the grade, school, district, and state level reports. (Depending on user level)

2 Student Name and Grade: The student name and grade of the assessment are shown.

3 Assessment Selector: This drop-down list shows all assessments that the student has taken, organized by assessment type and date administered.

4 Mathematics or ELA: Select to view Mathematics results or ELA results.

5 Print: Reports can be printed in color or grayscale.

6 Overall Score and Achievement Level: See detailed information in the following paragraphs.

7 Overall Score and Error Band: See detailed information in the following paragraphs.

8 Claim Information: Claim scores for ELA and mathematics are reported as Below Standard, At/Near Standard, or Above Standard. See detailed information in the following paragraphs.

Details of the ICA Student Score Report

Achievement Levels

There are four achievement levels. Table 12 shows the interim assessment levels and the corresponding summative achievement levels. For additional information see Appendix C.

Table 12. Crosswalk of the Achievement Levels—Interim to Summative

Interim Assessment Achievement Level	Summative Assessment Achievement Level
Level 1	Standard Not Met
Level 2	Standard Nearly Met
Level 3	Standard Met
Level 4	Standard Exceeded

Overall Score and Error Band

The overall score (i.e., scale score) for an ICA is indicated by a single number. This number is located visually along a continuum of scores. The score is surrounded by an error band, marked with brackets. This range indicates the range of scores that the student would be likely to achieve if the student took the test multiple times. For additional information see Appendix C.

Claims

Smarter Balanced provides claim-level reporting for ELA and Mathematics. Table 13 lists the claims for each subject. For additional information on claims see Appendix C.

Table 13. Claims by Subject

ELA	Mathematics
• Reading • Writing • Listening • Research and Inquiry	• Concepts and Procedures • Problem Solving and Modeling & Data Analysis • Communicating Reasoning

Table 14 shows the three symbols and performance levels used to report student performance on claims.

Table 14. Performance Levels

Symbol	Performance Level
✓	Above Standard
~	At/Near Standard
▲	Below Standard

Language Support

The textual content of the IA Reporting System is available for viewing and printing in English by default, but users are also able to select to view or print the content in either Spanish or Vietnamese. To change the language setting, select the [**Hi, User**] button to open up a drop-down list (Figure 103). From here, English, Spanish, or Vietnamese options are available to be selected.

Figure 103. Selecting Other Language Options

Print

Selecting the [**Print**] icon allows users to print a report in PDF format in color or grayscale. The printed report contains all visible content from the report on one page, as well as Report Information and Legends on a second page.

For bulk printing in batches, see the Printing and Downloads section on page 115.

Informational Popup Windows

Hover over the [**Report Information**] (ⓘ) icon or the [**Interim Information**] (ⓘ) icon, or select the [**Legend**] button to provide additional information (Figure 104).

The pop-up produced from hovering over the [**Report Information**] (ⓘ) icon contains additional information about the purposes and proposed uses of the Student Score Reports.

Part V
Interim Assessment Reporting System

The pop-up produced from hovering over the [**Interim Information**] (ⓘ) icon contains specific information about the nature of the interim assessment and suggests appropriate ways to interpret interim assessment results.

Selecting the [**Legend**] button provides a key to the visual elements of the report (Figure 105). The information provided includes overall score, details on the performance level icons, and information about the error band.
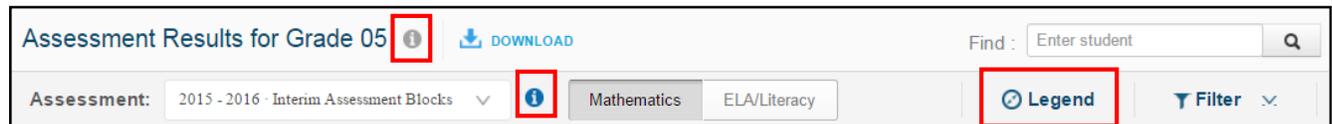
Figure 104. Informational Pop-Up Windows
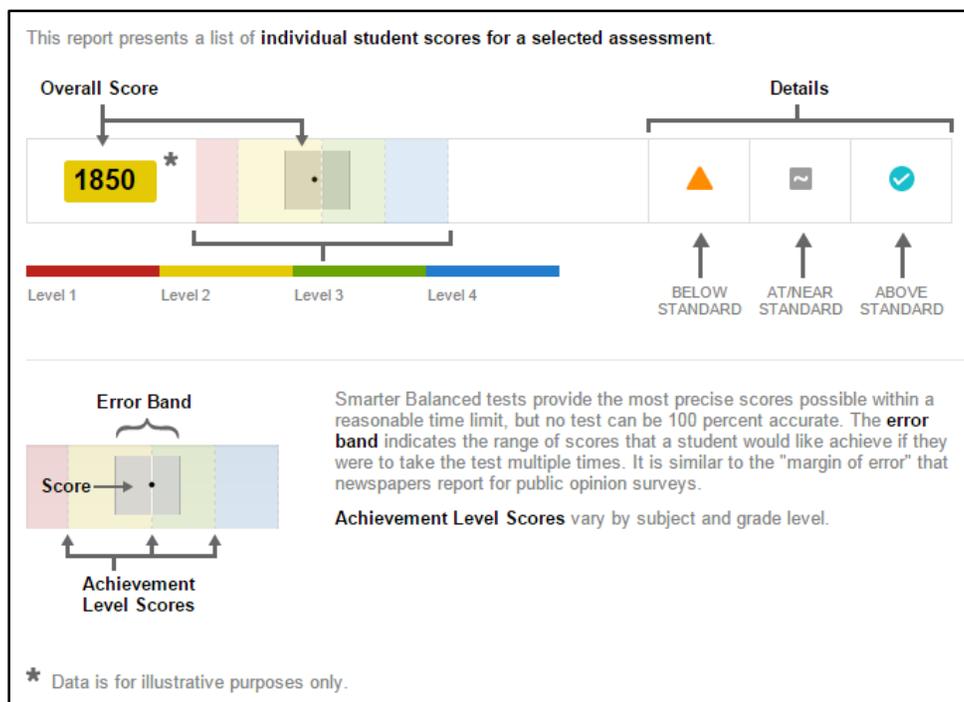
Figure 105. Legend

View IAB List of Students Report

This report provides assessment results for a list of students and is available to a user as they drill down through the LEA, school, and grade level screens, respectively. The list will display mathematics or ELA depending on which content area is selected.

To view a list of students, select the school to display grade levels that have interim assessment results ready. Then select the grade level to display the list of students who have IAB results ready for viewing (Figure 106).

Figure 106. Navigate to the IAB List of Students Report

The Assessment selector allows users to view interim results from IABs and ICAs that have been administered, as well as results from a previous academic year (Figure 107).

Figure 107. Assessment Selector Drop-Down

Note: ICA or IAB results from a previous academic year will only be available if the student record had been marked as *Standardized/Benchmark* in the *Manner of Administration* setting.

IAB List of Students Report

The IAB List of Students report (Figure 108) displays performance levels for the blocks assessed. Select "Mathematics" to display the results for any mathematics blocks with results. Select "ELA/Literacy" to display the results for any ELA blocks with results. Each column under the content area represents a single IAB. For a list of blocks available for testing, see the table on the CDE Web page at http://www.cde.ca.gov/ta/tg/sa/documents/interimiabs.pdf/.

> ⚠️ **Alert:** The grade level displayed on this report is the grade level of the interim assessment. It will not necessarily correspond with the grade level in which the student is enrolled. For example, a grade-four student may take a grade-five test. The results for this test will display under grade five, not grade four.

Figure 108. List of Students Report

Table 15 shows the symbols that are used to report performance levels in the IAB List of Students Report. These are the same symbols used to report claims on ICAs, but in this case the symbols refer to blocks. Refer to the *Smarter Balanced Interim Assessments* page at http://www.cde.ca.gov/ta/tg/sa/sbacinterimassess.asp for the ELA and mathematics interim assessment blueprints and for additional information about the specific IABs available by grade level. The IAB List of Students Report does not show scale scores as the ICA List of Students Report does. Scale scores are available in the downloadable data file as described in the Printing and Downloads section on page 115.

Table 15. Performance Levels

Symbol	Performance Level
✓	Above Standard
~	At/Near Standard
▲	Below Standard

View IAB Student Score Report

The IAB Student Score Report presents individual student assessment results and illustrates performance against standards for a given IAB. The report is available to a user as they drill down through the LEA, school, and grade level reports, respectively. The scores and descriptions provide context for understanding what the assessment has measured and how to interpret the scores and scoring categories.

Educators, students, parents, and guardians may use this report to understand a student's achievement, progress toward mastery of the Common Core State Standards (CCSS), and attainment of the academic knowledge and skills required to be college content- and career-ready. The report may provide context for a parent-teacher conference or, together with other instructional data, may help to identify areas for instructional focus.

Figure 109 shows an example of the Student Score Report for a mathematics IABs. If a block is administered more than once, all scores will show for that block.

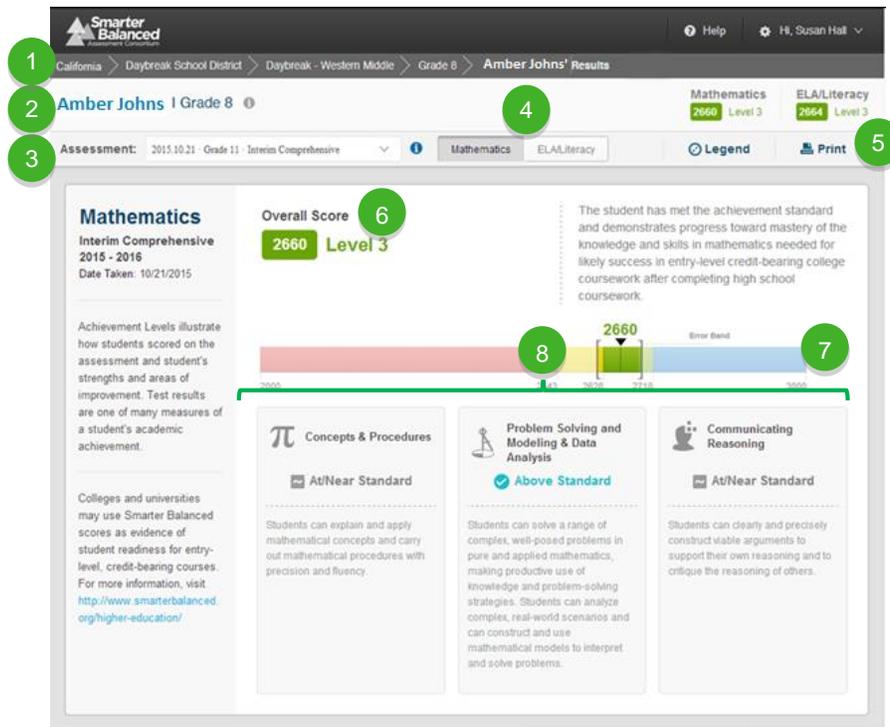## *Overview of the IAB Student Score Report*

Figure 109. Student Score Report for an IAB

① **Breadcrumbs:** At the top of the page, users can navigate back to the grade, school, district, and state level reports. (Depending on user level)

② **Name and Grade:** The student name and grade of the assessment are shown.

③ **Report Information:** Detailed report information regarding the report's purpose and potential uses is accessible by pausing on or selecting the [**Information**] icon next to the report's title.

④ **Assessment Selector:** This drop-down list shows all assessments that the student has taken, organized by assessment type and year of administration.

⑤ **Mathematics or ELA:** Select to view Mathematics results or ELA results.

⑥ **Print:** Reports can be printed in color or grayscale.

⑦ **Block Information:** Performance levels for any blocks completed by the student will display here.

⑧ **Previous Results:** If the student has taken a specific IAB multiple times, the "Previous Results" section will display results from the previously taken IAB.

Details of the IAB Student Score Report

Language Support

The textual content of the IA Reporting System is available for viewing and printing in English by default, but users are also able to select to view or print the content in either Spanish or Vietnamese.

To change the language setting, select the [**Hi, User**] button to open up a drop-down list (Figure 110). From here, English, Spanish, or Vietnamese options are available to be selected.
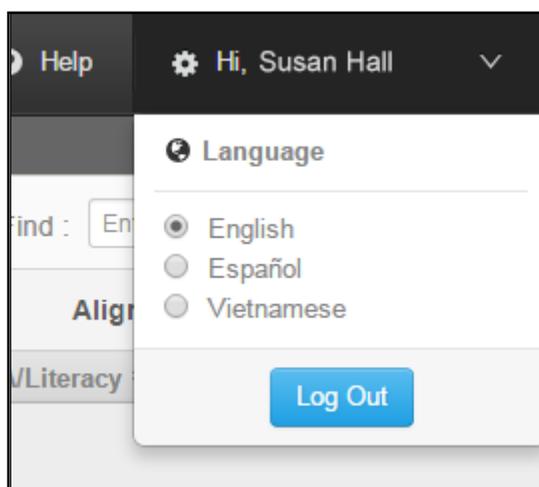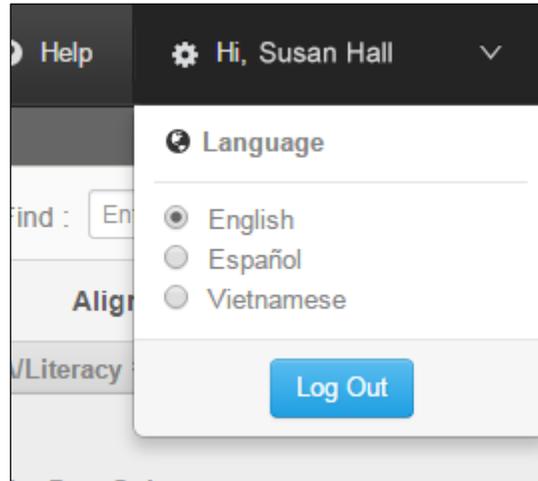

Figure 110. Selecting Other Language Options

Print

Selecting the [**Print**] icon allows users to print a report in PDF format in color or grayscale. The printed report contains all visible content from the report on one page, as well as Report Information and Legends on a second page.

For bulk printing in batches, see the section titled <u>Printing and Downloads</u> on page 115.

Informational Popup Windows

Hover over the [**Report Information**] (�ⓘ) icon, the [**Interim Information**] (ⓘ) icon, or select the [**Legend**] button, to provide additional information (Figure 111).
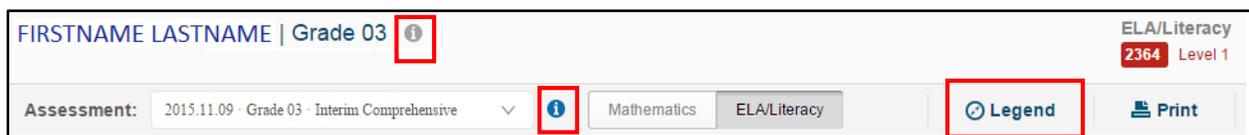
Figure 111. Informational Pop-Up Windows

The pop-up produced from hovering over the [**Report Information**] (ⓘ) icon contains additional information about the purposes and proposed uses of the Student Score Report.

The pop-up produced from hovering over the [**Interim Information**] (![info icon]) icon contains specific information about the nature of the interim assessment and suggests appropriate ways to interpret interim assessment results.

Selecting the [**Legend**] button provides a key to the visual elements of the report (Figure 112). The information provided includes overall score, details on the performance level icons, and information about the error band.
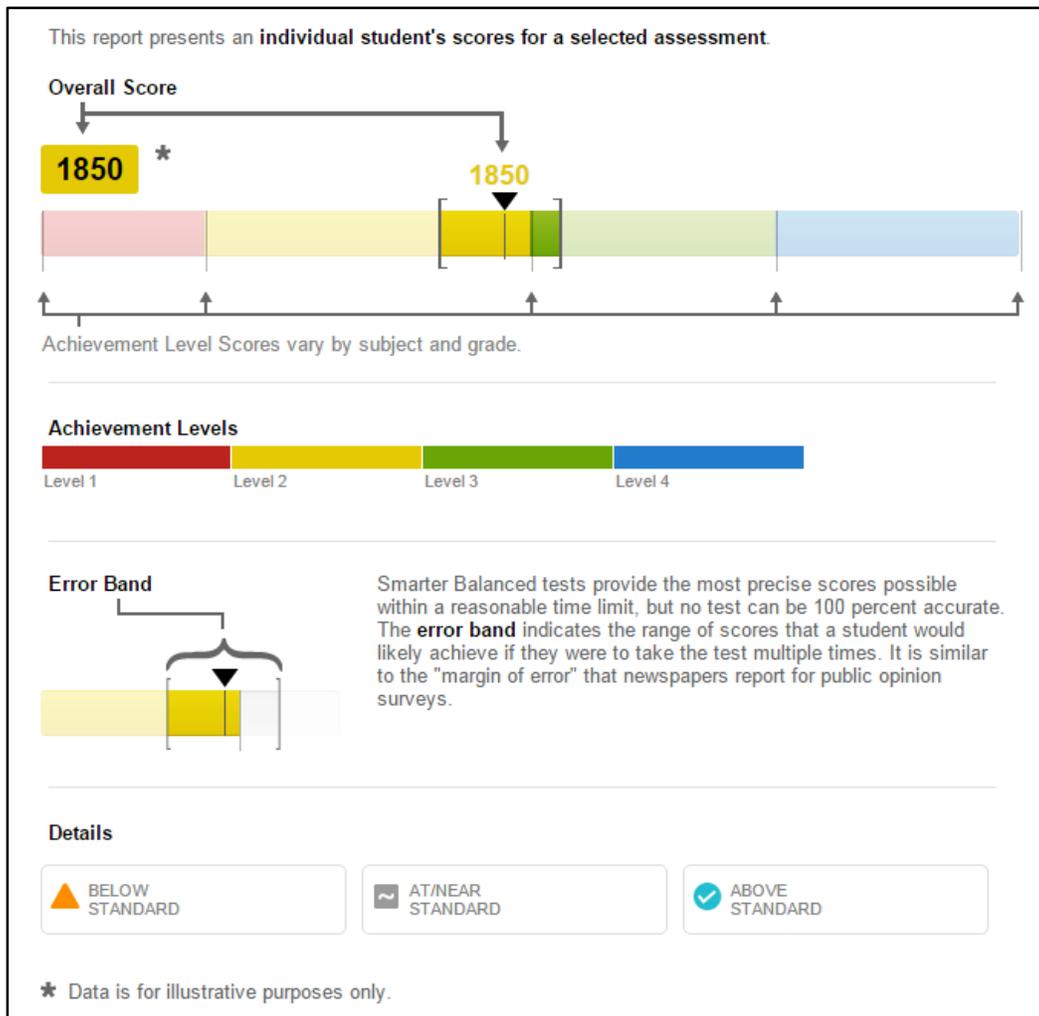

Figure 112. Legend

Help Menu

Smarter Balanced has provided an online reference resource in the IA Reporting System. Select the [**Help**] button in the banner across the top of the screen to open this resource (Figure 113).

Figure 113. [Help] Button

After selecting the [**Help**] button, you will have access to the following tabs: FAQ, User Guide, Glossary, and Resources (Figure 114).
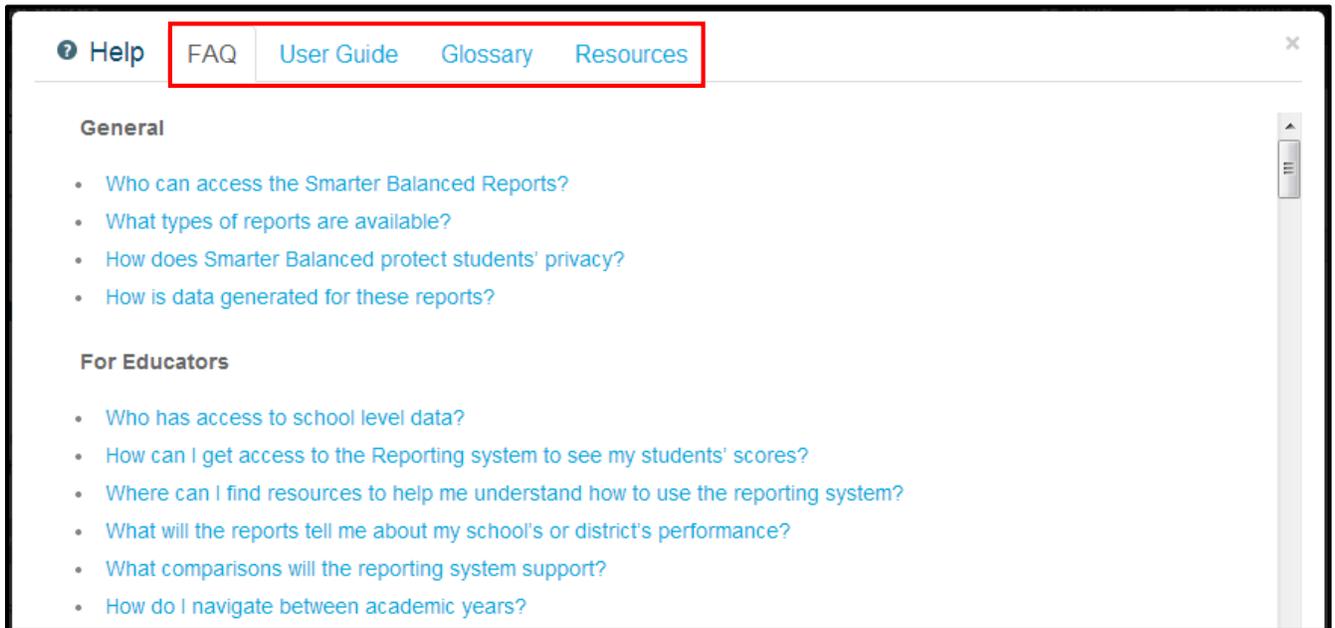
Figure 114. *Help* Page

FAQ

The [**FAQ**] tab of the IA Reporting System *Help* page answers common questions organized by audience type: General, For Educators, and For Parents. It responds to questions regarding access, system navigation, and report use and interpretation.

User Guide

The [**User Guide**] tab provides links to download both the general Reporting System user guide and a link to the CAASPP Portal for the California-specific User Guide (i.e., this document).

Glossary

The [**Glossary**] tab provides a concise list of definitions for key terms used in the administration and reporting of the interim assessments.

Resources

The [**Resources**] tab (Figure 115) directs the user to the Smarter Balanced Digital Library and provides links on specific topics of interest to the IA Reporting System user (e.g., Score Report Modules, Assessment Literacy Modules). Each link will open the Digital Library and allow the user to search for relevant resources (Figure 116).
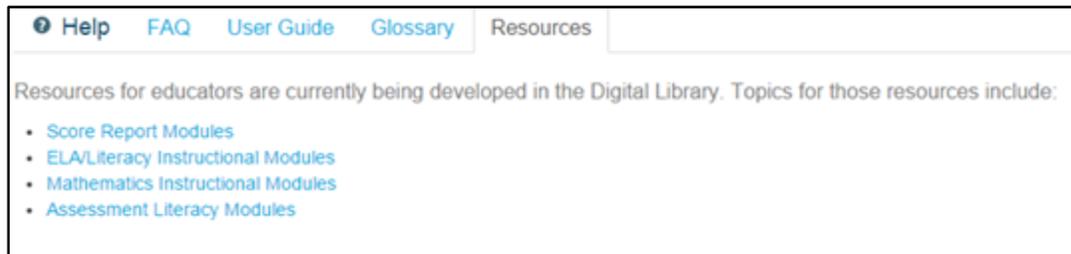
Figure 115. *Resource* Tab
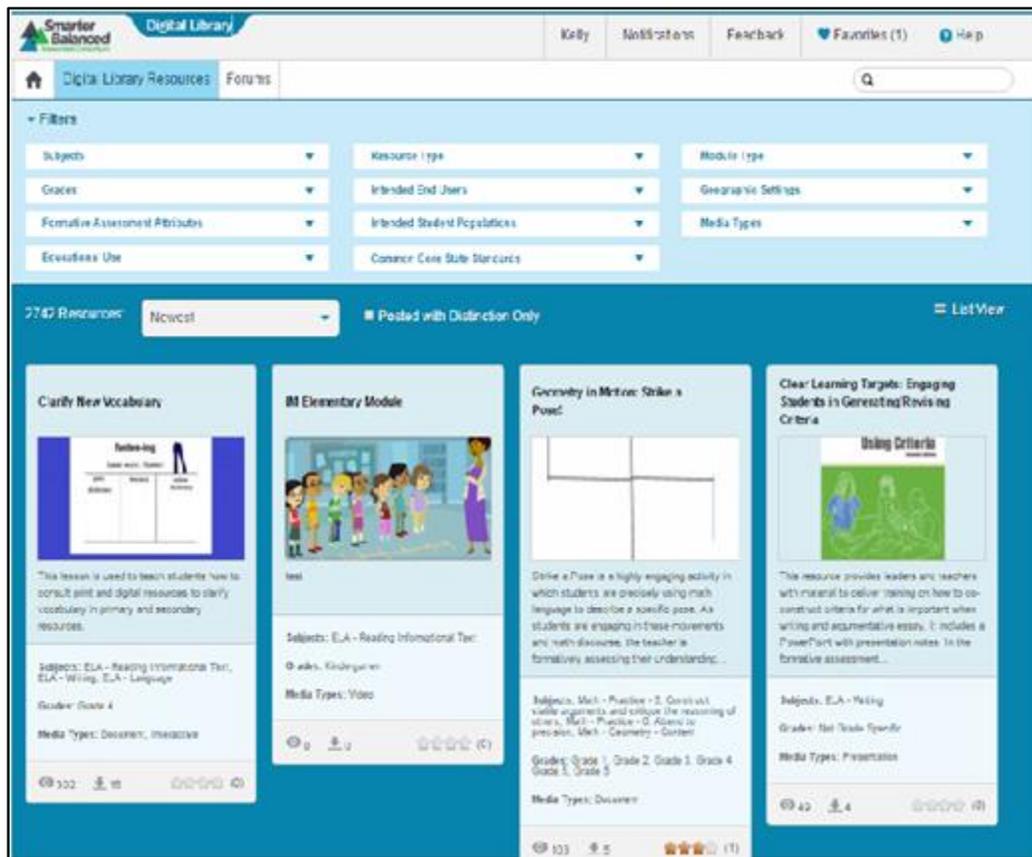
Figure 116. Links to Digital Library

Log Out of the IA Reporting System

The IA Reporting System will automatically log out a user after 30 minutes of inactivity. However, because the system provides access to PII, it is important that you log out every time you have completed using the IA Reporting System. The following steps explain how to log out.

1. In the upper-right corner of the IA Reporting System screen, select the [**Hi, User**] button to open a drop-down list (Figure 117).
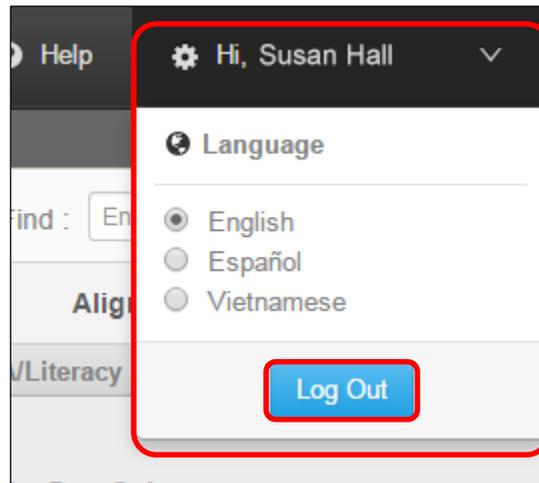
Figure 117. "Hi, User" Drop-down Menu

2. Select the [**Log Out**] button (Figure 117).

3. Users will be logged out of the IA Reporting System. The browser will be directed back to the Smarter Balanced Single Sign-On landing page. Close the browser as done normally.

Printing and Downloads

Printable student reports are available only from the List of Students in a Grade Report Web page. This download option, accessible by selecting the [**Download**] icon, is available on the upper-left section of the interface, under the Breadcrumbs (Figure 118).

Figure 118. Download Icon

Individual Printing of Reports

The Student Score Report has a unique, printer-friendly output in PDF format that includes student performance and supporting information suitable for distribution to students, parents, and teachers.

Batch Printing of Reports

Batch printing is available through the IA Reporting System to help distribute printed versions of the Student Score Report.

List of Students by Grade-level Test Administered

The authorized user can request a batch print of the Student Score Reports for all of the students included in the current view. If a user has filtered or selected some subset of students, then the batch print includes only those selected students.

Note: Batch print requests are available within 24 hours. You will receive an e-mail with a download link when the reports are ready.

Print a List of Students by Grade-level Test Administered Report

When a user assigned both PII and SAREXTRACT roles selects the [**Download**] button on the List of Students in a Grade or Results by Grade for a School report, the *Download* window displays (Figure 119).

From that pop-up window, users can do the following:

1. **Download the current view as a CSV file**—This downloads a CSV version of the report, including any filters or sorting, into the Web browser. This allows users to read the data in tabular form.

2. **Download the student assessment results**—This downloads the raw assessment result data (as a CSV file) captured for the ICA or IAB for all the students whose scores are represented in the current report. This includes the scale score, standard error, and accessibility settings. See the SAREXTRACT Dictionary at http://www.caaspp.org/rsc/pdfs/CAASPP.interim-SAR-extract-dictionary.xlsx for more information.

Figure 119. *Download* **Pop-up Window**

3. **Download printable Student Score Reports**—This downloads the Student Score Reports for all underlying students in one combined PDF. See the next section, Printing Score Reports in Bulk via Download, for further instructions.

Printing Score Reports in Bulk via Download

Purpose

The purpose of this download is to provide educators with the ability to download and print batches of individual student score reports at once. This feature enables a school administrator to print out an entire batch of individual student score reports for an interim assessment at a particular grade level. Both ICA and IAB student reports are approximately three pages in length: one page for mathematics, one page for ELA, and one page for reference material (e.g., Report Information and Legend) (Figure 120).The results that print will depend on which assessments a student has completed—if the student has not completed any ELA assessments, then no ELA report will print.
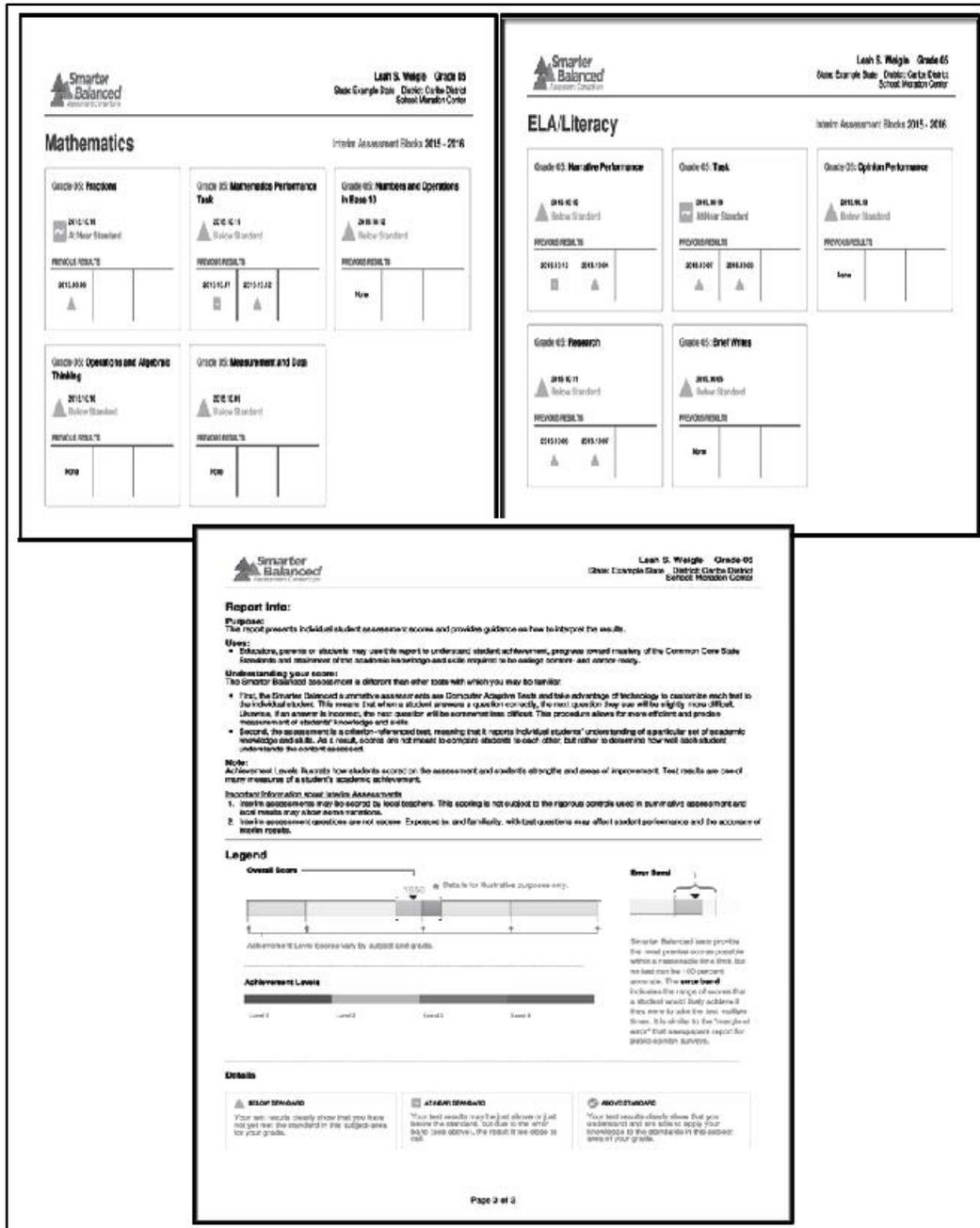
Figure 120. Sample Student Report (IAB)

Navigation

A. In order to print a report from the student-level list, select the "Printable student reports" option from the *Download* pop-up window (Figure 121). This is only available from the student-level screen.
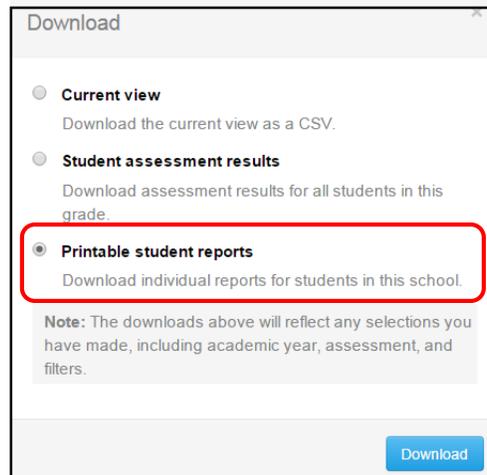
Figure 121. *Download* Pop-up Window

B. The system then displays a second pop-up window (Figure 122) that requires users to specify whether they want to print in grayscale or color, and whether they want the reports to print in English, Spanish, or Vietnamese. Select the [**Generate Reports**] button after selecting the printing and language preferences.
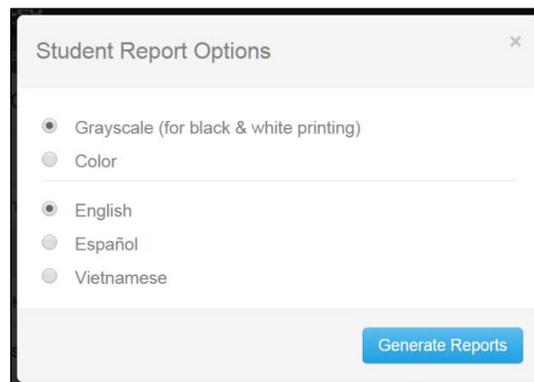
Figure 122. Download Printable *Student Report Options*

C. A status window will appear that tells users an e-mail will notify them when the file is ready and provides them with a secure URL from which to download the file (Figure 123). This e-mail will usually generate within a period of 24 hours.
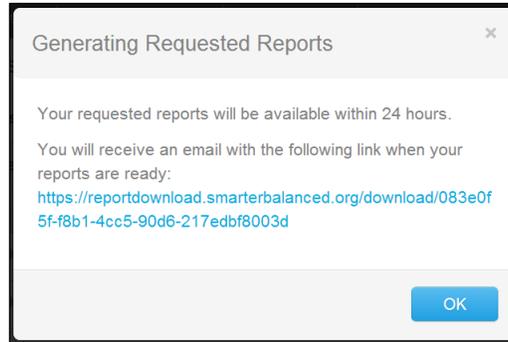
Figure 123. *Generating Requested Reports* **Confirmation Message**

D. Selecting the URL allows the user to download a zip file with the requested student score reports in PDF format. When the user opens the file, the first page includes the name of the school, grade, number of pages, number of students, name of the requestor, and date (Figure 124).
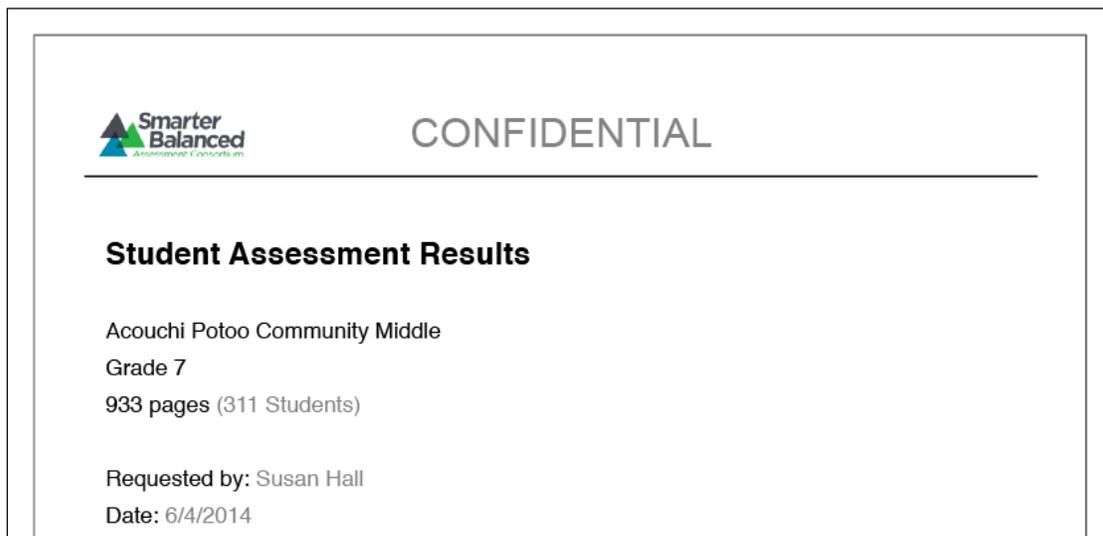
Figure 124. Cover Page for Printable Student Reports

Size Constraints

In the event that a single batch request contains more than 1,000 students, it is divided into separate files that are made available to the user to download. Each PDF starts with a cover page that includes all the above information, but also indicates how the system has divided the request into files, the place of each file within the larger batch (e.g., Part 1 of 3), and the names of the first and last student in this file (Figure 125).
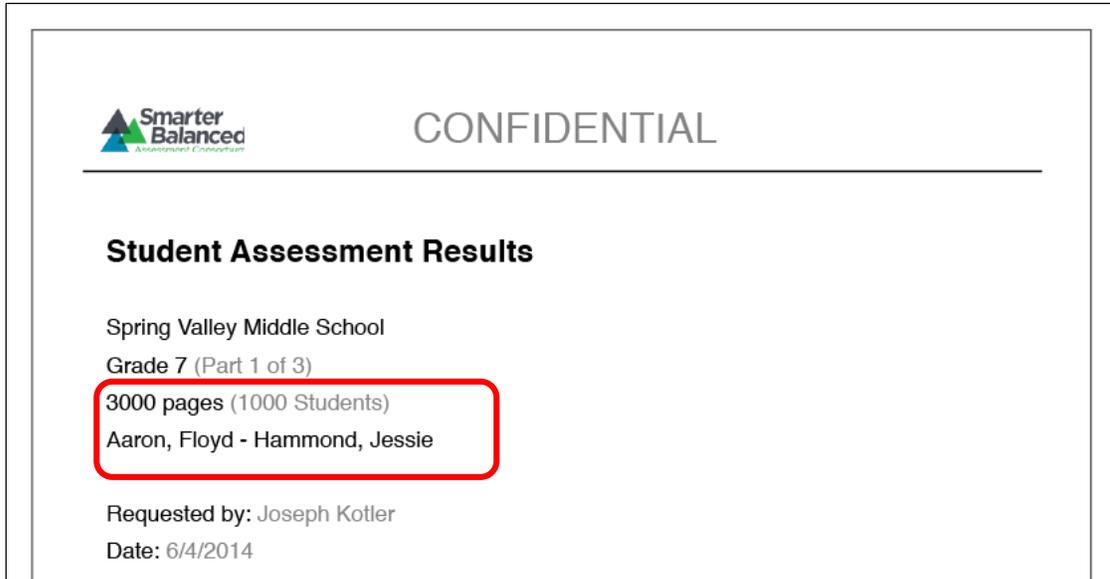
Figure 125. Segments Cover Page for Printable Student Reports

Download Student Data as CSV

In addition to the predesigned reports, the IA Reporting System allows authorized users to download data for distribution or further review and analysis in external systems. This download is only available from the student-level screen.

This is a bulk download of the assessment results, with one row per student assessment. The *SAR extract dictionary* found at http://www.caaspp.org/rsc/pdfs/CAASPP.interim-SAR-extract-dictionary.xlsx will provide detailed information about each column in the file. The resulting files contain:

- **ICA:** Overall scale score for the test, minimum and maximum scale score possible for the test, Claim-level scale scores with minimum and maximum, performance-level number for each claim, and all the student data (e.g., demographics, grade/school/district/state attribution, accessibility settings)

- **IAB:** Overall scale score for the block, error band, performance-level number, and all the student data (e.g., demographics, grade/school/district/state attribution)
  - Column AM shows the overall scale score
  - Column AP shows the performance level
  - Colum AS shows the minimum score of the error band
  - Column AT shows the maximum score of the error band

Primary Audiences

This download is primarily intended for LEA administrators and school administrators. Authorized users must be assigned the PII and SAREXTRACTS user roles by their LEA CAASPP coordinator. LEA CAASPP coordinators should carefully consider their LEA's data policies when assigning the PII and SAREXTRACTS user roles to other authorized users such as teachers or other educators. The data extract will give the user the ability to import data into local student information systems or to generate summary-level information.

> ⚠️ **Alert:** Use caution when analyzing and disseminating the data, as the interim assessments may have been administered to students under different conditions, even within the same school or classroom. Additionally, consider the conditions under which the assessments were administered prior to importing them into any student information systems.

Navigation

Users who are authorized and have the proper permissions can request this download through the [**Download**] button (Figure 126) from the student-level screen.

Figure 126. [Download] Button

Features

- This download is supported for an entire grade level from the student-level screen.
- This download request generates file pairs for each assessment, where an ICA is defined by the Academic Year, Grade, Subject, and administration window.
- The file pair is composed of (1) a large CSV containing all of the assessment results data directly reported on by the IA Reporting System, and (2) a JavaScript Object Notation metadata file that includes all repetitive data common to all assessment results.

Data Summary

The Student Assessment Results data specification format for the California Interim Reports is published in detail at http://www.caaspp.org/rsc/pdfs/CAASPP.interim-SAR-extract-dictionary.xlsx. This file describes the column headers and information for each column in the report.

Reporting Features Summary

Table of Features

Table 16. Reporting Features Summary

Feature	Description	Student Score Report (ICA and IAB)	List of Students in a Grade (ICA and IAB)
Assessment Accommodations	Displays designated supports and accommodations for which a student was eligible and whether they were available or used.	✓	
Claim or Block Level Reporting	For all users, reports on mathematics and/or ELA subscores for ICA, or block scores for IABs.	✓	✓
Context Security	For all users, access to features and PII is enforced via the Smarter Balanced Single Sign-on and Permissions components.	✓	✓
Download: Current View as CSV	For all users, downloading the current view of summary data (including any active filters, sorting, or selection) is in a nonvisual, tabular CSV format.		✓
Download: Student Assessment Results	Users with permissions to use this feature can request to download the student assessment results (including test, student, and scoring data).		✓
Filtering	For all users, provides the ability to disaggregate results by student attributes.		✓
Find a…	For all users, provides the ability to search for a specific character string (e.g., name or partial) within the current report.		✓
Interim Reporting	For users with permissions to view PII, reports on overall mathematics and/or ELA scores for the ICA and IAB.	✓	✓
Legend	For all users, provides summaries and descriptions of visual design elements in a given report.	✓	✓
Navigation	log in/log out user name display language selection breadcrumb/hierarchy navigation user guide frequently asked questions glossary resources—links to keyword-driven content searches for relevant materials in the digital library Legend—opens pop-up with Legend text	✓	✓
Sorting	Reorders list elements by any column.		✓

Accessibility Features of the Reports

All reports are accessible through the following features.

- **Screen readers and keyboard navigation**—All reports are usable via screen reader and accessible to keyboard navigation using standard solutions for accessibility (e.g., tab-stop ordering and "semantic" alt-text for images).

- **Text-to-speech, braille, screen-reading software**—Reports follow guidelines for content to be used by screen-reader and support refreshable braille, text-to-speech tags, and text magnifying software. Braille support must include contracted, uncontracted, and Nemeth braille. In general, text-to-speech and braille are handled by client-side solutions, although design and code elements (e.g., tab-stops and "semantic" alt-text) that support a user experience and are compliant with Section 508 of the Amendment to the Rehabilitation Act of 1973 have been included. The target operating systems and browsers have many options for supporting text-to-speech and braille. The American Foundation for the Blind provides guidance on supporting screen-reading software and braille-related extensions here: http://www.afb.org/prodbrowsecatresults.asp?catid=49.

- **Magnification/Zoom**—All supported browsers provide native zoom scaling from 25 percent to 500 percent. There are also several freely-available extensions or plugins for each browser to increase text size or enlarge images.

- **Highlighter**—Supported browsers provide native select-to-highlight which can be configured with an array of color choices and behaviors to support contrast needs. Each browser also supports several freely available extensions or plugins that provide more advanced client-side highlighting capabilities.

- **Color/Contrast**—Supported browsers provide native contrast controls, but freely available extensions or plugins can provide additional support for displaying content in a number of alternative contrast schemes. All color choices (including hue, saturation, and contrast) have been verified as meeting visual acuity standards.

Documented Assumptions and Clarifications

Truth at Test Time

The IA Reporting System provides snapshots of student performance at a moment in time. Reports are organized by the available information provided by the test delivery system at the time of assessment, including student information and attribution information. Testing hypothetical situations or extrapolations are not supported.

Data-Driven Hierarchy

Individual student records drive all the reports, and the reporting hierarchy is derived from those records. Any attribution or grouping information is provided at test time by the test delivery system, and is not managed or maintained in the Data Warehouse or via the IA Reporting System.

Enrollment

The Data Warehouse and Reporting System solution is an assessment reporting system and does not have an operational or transactional data store to support reporting on enrollment. It may be used in conjunction with a system that does.

Instructional Use

The Digital Library is a good source for additional tools and modules that help address instructional questions that may be raised by inferences supported by assessment results.

Statistical Analysis

The Data Warehouse contains sufficient information to support statistical analyses, and the download/extract capabilities provide the ability to export data to more fully-featured statistical solutions such as SPSS, SAS, Minitab, R, or Microsoft Excel. The Data Warehouse's star schema structure supports integration with online analytical processing tools.

Longitudinal Data and Student IDs

All data in the Data Warehouse are implicitly longitudinal in that all results for a given student are connected by that student's ID.

- The current version of the system provides reporting designed for multiple years of data.
- Visual design services have been provided to document direction for future reporting capabilities, including the following year-over-year reports:
  - reporting on multiple years of interim comprehensive assessment data for the List of Students in a Grade report
  - reporting on multiple years of interim comprehensive assessment data for the Student Score Report
- The IA Reporting System is dependent on the California Longitudinal Pupil Achievement Data System (CALPADS) to provide student IDs.

Group and Permission Definitions

- Configuration of user groups and permissions are maintained through the Smarter Balanced Single Sign-on (SSO) Shared Service. Users are associated with school(s)/LEA(s)/and state(s) by the state.
- All user associations are passed to the Data Warehouse by the Test Operations Management System (TOMS).

System Functionality Restrictions

- System functionality in the Data Warehouse and IA Reporting System is granted or restricted to user groups or entities, including Smarter Balanced, state, LEA, and school building levels by system administrators.
- Permissions are feature-based.

Statistical Support

- The Data Warehouse and IA Reporting System contain and make available data to allow for:
  - Conditional Analyses—Basic conditional analyses are achievable through filtering of reports. More advanced analyses require external tools applied to data extracted from the Data Warehouse.
  - Basic Inferential Tests—Offline regressions (e.g., psychometric calibration, state/LEA custom metrics) require the use of external tools applied to data extracted or downloaded from the Data Warehouse.
  - Frequencies—These are available in both the comparing populations and the Results by Grade for a School report.
  - Crosstabs—These require the use of external tools applied to data extracted from the Data Warehouse.
- The Data Warehouse and IA Reporting System do not support Descriptive Statistics. (Per direction of psychometric validation partner Educational Testing Service [ETS], publishing mean or quartile scores for a given aggregation is **not** recommended.)
- Appendices

Appendixes

Appendix A. Register Users and Assign Permissions to Administer Interim Assessments

This appendix contains instructions for LEA CAASPP coordinators to provision (i.e., register) authorized users for access to the interim assessments. **Before assigning any permissions to LEA or school staff, the LEA CAASPP coordinator should read and carefully consider the information provided in the _Data Security and Privacy_ section of this user guide.**

Registration of users to administer interim assessments is completed through the Test Operations Management System (TOMS). The instructions in this appendix should be used in coordination with the instructions in the _CAASPP Adding and Managing Users Guide_. Administrator roles are described in Table A.1.

Table A.1. Administration Roles

Role	Description
CAASPP Coordinator	Identifies and trains all test site coordinators. Responsible for the assignments and management of the all user roles including the new educator-district role. Responsible for the assignment and verification of the student test settings, and test security. Manages the Interim Assessment Hand Scoring System and accesses Completion Status Reports and assessment results in the Online Reporting System (ORS) for all the students in that local educational agency. Able to administer all summative, interim, practice, and training tests.
Test Site Coordinator	Identifies and trains all relevant site staff, assigns and manages the site user roles of Test Administrator and Test Examiner, assigns and verifies student test settings, and coordinates test site security. Manages the Interim Assessment Hand Scoring System and accesses Completion Status Reports and assessment results in the ORS for all the students in that site. Creates and assigns ORS rosters to site users and able to administer all summative, interim, practice, and training tests.
Test Administrator	Administers summative assessments and interim assessments to students, confirms student test settings in the Test Administrator Interface, and ensures test session security. Scores responses in the Interim Assessment Hand Scoring System, accesses completion status reports in the ORS, and has read-only access to assessment results for students in an associated roster in the ORS. Rosters are created and assigned to the user by the LEA CAASPP coordinator or test site coordinator.
Test Examiner	**Credentialed or licensed employee** who administers alternate summative assessments and interim assessments to students, confirms student test settings in the Test Administrator Interface, and ensures test session security. Scores responses in the Interim Assessment Hand Scoring System, accesses completion status reports in the ORS, and has read-only access to assessment results for students in an associated roster in the ORS. Rosters are created and assigned to the user by the LEA CAASPP coordinator or test site coordinator.

Role	Description
Test Administrator & Test Examiner	**Credentialed or licensed employee** who administers both standard and alternate summative assessments and interim assessments to students, confirms student test settings in the Test Administrator Interface, and ensures test session security. Scores responses in the Interim Assessment Hand Scoring System, accesses completion status reports in the ORS, and has read-only access to assessment results for students in an associated roster in the ORS. Rosters are created and assigned to the user by the LEA CAASPP coordinator or test site coordinator.
IA Administrator Only	Administers only the interim assessments to students. Includes access to Interim Assessment completion status reports in the ORS and scores responses in the Interim Assessment Hand Scoring System. (Note: Access to Interim Assessment results are available through the Interim Assessment Reporting System logon.)
Educator – District	Allows read-only access to assessment results in the ORS for the entire LEA. This role is assigned by the LEA CAASPP coordinator. Cannot administer assessments.
Educator – Test Site	Allows read-only access to assessment results in the ORS for the entire school. Cannot administer assessments.
Educator – Roster	Allows read-only access to assessment results for students in an associated roster in the ORS. Rosters are created and assigned to the user by the LEA CAASPP coordinator or test site coordinator. Cannot administer assessments.

Appendix B. Register Users and Assign Permissions for the Interim Assessment Reporting System

This appendix contains instructions for LEA CAASPP coordinators to provision (i.e., register) authorized users for access to the Interim Assessment Reporting System (IA Reporting System). **Before assigning any permissions to LEA or school staff, the LEA CAASPP coordinator should read and carefully consider the information provided in the _Data Security and Privacy_ section of this user guide.**

Registration of users for the IA Reporting System is completed through the Smarter Balanced Administration and Registration Tools (ART) interface. The instructions in this appendix should be used in coordination with the instructions in the _ART User Guide_ at http://www.smarterapp.org/documents/Administration_and_Registration_Tools_User_Guide.pdf for creating user accounts in the Smarter Balanced Digital Library and the Smarter Balanced IA Reporting System.

Manage User Roles

LEA CAASPP coordinators who have returned the Superintendent Designation form and a Test Security Agreement will be provided access to the IA Reporting System by ETS. Once given access to the IA Reporting System, the LEA CAASPP coordinator will be able to provide access for other authorized LEA personnel.

LEA CAASPP coordinators can only create user accounts for users that are within their LEA. User accounts cannot be created for a higher level or for an LEA or institution to which they do not belong. For example, if the user belongs to District A, user accounts can only be created in District A at the district level or below.

> **Note:** The actions described in this section are available to LEA- and school-level users.

User Roles in the Reporting System

The CDE will assign LEA CAASPP coordinators with three user roles: GENERAL, PII, and SAREXTRACTS. Table B.1 describes each of these three roles. LEA CAASPP coordinators will be able to authorize LEA personnel and assign them the appropriate reporting user roles. LEA CAASPP coordinators should consider local policies about disseminating test results.

> **Alert:** Access to student PII is strictly regulated by state and federal laws as well as by LEA policies.

Table B.1 Roles in the IA Reporting System

Role Display Name in ART	Role Description	Role Example
GENERAL *(with "Responsible Entity Type" as "DISTRICT")*	This role is required for **access** to the IA Reporting System.	**All authorized LEA personnel must be assigned this user role.**
GENERAL *(with "Responsible Entity Type" as "INSTITUTION")*	This role is required for **access** to the IA Reporting System.	**All authorized school site personnel must be assigned this user role.**
PII	This role provides **access** to individual student assessment results for all institutions under the associated entities. To activate this role, GENERAL must be assigned as well.	Any user who should be able to see individual student assessment results. Interim assessment results are only available at a student level, therefore, the LEA CAASPP coordinator must assign the PII role to any additional users. LEA CAASPP coordinators, and other LEA staff and educators designated by the LEA CAASPP coordinator with authorization to view student test results through the IA Reporting System, should be assigned this role. Note that users with this role may also print an individual student's test results.
SAREXTRACTS	This role provides access to **download** the reported data in detail for all students covered by the institution. To activate this role, GENERAL and PII must be assigned as well.	Any user who should be able to download the assessment results data that drives individual reporting. **Only LEA personnel authorized to download the student test results should be assigned this user role, as the data file includes *all* student test results for the institution.**

⚠️ **Alert**: ART may list other roles not listed here. Only the reporting roles in Table B.1 are used for California.

Please note that the only combinations of roles possible are "GENERAL and PII" <u>or</u> "GENERAL, PII, and SAREXTRACTS." The "GENERAL and PII" combination will grant the user **access** to individual student assessment results for all institutions under the associated entities. The "GENERAL, PII, and SAREXTRACTS" combination will allow the user to **access** <u>and</u> **download** the reported data in detail for all students covered by the institution. How the scope of access (i.e., LEA level vs school site level) is determined is covered in the next section.

Add New Users

A user must be added to ART before the reporting roles can be assigned. The user's reporting roles can be added during this process.

1. Go to the ART portal (https://art.smarterbalanced.org/) on a Web browser.

2. Log in to ART using your Smarter Balanced login credentials using the Web form (Figure 127). These are the same credentials as your Digital Library login credentials.

Figure 127. ART Login Web Form

3. Select the [**Create/Modify User**] button (Figure 128).

Figure 128. ART Registration Options

4. On the User Search screen, select the [**New**] button (![New]) (Figure 129).

Figure 129. *User Search* **Screen**

In the *Add User Information* section (Figure 130), enter the user's first name, last name, and e-mail address in the appropriate fields. Entering the telephone number is optional. For an explanation of these fields, see Table B.2 describes the fields for adding new users via the bulk upload spreadsheet.

5. Table B.2 for description of the fields for adding new users via the bulk upload spreadsheet.

Figure 130. *Add User Information* **Section**

6. In the *Role Associations* section, select the [**check-plus**] icon (![icon]) to add a new user role. A new row will appear in the *Role Associations* section.

7. In the Role column on the new row, select "District Coordinator" or "School Coordinator" from the drop-down list (Figure 131). Users who currently have District Coordinator role can assign new users with the District Coordinator or School Coordinator roles. Users who currently have School Coordinator roles can assign new users with School Coordinator roles.

Figure 131. *Role* **Drop-down List**

    i.   In the Responsible Entity Type column, select DISTRICT or INSTITUTION. Selecting DISTRICT will provide access to test results for the entire LEA. Selecting INSTITUTION will provide access to test results for the school selected.

    ii.   In the Associated Entity ID column, select the LEA (if Responsible Entity Type is DISTRICT) or school (if Responsible Entity Type is INSTITUTION).

8.   Select the [**check-plus**] icon () to add the reporting roles: (Each role assignment will require a separate row.)

- GENERAL (for all users)
- PII (for all users authorized to view test results)
- SAREXTRACTS (for users authorized to download a data file of the test results)

9.   See Steps 6–8 in the instructions detailed in the next section, Add the Reporting Roles for an Existing User.

10.   RECOMMENDED: Select the [**check-plus**] icon () to add the DL_EndUser role from the role drop-down list (Figure 132) so that the user may also access the Smarter Balanced Digital Library.
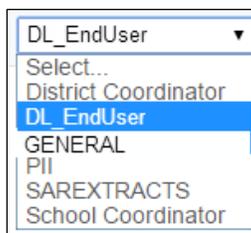
Figure 132. *Role* **Drop-down List for Access to the Smarter Balanced Digital Library**

11.   Select the [**Save**] button (Figure 133) to save your changes.

Figure 133. [Save] Button

Table B.2 describes the fields for adding new users via the bulk upload spreadsheet.

Appendixes

Table B.2. Fields Descriptions for Adding New Users to ART

Role Display Name in ART	Role Example
First Name*	• user's first name • up to 35 characters
Last Name*	• user's last name • up to 35 characters
E-mail Address*	• user's e-mail address • up to 128 characters in standard e-mail address format
Telephone Number	• telephone number including the area code, and optional extension • up to 24 characters in XXX-XXX-XXXX xNNNNNN format
Role*	• role assigned to the user; this list is prepopulated • up to 30 characters
Associated Entity ID* (CDS Code)	• identifier of entity associated with the user; this list is prepopulated • up to 20 characters
Level* (Responsible Entity Type)	• DISTRICT – Indicates user is a member of a district. • INSTITUTION – Indicates user is a member of an institution. • must be capital letters
State Abbreviation* (State)	• State abbreviation: CA

*Required field

To add or modify users and user roles using a file upload spreadsheet, LEA CAASPP coordinators should contact the CalTAC Digital Library and Interim Assessment Help Desk by telephone at 855-631-1510 or by e-mail at caltac@ets.org.

Delete Users

To delete users from ART at the end of a school year, LEA CAASPP coordinators should use the same spreadsheet used for the bulk upload. Table B.3 describes the fields on this spreadsheet.

Table B.3. Fields Descriptions for Deleting Users from ART

Role Display Name in ART	Role Example
First Name*	• user's first name • up to 35 characters
Last Name*	• user's last name • up to 35 characters
E-mail Address*	• user's e-mail address • up to 128 characters in standard e-mail address format
Telephone Number	• telephone number including the area code, and optional extension • up to 24 characters in XXX-XXX-XXXX xNNNNNN format
Role*	• role assigned to the user; this list is prepopulated • up to 30 characters
Associated Entity ID* **(CDS Code)**	• identifier of entity associated with the user; this list is prepopulated • up to 20 characters • Delete+ flag for deleting the student group-student pair
Level* **(Responsible Entity Type)**	• DISTRICT – Indicates user is a member of a district. • INSTITUTION – Indicates user is a member of an institution. • must be capital letters
State Abbreviation* **(State)**	• State abbreviation: CA
DELETE*	• Delete the user-role combination associated with the e-mail address

To delete users and user roles using a file upload, LEA CAASPP coordinators should contact the CalTAC Digital Library and Interim Assessment Help Desk by telephone at 855-631-1510 or by e-mail at caltac@ets.org.

Add the Reporting Roles for an Existing User

If a user has login credentials to the Smarter Balanced Digital Library, the user's record can be modified in ART to include the reporting roles. If the user does not have Digital Library login credentials, the user must be added to ART before the reporting roles can be assigned. Refer to the instructions for *Add New Users* earlier in this appendix on page 130.

1. Go to the Smarter Balanced ART portal (https://art.smarterbalanced.org/) on a Web browser.
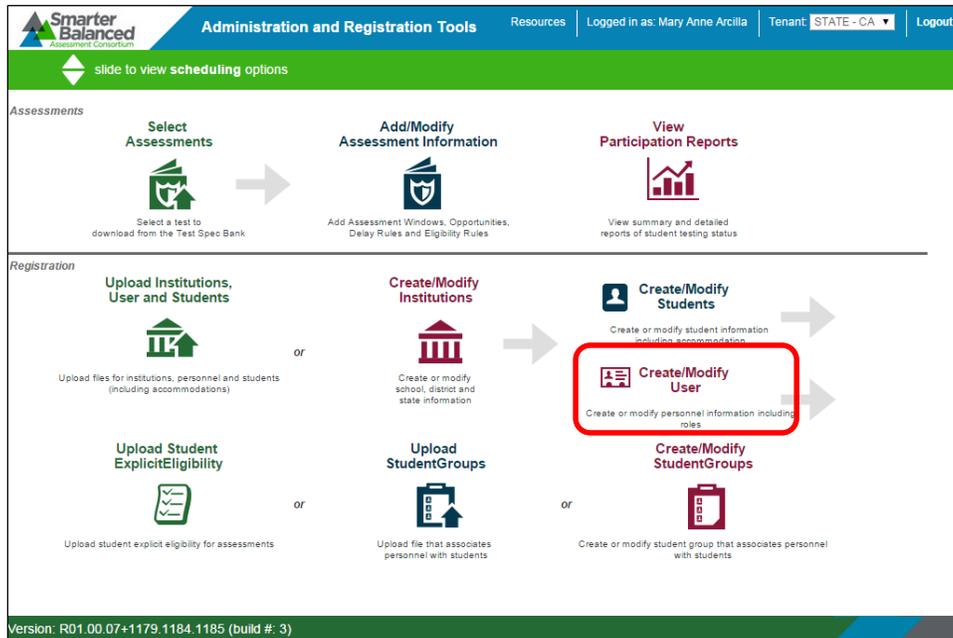
2. Log in to ART using your Smarter Balanced login credentials using the ART login Web form (Figure 134). These would be the same credentials as your Digital Library login credentials.
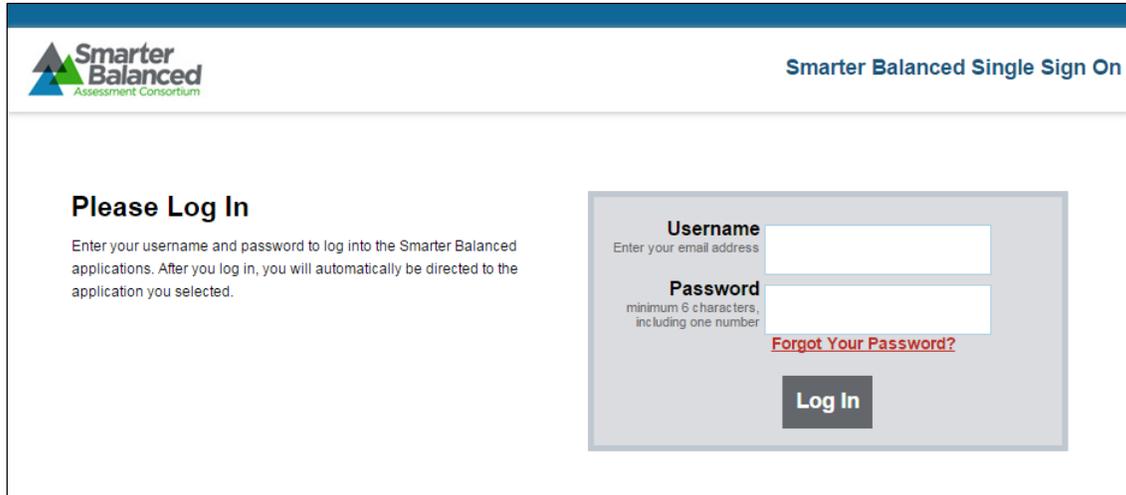
Figure 134. ART Login Web Form

3. Select the [**Create/Modify User**] button (Figure 135).
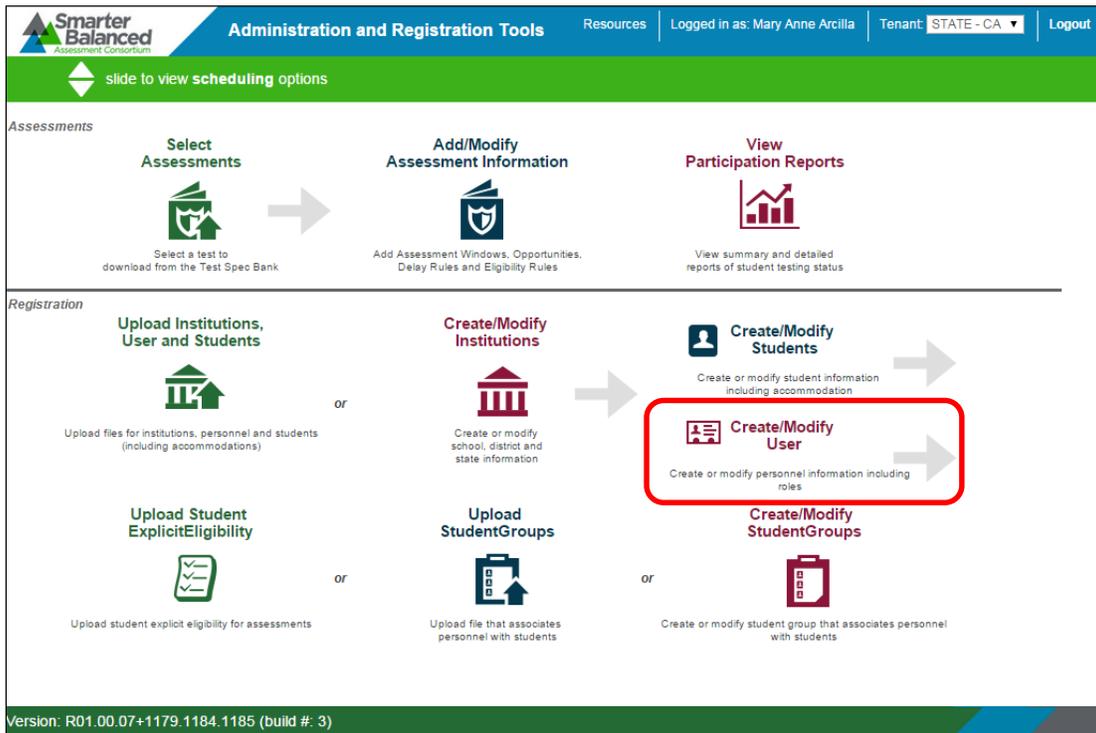
Figure 135. ART Registration Options

4. On the *User Search* screen, select the [**Search**] button (Figure 136) to search for a user record. Selecting the [**Search**] button without including search filters will display all users within your LEA or school. Using the search filters will narrow your search results.

Figure 136. *User Search* **Screen**

5. On the search results table, select the [**Pencil**] icon (✏️) for a user record. The *Edit User Information* screen (Figure 137) will appear.

Figure 137. *Edit User Information* **Screen**

6. On the *Edit User Information* screen, select the [**check-plus**] icon (✅) (Figure 138) to add a new user role. A new row will appear in the *Role Associations* area (Figure 138).

Customization Copyright © 2016 by the California Department of Education   March 2016

Figure 138. Add a New User Role

7. All users who are authorized to access the IA Reporting System must be assigned the GENERAL reporting role. In the Role column on the new row, select GENERAL from the drop-down list (Figure 139).
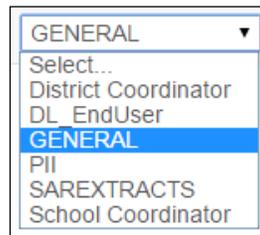
Figure 139. *Role* Drop-down Menu

a. In the Responsible Entity Type column, select DISTRICT or INSTITUTION from the drop-down list (Figure 140). Selecting DISTRICT will provide access to test results for the entire LEA. Selecting INSTITUTION will provide access to test results for the school selected.
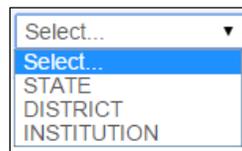
Figure 140. *Responsible Entity Type* Drop-down List

b. In the Associated Entity Id column, select the LEA (if Responsible Entity Type is DISTRICT) or school (if Responsible Entity Type is INSTITUTION).

8. Generally, all users should be assigned the PII reporting role to view the interim assessment results. On the *Edit User Information* screen (Figure 137), select the [**check-plus**] icon ( ) to add a new user role. A new row will appear in the Role Associations area. In the Role column on the new row, select PII from the drop-down list (Figure 141).
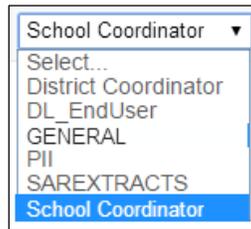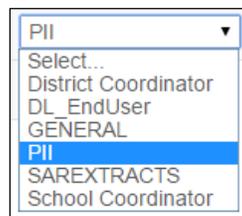

Figure 141. "PII" Reporting Role on the *Role* Drop-down List

9. In the Responsible Entity Type *column*, select DISTRICT or INSTITUTION. Selecting DISTRICT will provide access to test results for the entire LEA. Selecting INSTITUTION will provide access to test results for the school selected.

   a. In the Associated Entity Id column, select the LEA (if Responsible Entity Type is DISTRICT) or school (if Responsible Entity Type is INSTITUTION).

10. Users who have LEA authorization to download a data extract file should also have the SAREXTRACTS reporting role. The data extract file may be used by the LEA or school to upload to its local student information system or to generate reports for local use (e.g., roster of test results by classroom).

11. On the Edit User Information screen, select the [**check-plus**] icon () to add a new user role. A new row will appear in the Role Associations area.

    a. In the Role column on the new row, select SAREXTRACTS from the drop-down list (Figure 142).
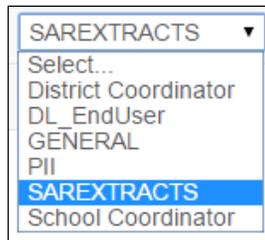
Figure 142. "SAREXTRACTS" Reporting Role on the *Role* Drop-down List

    b. In the Responsible Entity Type column, select DISTRICT or INSTITUTION. Selecting DISTRICT will provide access to test results for the entire LEA. Selecting INSTITUTION will provide access to test results for the school selected.

    c. In the Associated Entity Id column, select the LEA (if Responsible Entity Type is DISTRICT) or school (if Responsible Entity Type is INSTITUTION).

12. Select the [**Save**] button (Figure 143) to save your changes.

Figure 143. [Save] Button

Register Institutions (Schools)

All users of the IA Reporting System and the Digital Library must be associated with the LEA or institution (school). CalTAC manages and maintains LEA and institution information in ART. LEA CAASPP coordinators should direct questions about registration and requests for changes to school information to the CalTAC Digital Library and Interim Assessment Help Desk by telephone at 855-631-1510 or by e-mail at caltac@ets.org.

Appendix C. Definition of Reporting Terms

Achievement Levels and Proficiency

Achievement levels are defined and described by the Smarter Balanced Assessment Consortium. Defining these levels of achievement is a reporting feature that is federally required under the No Child Left Behind Act. Smarter Balanced has also developed a set of initial, policy achievement-level descriptors (ALDs) for ELA and mathematics that are aligned with the CCSS and the Smarter Balanced assessment claims. The purpose of these descriptors is to specify, in content terms, the knowledge and skills that students display at the four levels of achievement (i.e., Level 1, Level 2, Level 3, and Level 4). Table C.1 shows the interim assessment achievement levels and their corresponding achievement levels on the summative assessments.

Table C.1. Crosswalk of Achievement Levels—Interim to Summative

Interim Assessment Achievement Level	Summative Assessment Achievement Level
Level 1	Standard Not Met
Level 2	Standard Nearly Met
Level 3	Standard Met
Level 4	Standard Exceeded

Although the ALDs are intended to aid interpretation of achievement levels, they will be less precise than scale scores for describing student gains over time or changes in achievement gaps among groups because they do not reveal changes of student scores within the bands defined by the achievement levels. Furthermore, there is not a critical shift in student knowledge or understanding that occurs at a single cut score point. Therefore, the achievement levels should be understood as representing approximations of levels at which students demonstrate mastery of a set of concepts and skills as well as the scale scores just above and below an achievement level as within a general band of performance.

A student is considered proficient if test results place their score in Levels 3 or 4, and therefore, the Level 3 cut-score is somewhat analogous to a proficiency line.

Claims Reporting

Smarter Balanced has identified the following claims that support the overall subject (also known as "composite") scores (Table C.2).

Table C.2. Claims List

	Mathematics	ELA
Claims List	• Concepts and Procedures • Problem Solving and Modeling & Data Analysis • Communicating Reasoning	• Reading • Writing • Listening • Research and Inquiry

Reporting provides claim-level insights for individual students, and for the List of Students in a Grade report, but claim-level aggregations are not supported.

Claim Calculation Details and Levels Determination

There are three performance levels for each claim: Below Standard, At/Near Standard, and Above Standard. There is a single scaled score associated with each claim.

For each claim score reported, there is a corresponding measure of uncertainty defined as the standard error of measurement (SEM). The claim level SEM will vary based on the number of items administered within a claim, the statistical characteristics of the items, and how each test taker responds to the administered items.

The test taker's claim scaled score is compared to the overall scale score Level 3 proficiency cut (See links below to threshold scale scores for Mathematics and ELA/Literacy.) Differences between the test taker's claim scaled score and the Level 3 proficiency cut greater than 1.5 SEMs of the claim would indicate performance above or below the assessed standard.

- o If the difference (Level 3 proficient cut minus test taker's claim score) was greater than 1.5 SEMs then the test taker's performance is below standard.
- o If the difference (Level 3 proficient cut minus test taker's claim score) was less than or equal to –1.5 SEMs then the test taker's performance is above standard.
- o If the difference (Level 3 proficient cut minus test taker's claim score) was less than or equal to 1.5 SEMs and greater than –1.5 SEMs then the performance is at/near standard.

The following links, listed below, provide additional information on the threshold scale scores.

- Link to Mathematics Threshold Scale Scores:
  http://www.cde.ca.gov/ta/tg/ca/sbmaththresholdscre.asp

- Link to ELA/Literacy Threshold Scale Scores:
  http://www.cde.ca.gov/ta/tg/ca/sbelathresholdscre.asp

Claim Levels and Icons

The following labels for the List of Students in a Grade and Student Score Reports have been presented to all governing state leads for feedback have been approved by Smarter Balanced:
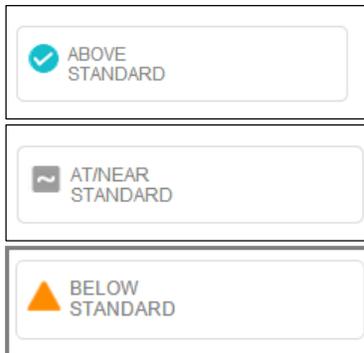
✓ ABOVE STANDARD	The assessment results indicate that the student understands and can apply their knowledge to the standards in this subject area for their grade.
∿ AT/NEAR STANDARD	The assessment results may be just above or just below the standard but due to the error band, it is impossible to determine with a sufficient degree of confidence.
▲ BELOW STANDARD	The assessment results indicate that the student has not yet met the standard in this subject-area for their grade.

Sorting Behavior

In the List of Students in a Grade report, sorting by claim scores orders by the underlying claim scale scores, even though those scores are not visible in the visual report.
Claim scale scores are not exposed via any "Current View" download, but are included in the Student Assessment Result download.

Assumptions

1. For the Student Score Report and List of Students in a Grade reports, the IA Reporting System displays claim levels as visual icons with labels and descriptors but does not expose the actual numerical claim score data.

2. Every assessment result provided to the Data Warehouse includes a student's scale score, level determination, scale maximum, scale minimum, scale units, and error band.

    - Claim-scale scores are measured on the same scale as the overall score.
    - Claim-error bands vary by claim.

3. Smarter Balanced provides the algorithm for calculating the claim score groupings per grade, subject, and claim to the Score Integration vendor; neither the Data Warehouse nor the IA Reporting System dynamically calculate scale scores, error bands, or level determinations.

Context Security, Access Patterns, and Single Sign-On

- Registered users can see any PII-protected data that they are authorized to view, as managed in permissions at the level of school (e.g., an educator in school X with PII access can see students in school X).

- All users must have login credentials for the single sign-on (SSO) component and must log in to view reports. There is no anonymous public user support (i.e., unregistered users, logged-out users).

- All SSO functionality is managed by the Smarter Balanced SSO Shared Service. The Smarter Balanced Data Warehouse and Reporting systems receive user authorizations from the Smarter Balanced SSO Shared Service. Neither the Smarter Balanced Data Warehouse nor the IA Reporting System maintain or verify user authorizations.

- The Smarter Balanced SSO Shared Service provides the interface for management of associations between users and student PII for the IA Reporting System.

- Access to reports and PII are managed by the state to provide access to LEA CAASPP coordinators. The LEA CAASPP coordinator is to provide access to the IA Reporting System to authorized users within their LEA via the Smarter Balanced SSO Shared Services.

- Educators may have access to student PII for their associated entities (schools/LEAs), which can be controlled within the Smarter Balanced SSO Shared Service at the school level. The educator's LEA CAASPP coordinator is to provide this access.

- Non-educators have no access to student information; Smarter Balanced does not support parent or student login in the Smarter Balanced Data Warehouse and Reporting systems.

- Permissions are available on a per-feature basis, and the Permissions component allows for each permission to be applied to one or more nodes in the hierarchy (e.g., Student PII Access for School X, Student PII Access for District Y). Only the permissions used for California are listed here.

  − Student Assessment Results Extract
  − student PII (also known as "PII Access")

Error Bands and Standard Error of Measurement

- Standard error of measurement (SEM) is accounted for in the reports by the error bands that are displayed in the Student Score Report and the List of Students in a Grade report for overall scores. SEMs are also included on claim scores in the Student Assessment Results downloads.

- The error band meaning (Figure 144), is explained in the Legend of each report that displays them:

Smarter Balanced tests provide the most precise scores possible within a reasonable time limit, but no test can be 100 percent accurate. The error band indicates the range of scores that students would very likely achieve if they were to take the test multiple times. It is similar to the "margin of error" that newspapers report for public opinion surveys.
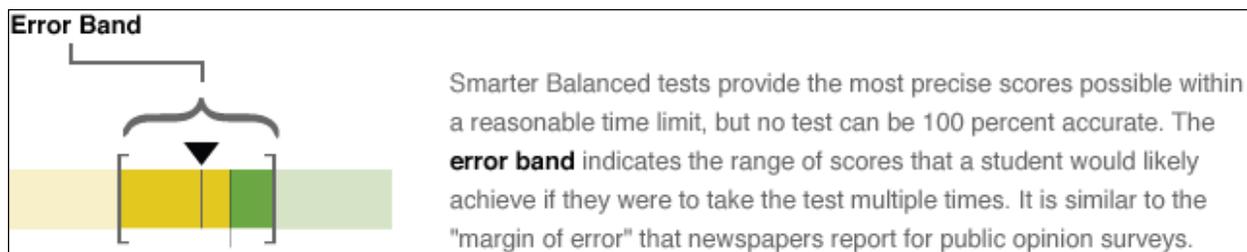
Figure 144. Error Band Illustration

Appendixes

Interim Assessment Block Reporting

The interim assessment blocks (IABs) focus on a smaller set of skills and are designed to provide targeted information for educators about student performance. Educators may use the IAB results to focus classroom instruction on certain areas where the student(s) need improvement. Results will be reported at the block level. Further description of the reporting ALDs are found in Table C.3 below. The second time a student takes the same interim assessment, the results are sent in with the same name and date but do not replace the original assessment report; previous results are not deleted. Previous results will persist to provide a comparison between the first test opportunity and the second, and any subsequent opportunity.

Table C.3. Block Level Descriptors

✓ ABOVE STANDARD	The assessment results indicate that the student understands and can apply their knowledge to the standards in this subject area for their grade.
~ AT/NEAR STANDARD	The assessment results may be just above or just below the standard, but due to the error band (see above), it is impossible to determine with a sufficient degree of confidence.
▲ BELOW STANDARD	The assessment results indicate that the student has not yet met the standard in this subject-area for their grade.

Interim Comprehensive Assessment Reporting

From a reporting perspective, interim comprehensive assessment (ICA) results are reported through the Student Score Reports (with overall and claim scale scores for each subject) and through the List of Students in a Grade report.

From a policy perspective, an ICA is intended for use as a benchmarking tool, where administration requirements are less stringent than for the summative assessment. Consequently, summative results support higher-level aggregation (between grades, schools, or districts) because the test conditions and administration requirements are comparable. ICAs, which may be administered with greater variations in test conditions, would introduce validity issues if aggregated and are therefore only reported on a per-student basis.

See the descriptors of an ICA score in Table C.4 (ELA) and Table C.5 (mathematics) that follow.

Table C.4. ELA Reporting Achievement Level Descriptors

English language arts/literacy Reporting Achievement Level Descriptors		
High School	**Grades 6–8**	**Grades 3–5**
Level 4	**Level 4**	**Level 4**
The student has exceeded the achievement standard and demonstrates the knowledge and skills in English language arts/literacy needed for likely success in entry-level credit-bearing college coursework after high school.	The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in entry-level credit-bearing college coursework after high school.	The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in future coursework.
Level 3	**Level 3**	**Level 3**
The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in entry-level credit-bearing college coursework after completing high school coursework.	The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in entry-level credit-bearing college coursework after high school.	The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in English language arts/literacy needed for likely success in future coursework.
Level 2	**Level 2**	**Level 2**
The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level credit-bearing college coursework after high school.	The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level credit-bearing college coursework after high school.	The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in future coursework.
Level 1	**Level 1**	**Level 1**
The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level credit-bearing college coursework after high school.	The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in entry-level credit-bearing college coursework after high school.	The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in English language arts/literacy needed for likely success in future coursework.

Table C.5. Mathematics Reporting Achievement Level Descriptors

Mathematics Reporting Achievement Level Descriptors		
High School	**Grades 6–8**	**Grades 3–5**
Level 4	**Level 4**	**Level 4**
The student has exceeded the achievement standard and demonstrates the knowledge and skills in mathematics needed for likely success in entry-level credit-bearing college coursework after high school.	The student has exceeded the achievement standard and demonstrates the knowledge and skills in mathematics needed for likely success in entry-level credit-bearing college coursework after high school.	The student has exceeded the achievement standard and demonstrates advanced progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework
Level 3	**Level 3**	**Level 3**
The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in mathematics needed for likely success in entry-level credit-bearing college coursework after completing high school coursework.	The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in mathematics needed for likely success in entry-level credit-bearing college coursework after high school.	The student has met the achievement standard and demonstrates progress toward mastery of the knowledge and skills in mathematics needed for likely success in future coursework.
Level 2	**Level 2**	**Level 2**
The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level credit-bearing college coursework after high school.	The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level credit-bearing college coursework after high school.	The student has nearly met the achievement standard and may require further development to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework.
Level 1	**Level 1**	**Level 1**
The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level credit-bearing college coursework after high school.	The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in entry-level credit-bearing college coursework after high school.	The student has not met the achievement standard and needs substantial improvement to demonstrate the knowledge and skills in mathematics needed for likely success in future coursework.

Assumptions

1. On the List of Students in a Grade report and Student Score Report, educators see a drop-down list of all assessments taken by that student or group of students.

2. Assessments are listed as "YYYY.MM.DD - Grade X - Type - Subject" (e.g., 2017.05.15 - Grade 4 - Interim - Mathematics).

3. The second time a student takes the same interim assessment, the results are sent in but do not replace the original assessment report. Previous results will persist to provide a comparison between the first test opportunity and the second, and any subsequent opportunity.

4. The list is not filtered and displays all assessments that have been loaded into the Data Warehouse.

5. On the List of Students in a Grade report, any assessment given to at least one of the students appears on the list. Students with no results for that assessment do not appear when that assessment is selected.

6. The following qualifications were endorsed by Smarter Balanced Assessment Consortium Leadership on July 16, 2014, and are accessed on the List of Students in a Grade and Student Score Report by hovering over or selecting the [**Interim Information**] () icon:

> Important Information about Interim Assessments
> 1. Interim assessments may be scored by local teachers. This scoring is not subject to the rigorous controls used in summative assessment, and local results may show some variations.
> 2. Interim assessment questions are not secure. Exposure to, and familiarity with, test questions may affect student performance and the accuracy of interim results.

There is no reporting for interim comprehensive assessments above the level of the List of Students in a Grade for a specific grade in an individual school (no grade, school, or district comparison reports).

7. All interim comprehensive assessment language/content for Qualifications or Descriptions have been provided by either the Test Design and Validation Work Group, Lead Psychometrician, or the 05-Interim Assessment Work Group, subject to any specifications from the Reporting vendor.

HTTPS Pickup Zone

For download requests that are either (1) too large for direct download via the browser, or (2) complex enough to require significant processing time, the download is made available via an HTTPS Pickup Zone.

Once the files have been generated and are available for pickup, the user can retrieve the file(s) from the URL provided to them. The download is only retrievable from the provided URL by the original requesting user.

The Pickup Zone relies on the authentication of the Smarter Balanced SSO component to validate that the appropriate user is accessing the file and then securely delivers the file to the user via encrypted transmission using HTTPS.

There are no additional configurations or tools needed for a user to access the Pickup Zone other than the Web browser being used to view reports and request downloads.

Language Support

The textual content of the IA Reporting System is available for viewing and printing in English by default, but users can select alternative languages, including the Spanish and Vietnamese translations.

Legends

A Legend pop-up is available on each reporting page. It provides explanations for icons, color choices, and other design elements of the reports.

Logging

The IA Reporting System logs any access to confidential student data. Logs can be accessed by technical staff with appropriate permissions. Instructions are included in technical documentation (Runbooks).

The IA Reporting System logs the user's information and the activities that the user performed with the confidential data.

Permissions

Permissions are available for LEAs and schools to manage access rights to features and information. Permissions are managed through the Smarter Balanced Permissions component.

For Reporting, the permissions available are feature-based, rather than role-based, and must be limited in scope to one or more schools or districts. The features covered by permissions are as follows:

- Assessment Completion Extract
- Audit XML Extract
- Individual Item Response Data Extract
- Student Assessment Results Extracts (also known as "SAREXTRACTS")
- Student PII (also known as "PII Access")
- Student Registration Statistics Extract

Reports Printing, Individual and Batch

Individual Printing of Reports

The Student Score Report has a special printer-friendly output in PDF format to ensure all report and supporting information is included in the printout and should be suitable for distribution to students, parents, and teachers.

All other reports print directly from the Web browser using the standard [**Ctrl**] + [**P**] print command.

Batch Printing of Reports

Batch printing is available through the IA Reporting System to help distribute printed versions of the Student Score Report.

When a user initiates a batch-print request, the job is scheduled in a queue. It may take some time to complete, depending on the size of the queue and other demands on the system. The job includes steps to generate the pages for the selected reports, integrate the individual student score reports into one or more large PDF files, and deposit the PDF files to the HTTPS Pickup Zone.

For a batch-print request made from a List of Students in a Grade report, all selected students are included, and their reports are arranged alphabetically by last name in the large PDF files. At this level, most batch-print requests are fewer than 1,000 students in a single grade, and therefore likely contained in a single large PDF file. If there are more than 1,000 students, the batch-print is split into multiple PDF files.

For a batch-print request made from the Results by Grade in a School report, PDFs are generated separately for each grade, which results in at least one large PDF per grade. If a given grade has more than 1,000 students, then that grade is split into multiple PDF files.

The PII Access permission extends to the Batch Printing feature. If users do not have PII Access permissions, they do not have the batch print option available.

If users are authorized to see the List of Students in a Grade report, they have PII Access. However, a user without PII access rights may have access to the Results by Grade for a School report; in that case, the user does not see the batch-print download option.

Security

The IA Reporting System automatically logs users out after 30 minutes with no activity.

Scale Score

All reporting is based on scale scores produced by the Scoring component of the platform. Each subject (e.g., mathematics and ELA) has an overall composite score and a small number of claim scores calculated in the Scoring component and integrated by Test Integration into the test XML. Overall scale scores are displayed on the Student Score Report and the List of Students in a Grade Report, while claim-scale scores are only displayed through data extract. The Scoring Integrator component also calculates any achievement levels, categories, claim levels, and error bands.

Section 508 Compliance

The IA Reporting System is in compliance with accessibility requirements specified in Section 508 Amendment to the Rehabilitation Act of 1973, specifically the following subsections:

- 1194.21—Software Applications and Operating Systems
- 1194.22—Web-based Intranet and Internet Information and Applications
- 1194.31—Performance Criteria
- 1194.41—Information, Documentation, and Support

This system has been reviewed to ensure that information is equitably accessible.

Student Score Report

The Student Score Report has a special PDF print capability, but does not provide a nonvisual/tabular download. The report can be navigated using the keyboard and accessed in screen readers. The visual design elements are rendered in sufficient color contrast.

List of Students in a Grade Report

For a List of Students in a Grade Report, the user must have access to PII to view the report; therefore, anyone who can see this report can download either or both of the following extracts:

1. **Download Current View as CSV**—This provides the user with a full extract of the assessment outcomes only for the students who are visible at the time, as it takes into account the state of all sort, filter, and selection options.

   a. For Mathematics and ELA view, this CSV file provides the overall scale score, overall error band, and overall achievement level data for both subjects for each student.

   b. For Subject-Detail view, this CSV file provides the overall scale score, overall error band, overall achievement level, and the Level (1, 2, 3) and Label (Below, At/Near, Above Standard) for each claim in the selected subject (Figure 145).

	A	B	C	D	E
1	Report Name	Students in Grade 8			
2	Date	3/23/2015 14:22			
3	Report Info	Home,California,Ropefish Lynx Public Schools,Hickory Cornetfish Jr Middle,Grade 8			
4	Sort By	Students			
5	Compare	Off			
6	Assessment Type	2015.04.04 · Interim Comprehensive			
7	Total Count	19			
8	Academic year	2014 - 2015			
9					
10					
11	Students	Mathematics Overall	Mathematics Error Band	Mathematics Performance Level	Mathematics Performance Level Number
12	Adkinson, Candice	2963	2892-2034	Level 3	3
13	Aviles, Joe K.	2736	2670-2802	Level 2	2
14	Beavers, Martha D.	2928	2859-2977	Level 3	3
15	Blosser, Michelle	2772	2738-2806	Level 2	2
16	Boyd, Dante	2827	2762-2872	Level 3	3
17	Carvajal, Joseph A.	2885	2829-2952	Level 3	3
18	Castillo, Joshua R.	2259	2043-2275	Level 4	4
19	Clark, Deborah C.	2562	2487-2635	Level 2	2
20	Corral, Keith	2908	2829-2987	Level 3	3
21	Draughn, Walter	2256	2035-2277	Level 4	4
22	Frame. David L.	2147	2023-2272	Level 4	4

Figure 145. List of Students in a Grade, Download Current View

2. **Download Student Assessment Results**—This provides the user with a full extract of the assessment outcomes for all students who took the interim assessment for that particular grade.

Appendix D. Student Accessibility Supports

California Assessment of Student Performance and Progress
Student Assessment Accessibility 2015–16

Universal Tools
Available to all students by student preference and selection

Non-embedded
- Breaks
- Color overlay (science, primary language)
- English dictionary (ELA full write)
- Scratch paper

Embedded*
- English dictionary
- Digital notepad
- Calculator (grades 6–8, 11)
- Breaks
- English glossary
- Expandable passages
- Global notes
- Highlighter
- Keyboard navigation
- Mark for review
- Math tools
- Spell check
- Strikethrough
- Writing tools
- Zoom
- Thesaurus (ELA full write)

Designated Supports
Available to all students by teacher recommendation

Non-embedded
- Bilingual dictionary (writing)
- Color contrast
- Color overlay
- Magnification
- Noise buffers
- Read aloud (ELA/math items, math stimuli; Spanish stacked)
- Scribe (reading, listening, math)
- Separate setting (most beneficial time; special lighting/acoustics; adaptive furniture)
- Translation glossaries (Consortium provided PDFs for paper pencil tests)

Embedded
- Color contrast
- Masking
- Text-to-speech (ELA/math items & math stimuli)
- Translations glossary (math, Consortium provided)
- Spanish stacked translation and translated test directions (math)
- Multiplication table (grades 4–8, 11)
- Large print (paper pencil)
- Turn off any universal tools
- Translated test directions (science, primary language; Consortium provided PDFs—online math, ELA)
- Word lists (science, primary language)

Accommodations
Available to students with an Individualized Education Program (IEP) or Section 504 Plan

Non-embedded
- Abacus (math, science)
- Alternate response options
- Braille (paper pencil tests)
- ASL (science)
- Calculator (allowed items, grades 6–8, 11)
- Scribe (ELA writing, science, primary language)
- Read aloud (ELA passages and Science, primary language)
- Speech-to-text
- Print on demand

Embedded
- American Sign Language [ASL] (Math, ELA listening)
- Braille
- Closed captioning (listening)
- Streamlining
- Text-to-speech (ELA passages)

Resources for the California Alternate Assessment
- Administration of the California Alternate Assessment (CAA) to eligible pupils shall be one-on-one (test examiner to pupil) according to the CAASPP Test Manual.
- Depending upon the pupil's disability or needs, the CAA may or may not include the student's independent use of the testing interface.
- Eligible pupils shall have any instructional supports and/or accommodations, including the language of instruction, used in accordance with the pupil's daily instruction in the pupil's IEP.

See the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines* (http://www.smarterbalanced.org/wordpress/wp-content/uploads/2014/08/SmarterBalanced_Guidelines.pdf) for recommendations for use.

California Department of Education ■ November 2015

* Embedded Universal tools are delivered as allowed only

Technical Support

California Technical Assistance Center (CalTAC) for LEA CAASPP Coordinators

CAASPP test site coordinators and test administrators should contact their LEA CAASPP coordinators for assistance.

> **CalTAC Digital Library and Interim Assessment Help Desk**
> **for LEA CAASPP Coordinators**
> **Monday through Friday, 7 a.m.–5 p.m.**
>
> Toll-Free Telephone Support: 855-631-1510
> E-mail Support: caltac@ets.org
> Chat through the Web site: http://www.caaspp.org/
>
> For all other CAASPP-related telephone support, please call
> 800-955-2954.