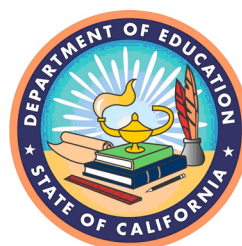# CALIFORNIA

Assessment of Student Performance and Progress

Smarter Balanced Online Test Administration Manual

Winter/Spring 2015

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

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Table of Acronyms and Initialisms in the *Online Test Administration Manual*

Term	Meaning
ASL	American Sign Language
CAASPP	California Assessment of Student Performance and Progress
CALPADS	California Longitudinal Pupil Achievement Data System
CalTAC	California Technical Assistance Center
CAT	computer adaptive test
CCC	California Community Colleges
CCR	California Code of Regulations
CDE	California Department of Education
CSU	California State University
EAP	Early Assessment Program
ELA	English language arts/literacy
ELs	English learners
IEP	individualized education program
LEA	local educational agency
non-PT	non–performance task
PDA	personal digital assistant
PT	performance task
SC	CAASPP Test Site Coordinator
SSID	statewide student identifier
TA	Test Administrator
TAM	*Online Test Administration Manual*
TOMS	Test Operations Management System
TSM	*Technical Specifications Manual for Online Testing*

California Support for the Smarter Balanced Online Assessments

The California Assessment of Student Performance and Progress (CAASPP) portal at http://caaspp.org/ is the home for all online Smarter Balanced assessment administration information as well as for information on paper-pencil test administration.

Note: Requests for paper-pencil versions of the online summative assessments were due to the California Technical Assistance Center (CalTAC) by September 30, 2014. *California Code of Regulations*, Title 5 *(5 CCR)*, Education, Section 857(a)(3)

For questions regarding the online testing system or for additional assistance:

- **Local educational agency (LEA) CAASPP Coordinators should contact the California Technical Assistance Center (CalTAC) by phone at 800-955-2954, by e-mail at caltac@ets.org**, or by using the chat function linked on the CAASPP portal at http://caaspp.org.

- **CAASPP Test Site Coordinators should contact their LEA CAASPP Coordinator.**

- **Test Administrators and other school personnel should contact their CAASPP Test Site Coordinator.**

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

When contacting CalTAC, provide the representative with as much detail as possible about the issue(s) encountered and the system on which it occurred. This should include the following:

- type of device being used for the test;
- any error messages that appeared (code and description);
- operating system and browser (Web browser or secure browser) information;
- network configuration information;
- your contact information for follow-up, including an e-mail address and phone number; and
- any relevant and authorized student and school information, including statewide student identifier (SSID), grade level, content area, and performance task (PT) or non–performance task (non-PT).

For your convenience, a Microsoft Word form that you can use to log and save your issue has been posted to the CAASPP Forms Web page at http://www.caaspp.org/administration/forms/.

CalTAC may be contacted by LEA CAASPP Coordinators for situations and questions that include the following:

1. The testing environment is down or unavailable.
2. User accounts are not available or users are not able to administer tests.
3. Student information is incorrect or missing.
4. You experience difficulty loading student test settings into the Test Operations Management System (TOMS).
5. You have questions about or need assistance with Appeals functionality.
6. You need help preparing for online testing—downloading the secure browser, voice packs, etc.
7. Tests are incorrectly showing as available to students when they log on to begin testing.
8. You want to request password resets for LEA and/or school users.
9. Settings are not presenting as intended.

All Roles

1.0 OVERVIEW OF THE SMARTER BALANCED ASSESSMENTS

1.1 About the Smarter Balanced Assessment Consortium

The Smarter Balanced Assessment Consortium is a multi-state, state-led consortium that developed next-generation assessments aligned to the Common Core State Standards in English language arts/literacy (ELA) and mathematics that accurately measure student progress toward college and career readiness. For more information about the Smarter Balanced Assessment Consortium, go to www.smarterbalanced.org.

1.2 About the Test

The Smarter Balanced summative assessments are available in ELA and mathematics to students in grades three through eight and eleven. Each content area of the online test consists of a computer adaptive test called a non–performance task (non-PT) as well as a performance task (PT).

1.3 Test Administration Roles and Responsibilities

Users' roles and responsibilities for the test are provided in Table 1.

Table 1: User Roles in the Online Testing System

User Role	Description
LEA CAASPP Coordinator	LEA CAASPP Coordinators were designated by the district superintendent at the beginning of the 2014–15 school year. A signed *Superintendent Designation Form* appointing the LEA CAASPP Coordinator and a signed *CAASPP Test Security Agreement* from the LEA CAASPP Coordinator must be on file with the California Technical Assistance Center (CalTAC). LEA CAASPP Coordinators are responsible for the following: - adding CAASPP Test Site Coordinators (SCs) and Test Administrators (TAs) into the Test Operations and Management System (TOMS); - ensuring that the SCs and TAs in their LEA are appropriately trained regarding the state and Smarter Balanced assessment administration as well as security policies and procedures; - reporting all test security irregularities and/or breaches that occur before, during, or after test administration to the California Department of Education (CDE) within 24 hours of discovery using the *Online Security Breach and Testing Irregularity Report Form* found on the CAASPP Forms Web page at http://caaspp.org/administration/forms/. (*5 CCR, Section 859 [e]*) - assuming general oversight responsibilities for all administration activities in their LEA schools; and - printing out checklists for SCs and TAs to review in preparation for the summative assessments.

All Roles

User Role	Description
CAASPP Test Site Coordinator (SC) *Note: An SC can be a principal, vice principal, technology coordinator, counselor, or other staff member.* *If possible, an SC should be a person with non-instructional or limited instructional duties so he or she can coordinate and monitor testing activity in the school.*	SCs are designated by the LEA CAASPP Coordinator. SCs are added to TOMS by the LEA CAASPP Coordinator. *(Note: There can be more than one CAASPP Test Site Coordinator as required by school need.)* SCs are responsible for: - identifying TAs, ensuring that they are properly trained, and ensuring that they have submitted signed CAASPP Test Security Affidavits (5 *CCR* Section 850 [w]); - adding TAs into TOMS; - coordinating with TAs so they administer all assessments; - entering and/or verifying test settings for students; - creating or approving testing schedules and procedures for the school (consistent with state and LEA policies); - working with technology staff to ensure that necessary secure browsers are installed and any other technical issues are resolved; - monitoring testing progress during the testing window and ensuring that all students participate, as appropriate; - using the school's procedure for correcting student data errors reported by TAs in the California Longitudinal Pupil Achievement Data System (CALPADS), verifying the corrections in TOMS, and ensuring that the student's test session is rescheduled; - addressing testing problems, as needed; - mitigating and reporting all test security incidents in a manner consistent with Smarter Balanced, state, and LEA policies; and - assuming general oversight responsibilities for all administration activities in their school and for all TAs.
Test Administrator (TA) *Note: The Smarter Balanced assessments should be administered by individuals with an existing state certification in education (e.g., teachers, school psychologists, principals, etc.). California regulations have expanded the TA role to include any employee or contractor of an LEA or a nonpublic, noncertified school who has been trained to administer the tests and has signed a CAASPP Test Security Affidavit.*	TAs administer the Smarter Balanced assessments. SCs should identify school personnel to act as TAs. *(Note: In the California regulations, this role is referred to as the Test Examiner.)* TAs are responsible for: - reading and signing the CAASPP Test Security Affidavit, which is returned to the SC; - completing Smarter Balanced assessment administration training (see section *1.4 Training*) and reviewing all Smarter Balanced policy and administration documents prior to administering any Smarter Balanced assessments; - viewing student information prior to testing to ensure that the correct student receives the proper test with the appropriate supports. TAs should report any potential data errors to SCs and LEA CAASPP Coordinators as appropriate; - administering the Smarter Balanced assessments; and - reporting all potential test security incidents to their SC and LEA CAASPP Coordinator in a manner consistent with Smarter Balanced, state, and LEA policies. *Note: TA questions about passwords, TOMS, technology issues, and test administration should be relayed to his or her SC or LEA CAASPP Coordinator.*

See the following for checklists of example activities:

- For LEA CAASPP Coordinators, see Appendix I.
- For CAASPP Test Site Coordinators, see Appendix J.
- For Test Administrators, see Appendix K.

1.4 Training

All LEA CAASPP Coordinators, CAASPP Test Site Coordinators (SCs), Test Administrators (TAs), and school administrative staff who will be involved in the Smarter Balanced assessment administration should review the applicable supplemental videos and archived Webcasts, which can be found on the CAASPP Current Administration Training Web page at http://caaspp.org/training/caaspp/.

The LEA CAASPP Coordinator, SC, and/or other staff designated by the state are responsible for ensuring all appropriate trainings have been completed. Such training should include, but is not limited to, training on item security and professional conduct associated with the administration of standardized assessments.

Prior to administering a test, Test Administrators (and any other individuals who will be administering any secure Smarter Balanced assessment) will read the CAASPP *Smarter Balanced Online Test Administration Manual,* the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines,* and the *Test Administrator (TA) Reference Guide,* and view the associated Smarter Balanced training modules. All of these documents are linked on the CAASPP Instructions and Manuals Web page at http://caaspp.org/administration/instructions/.

All Roles

2.0 TEST ADMINISTRATION RESOURCES

This *Online Test Administration Manual (TAM)* for summative assessments is intended for staff who play a role in the administration of Smarter Balanced assessments, including LEA CAASPP Coordinators, CAASPP Test Site Coordinators (SCs), and Test Administrators (TAs). This manual provides procedural and policy guidance to implement the Smarter Balanced assessments. To help quickly locate areas that pertain to each role, tabs that identify the primary user of that section have been placed on the margin of each page. The appendixes of this manual, which contain important information that can be used as stand-alone materials, are easily extracted for printing or distribution. For a list of frequently used terms associated with the Smarter Balanced assessments, see *Appendix A. For* specific questions not addressed in this manual, TAs can contact their SC; SCs can contact their LEA CAASPP Coordinator; and LEA CAASPP Coordinators can contact the California Technical Assistance Center (CalTAC).

2.1 Summative Assessment Administration Resources

The *TAM* is designed to complement a variety of other resources developed by Smarter Balanced and the California Department of Education (CDE) listed in Table 2 (manuals), Table 3 (training modules), and Table 4 (other resources).

Table 2: Manuals and Resources

Resource	Description
CALPADS resources	The CDE's California Longitudinal Pupil Achievement Data System (CALPADS) Web page at http://www.cde.ca.gov/ds/sp/cl/ contains links to CALPADS system documents, updates, and other useful information for maintaining student data.
Test Operations Management System (TOMS) user guides	The CAASPP Test Operations Management System (TOMS) Web page at http://caaspp.org/administration/toms/ contains links and resources for LEA CAASPP Coordinators, including manuals to set up test administrations, assign and manage student test registration, and add and manage SC and TA users.
Appeals User Guide	The *Appeals User Guide* includes information about how LEA CAASPP Coordinators can enter an appeal. http://caaspp.org/rsc/pdfs/CAASPP.appeals-guide.2015.pdf
Braille Requirements for Online Testing Manual	The *Braille Requirements for Online Testing Manual* includes information about supported operating systems and required hardware and software for braille testing. It also includes a quick guide for Test Administrators who are testing students with a braille accommodation. This manual consolidates information that was previously divided between the *Technical Specifications Manual for Online Testing* and the *Test Administrator User Guide*. http://caaspp.org/rsc/pdfs/CAASPP.braille-requirements.2015.pdf
Secure Browser Installation Manual	The *Secure Browser Installation Manual* provides instructions for installing the secure browser on supported operating systems and is organized by operating system. This document is a supplement to the *Technical Specifications Manual for Online Testing*. http://caaspp.org/rsc/pdfs/CAASPP.secure-browser-manual.2015.pdf
Technical Specifications Manual for Online Testing (TSM)	The *Technical Specifications Manual* provides technology staff with the technical specifications for online testing, including information on Internet and network requirements, general hardware and software requirements, secure browser installation, and the text-to-speech function. http://caaspp.org/rsc/pdfs/CAASPP.tech-specs-manual.2015.pdf

Resource	Description
Test Administrator (TA) Reference Guide	The *Test Administrator (TA) Reference Guide* supports individuals using the test delivery system applications to manage testing for students participating in the summative assessments and provides the scripts to be used when providing instructions to students on the day of testing. This resource also provides information about the test delivery system, including the Test Administrator and student applications. http://caaspp.org/rsc/pdfs/CAASPP.ta-reference-guide.2015.pdf
Test Administrator (TA) Directions for Administration	The *Test Administrator (TA) Online Directions for Administration* provide TAs at all grade levels with step-by-step instructions for the TA Interface and student applications as well as the test administration script in *Section 10*. These instructions are intended for the day of test administration. http://caaspp.org/rsc/pdfs/CAASPP.ta-odfa.2015.pdf
Usability, Accessibility, and Accommodations Guidelines	The *Usability, Accessibility, and Accommodations Guidelines* focus on universal tools, designated supports, and accommodations for the Smarter Balanced assessments. The *Guidelines* are intended for school-level personnel and decision-making teams, particularly individualized education program (IEP) and Section 504 teams, as they prepare for and implement the Smarter Balanced assessments. The *Guidelines* provide information for classroom teachers, English language development educators, special education teachers, and instructional assistants to use in selecting and providing universal tools, designated supports, and accommodations for those students who need them during the administration of the assessments. The *Guidelines* are also intended for assessment staff and administrators who oversee the decisions that are made in instruction and assessment. linked at http://caaspp.org/administrationinstructions/

All Roles

Table 3: Training Modules

Training modules are available at http://caaspp.org/training/caaspp/.		
Module Name	Primary Audience	Objective
Accessibility and Accommodations	TAs/Teachers, SCs	This module describes the recommended uses of available universal tools, designated supports, and accommodations for student accessibility to Smarter Balanced assessments.
Performance Task Overview	LEA CAASPP Coordinators, SCs, TAs, Teachers	This module provides an overview of a performance task and the purpose of the Classroom Activity as it pertains to the performance task.
Student Interface for Online Testing	Students, LEA CAASPP Coordinators, SCs, TAs, Teachers	This module explains how to navigate the Student Interface.
Technology Requirements for Online Testing	LEA CAASPP Coordinators, LEA or School Technology Coordinators	This module provides current information about technology requirements, site readiness, supported devices, and secure browser installation.

All Roles

Training modules are available at http://caaspp.org/training/caaspp/.		
Module Name	**Primary Audience**	**Objective**
Test Administrator (TA) Interface for Online Testing	LEA CAASPP Coordinators, SCs, TAs, Teachers	This module presents an overview on how to navigate the TA Interface.
What is a CAT (Computer Adaptive Test)?	LEA CAASPP Coordinators, SCs, TAs, Teachers, Students	This module provides the characteristics and advantages of a non–performance task test.

Table 4: Other Resources

Resource	Description
Practice Test*	Practice Tests include items and performance tasks for each grade level (three through eight and eleven). The Practice Tests provide a preview of the item types included in the Smarter Balanced assessments. Item types are listed and described in *Appendix B: Item Types* in this manual. This is the link to the Practice Tests: http://caaspp.org/practice-and-training/. See also *Appendix B: Accessing the Practice and Training Tests* in the *Test Administrator (TA) Reference Guide* located at http://caaspp.org/rsc/pdfs/CAASPP.ta-reference-guide.2015.pdf for additional information about the Practice Tests.
Training Test*	Training Tests are for TAs and students to become familiar with the format and functionality of the online test. This resource is available by grade band (three through five, six through eight, eleven) and has approximately eight to nine mathematics and six English language arts/literacy (ELA) items per grade band. The link to the Training Test is: http://caaspp.org/practice-and-training/. Also see *Appendix B: Accessing the Practice and Training Tests* in the *Test Administrator (TA) Reference Guide* located at http://caaspp.org/rsc/pdfs/CAASPP.ta-reference-guide.2015.pdf for additional information about the Training Tests.

* The Practice and Training Tests can be used as a "guest" without logon credentials; however, if users want to access either of these Web sites as a TA (required if they want to administer a braille Practice or Training Test), a logon will be required. TAs can contact their SC; SCs can contact their LEA CAASPP Coordinator; and LEA CAASPP Coordinators can contact CalTAC to get logon credentials. The Practice and Training Tests do not require use of the secure browser, but some accessibility features (such as text-to-speech) are only available through the secure browser (see section *6.2 The Secure Browser* and the *Technical Specifications Manual*).

3.0 ENSURING TEST SECURITY

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

All summative test items and test materials are secure and must be appropriately handled. Secure handling protects the integrity, validity, and confidentiality of assessment items, prompts, and student information. Any deviation in test administration must be reported as a test security incident to ensure the validity of the assessment results. It is the responsibility of each person participating in the administration of the Smarter Balanced summative assessments to immediately report any violation or suspected violation of test security or confidentiality. The CAASPP Test Site Coordinator (SC) is responsible for immediately reporting any security violation to the LEA CAASPP Coordinator.

In the case of student cheating, the Test Administrator (TA) must stop the cheating; however, the student must be allowed to complete the remainder of the test. After testing, the TA must notify the SC. **Do not call** the California Department of Education (CDE) or the California Technical Assistance Center (CalTAC) to report student cheating.

3.1 Security of the Test Environment

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

Table 5: Requirements of the Test Environment

Requirement	Description
BEFORE TESTING	
Instructional materials removed or covered	Instructional materials **must be removed or covered, including but not limited to** information that might assist students in answering questions that is displayed on bulletin boards, chalkboards or dry-erase boards, or on charts (e.g., wall charts that contain literary definitions, maps, mathematics formulas, etc.).
Student seating	Students must be seated so there is enough space between them to minimize opportunities to look at each other's work, or they should be provided with tabletop partitions.
Signage	If helpful, place a "TESTING—DO NOT DISTURB" sign on the door or post signs in halls and entrances, rerouting hallway traffic in order to promote optimum testing conditions.
	SCs or TAs should post the "Unauthorized Electronic Devices May Not Be Used at Any Time During the Testing Session" signs so that they are clearly visible to all students. A master of this sign can be downloaded from the CAASPP Instructions and Manuals Web page at http://caaspp.org/administration/instructions.
DURING TESTING	
Quiet environment	Provide a quiet environment void of talking or other distractions that might interfere with a student's ability to concentrate or might compromise the testing situation.

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Requirement	Description
Student supervision	Students are actively supervised and are prohibited from access to unauthorized electronic devices that allow availability to outside information, communication among students, or photographing or copying test content. This includes any device with cellular, messaging, or wireless capabilities, but is not limited to cell phones, personal digital assistants (PDAs), iPods, cameras, and electronic translation devices.
Access to allowable resources only	Students must only have access to and use of those allowable resources identified by Smarter Balanced (see section *9.1 Establishing Appropriate Testing Conditions* for examples) that are permitted for each specific test (or portion of a test).
Access to assessments	Only students who are testing can view items. Students who are not being tested or unauthorized staff or other adults must not be in the room where a test is being administered. Based on the item type (i.e., performance tasks), trained TAs may also have limited exposure to items in the course of properly administering the assessments; however, even TAs and other trained staff may not actively review or analyze any items.
No answer key development	No form or type of answer key may be developed for test items.
Testing through secure browser	Administration of the Smarter Balanced assessments is permitted only through the Student Interface via a secure browser or a method of securing the student device.
DURING AND AFTER TESTING	
No access to responses	LEA CAASPP Coordinators, SCs, TAs, and other staff are not permitted to review student responses in the testing interface or students' notes on scratch paper.
No copies of test materials	Unless needed as a print-on-demand or braille accommodation, no copies of the test items, stimuli, reading passages, performance task materials, or writing prompts may be copied or otherwise retained.
No access to digital, electronic, or manual devices	No digital, electronic, or manual device may be used to record or retain test items, reading passages, or writing prompts. Similarly, these materials must not be discussed with or released to anyone via any media, including fax, e-mail, social media Web sites, etc.
No retaining, discussing, or releasing test materials	Descriptions of test items, stimuli, printed reading passages, or writing prompts must not be retained, discussed, or released to anyone.
No retaining of test "tickets" or any materials created to assist students with logging on to the summative assessments	All students' ID information must be collected at the end of each test session, stored securely, and then securely destroyed.
No reviewing, discussing, or analyzing test materials	LEA CAASPP Coordinators, SCs, TAs, and other staff may not review, discuss, or analyze test items, stimuli, reading passages, or writing prompts at any time, including before, during, or after testing. Student interaction during a test is limited to what is necessary for the purpose of the performance task.
All test materials must remain secure at all times	Printed materials from the print-on-demand accommodation, scratch paper, and documents with student information must be kept in a securely locked room or locked cabinet that can be opened only with a key or keycard by staff responsible for test administration.

Requirement	Description
AFTER TESTING	
No test materials used for instruction	Test items, stimuli, reading passages, or writing prompts must not be used for instruction.
Destroy test materials securely	Printed test items/passages, including embossed braille printouts, and scratch paper must be collected and inventoried at the end of each test session and then immediately shredded. See section *3.2 Secure Handling of Printed Materials* for details. *Note:* The Classroom Activities for the performance task (PT) are not secure materials.

TAs and SCs or other individuals who have witnessed, been informed of, or suspect the possibility of a test security incident that could potentially affect the integrity of the assessments or the data should follow the steps outlined in section *4.0 Responding to Testing Improprieties, Irregularities, and Breaches* and section *5.0 Appeals* (as necessary) of this manual.

3.2 Secure Handling of Printed Materials

For those students whose individualized education program (IEP) or Section 504 plan expresses a need for a paper copy of **passages or items,** permission for the students to receive this accommodation—called "print on demand"—must first be set in the Test Operations Management System (TOMS) by the LEA CAASPP Coordinator at least one to two weeks prior to testing.

Printing **individual test items** for students with this accommodation will require that the LEA CAASPP Coordinator make a request to CalTAC to have the accommodation set for each student.

Print requests must be approved and processed by the TA during test administration. The decision to allow students to use print on demand must be made on an individual student basis and is available only for students with an IEP or Section 504 plan. However, utilizing the print-on-demand functionality does not allow a printed version of the online test due to its adaptive nature. A very small percentage of students should need this accommodation. The use of this accommodation may result in the student needing additional time to complete the assessment.

Once a student is approved to receive the printing of test items/passages, that student may send a print request to the TA during testing by selecting the print icon on the screen. Before the TA approves the student's request to print a test item/stimulus, the TA must ensure that the printer is on and is monitored by staff. This request needs to be made for each individual item.

Destruction of printed materials and scratch paper

Printed materials from the print-on-demand accommodation and scratch paper must be kept in a securely locked room or locked cabinet that can be opened only with a key or keycard by staff responsible for test administration who have signed a CAASPP Test Security Affidavit. All test materials must remain secure at all times. Printed test items/passages, including embossed braille printouts and scratch paper, must be collected and inventoried at the end of each test session and then immediately shredded according to LEA and/or California policies or procedures. **DO NOT** keep printed test items/passages or scratch paper for future test sessions except as noted below for PTs.

Use of scratch paper on PTs

The only exception to the requirement governing the destruction of printed materials and scratch paper is when notes are used during the ELA and mathematics PTs.

All Roles

During the ELA PT, the notes on the embedded universal tool, Global Notes, are retained from Part 1 to Part 2 so that the student may return to the notes even though the student is not able to go back to specific items in Part 1.

While the embedded Global Notes is the preferred mode for note taking during the ELA PT, students may use scratch paper to make notes. To ensure that students using scratch paper for notes have the same allowance as students using the online notes, TAs should tell students to write their name (or some appropriate identifying information) on each piece of scratch paper. TAs must collect the scratch paper at the completion of Part 1 of the ELA PT, and securely store it for students' use during Part 2 of the ELA PT.

Likewise, the mathematics PT may extend beyond one test session. When this happens, TAs should tell students to write their name on the scratch paper (and graph paper for grades six and up); collect the paper used in the first session; and securely store it for students' use in the subsequent test session.

The retention of scratch paper is only allowed for the PTs. Following the conclusion of the performance task, all scratch paper and graph paper must be collected, inventoried, and immediately shredded to maintain test security.

4.0 RESPONDING TO TESTING IMPROPRIETIES, IRREGULARITIES, AND BREACHES

Test security incidents, such as improprieties, irregularities, and breaches, are behaviors prohibited either because they give a student an unfair advantage or because they compromise the secure administration of the assessments. Whether intentional or by accident, failure to comply with security rules, either by staff or students, constitutes a test security incident. Improprieties, irregularities, and breaches need to be reported in accordance with the instructions in this section for each severity level. Definitions for test security incidents are provided in Table 6.

This section refers to documentation and reporting of incidents involving test security. Refer to *Appendix C* for a list of test security incident levels and examples of test security issues.

4.1 Impact and Definitions

Table 6: Definitions for Test Security Incidents

Type	Definition
Impropriety	An unusual circumstance that has a low impact on the individual or group of students who are testing, and has a low risk of potentially affecting student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level. An impropriety should be reported to the LEA CAASPP Coordinator and CAASPP Test Site Coordinator (SC) immediately using the *Test Administration Testing Incident or Impropriety Report Form* available on the CAASPP Forms Web page at http://caaspp.org/administration/forms/. The LEA CAASPP Coordinator may enter the impropriety or incident in the Appeals module should an appeal be required.
Irregularity	An unusual circumstance that impacts an individual or group of students who are testing and may potentially affect student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level and submitted in the online Appeals system for resolution. An irregularity must be reported to the LEA CAASPP Coordinator and/or the CAASPP Test Site Coordinator who will fill out the *Online Security Breach and Testing Irregularity Report Form* available on the CAASPP Forms Web page at http://caaspp.org/administration/forms/ and then e-mail the form to the California Department of Education (CDE) at caasppirreg@cde.ca.gov.
Breach	An event that poses a threat to the validity of the test. Examples may include such situations as a release of secure materials or a security/system risk. These circumstances have external implications for the Consortium and may result in a Consortium decision to remove the test item(s) from the available secure bank. A breach incident must be reported to the LEA CAASPP Coordinator and SC immediately. The LEA CAASPP Coordinator will fill out the *Online Security Breach and Testing Irregularity Report Form* available on the CAASPP Forms Web page at http://caaspp.org/administration/forms/ and e-mail the form to the CDE at caasppirreg@cde.ca.gov.

It is important for Test Administrators (TAs) to ensure the physical conditions in the testing room meet the criteria for a secure test environment. See section *3.1 Security of the Test Environment* for more detail.

All Roles

4.2 Reporting Timelines and Activities

Improprieties are escalated in accordance with state policies and procedures, protocols, and/or guidelines **within 24 hours of the incident** by individual LEAs.

Irregularities must be escalated **by the end of the day of the incident** to the CDE using the *Online Security Breach and Testing Irregularity Report Form* and the online Appeals module (if appropriate[1]).

A Breach requires immediate notification/escalation by telephone to the CDE by the LEA CAASPP Coordinator, followed by documentation in the *Online Security Breach and Testing Irregularity Report Form* and escalation in the online Appeals module[1].

> For examples of test security incidents, please see the **Test Security Chart** located in *Appendix C*.

4.3 Test Security Required Action Steps

The Test Security Required Action Steps depict the required actions for each test security incident in a process flow diagram format.

Impropriety

An unusual circumstance that has a low impact on the individual or group of students who are testing and has a low risk of potentially affecting student performance on the test, test security, or test validity. (Example: Student(s) leaving the testing room without authorization.)
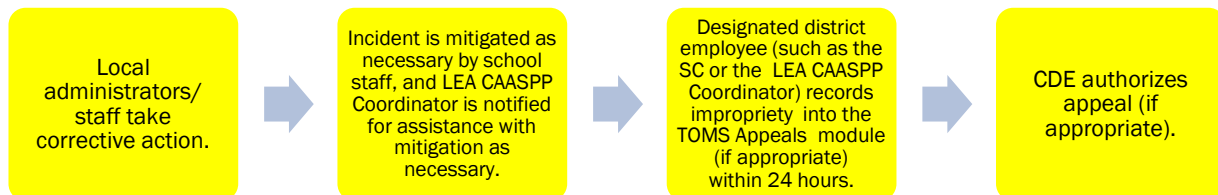
Local administrators/ staff take corrective action. → Incident is mitigated as necessary by school staff, and LEA CAASPP Coordinator is notified for assistance with mitigation as necessary. → Designated district employee (such as the SC or the LEA CAASPP Coordinator) records impropriety into the TOMS Appeals module (if appropriate) within 24 hours. → CDE authorizes appeal (if appropriate).

Irregularity

An unusual circumstance that affects an individual or group of students who are testing and may potentially affect student performance on the test, test security, or test validity. These circumstances can be contained at the local level. (Example: Disruption during the test session such as a fire drill.)

Local administrators/ staff take corrective action and document the impropriety using the *Online Security Breach and Testing Irregularity Report Form*. → Incident is mitigated as necessary by school staff, and LEA CAASPP Coordinator is notified for assistance with mitigation. → LEA CAASPP Coordinator escalates the irregularity by faxing the irregularity report form to the CDE by the end of the day of the incident and records the irregulary in the TOMS Appeals module (if appropriate) within 24 hours. → The CDE reviews the irregularity reporting form within 24 hours of reporting or in accordance with state protocol. → The CDE authorizes the appeal in TOMS.

[1] The only security incidents that are reported in the Appeals system are those that involve a student and test, and that require an action for the test such as to reset, reopen, invalidate, or restore a test that a student was taking at the time of the incident. The Appeals system does not serve as a log for all incidents.

Breach

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

School Site Level			
Local administrators/staff report breach to the SC and/or LEA CAASPP Coordinator by phone immediately.	Local administrators/staff contain the incident as necessary.	Local administrators/staff document incident using the Online *Security Breach and Testing Irregularity Report Form* and in the TOMS Appeals module (if appropriate).	Local administrators/staff stand ready to receive further CDE guidance on dispensation of event.

LEA Level		
LEA staff investigate the security risk and alert the CDE via phone.	LEA staff verify completion and accuracy of the Online *Security Breach and Testing Irregularity Report Form*.	LEA staff maintain communication with the school and provide guidance as appropriate.

4.4 Documentation of Security Incidents: Use of the Forms and the Appeals Module

LEA CAASPP Coordinators and SCs should ensure that all test security incidents are documented using the *Test Administration Testing Incident or Impropriety Report Form* or the *Online Security Breach and Testing Irregularity Report Form*, depending on the incident type. TAs must download the form from the CAASPP Forms Web page at http://caaspp.org/administration/forms/ and use the form to log incidents immediately upon identification and submit them, via e-mail or alternate agreed-upon process, to their SCs and LEA CAASPP Coordinators.

LEA staff should establish a process that includes a plan for having test sites submit forms to the LEA and communicate this preference to schools; and submitting forms to the CDE as required in each of the action steps. In addition to filling out a form for all test security incidents, incidents requiring specific actions to be taken regarding the test itself are to be escalated—following the procedures noted in section *4.3 Test Security Required Action Steps*—to the appropriate office or agency.

All Roles

All Roles

5.0 APPEALS

For security incidents that result in a need to reset, reopen, invalidate, or restore individual online student assessments, **the request must be approved by the California Department of Education (CDE).** In most instances, an appeal will be submitted to address a test security breach or irregularity. *In some cases, an appeal may be submitted to address incidents that are not security related such as reopening an assessment for a student who becomes ill and is unable to resume testing until after testing has expired. The LEA CAASPP Coordinator or the CAASPP Test Site Coordinator (SC) may submit appeals.*

Because the appeals system is for action only, all appeals should also be entered in the Appeals module in the Test Operations Management System (TOMS) located at https://caaspp.caltesting.org/. The online Appeals process and conditions for use are described in the *Appeals User Guide,* located at http://caaspp.org/rsc/pdfs/CAASPP.appeals-guide.2015.pdf.

5.1 Online System Appeals Types

Table 7 contains descriptions of the types of online appeals.

Table 7: Online System Appeals Types

Type of Appeal	Description	Conditions for Use

RESET	Resetting a student's test removes that test from the system and enables the student to start a new test.	The CDE may reset any test (**non–performance task [non-PT] or performance task [PT]**) if any of the following settings need to be changed because they were incorrectly set:
		
		• American Sign Language (for mathematics and English language arts/literacy [ELA] listening)
		• Braille (braille is a language setting)
		• Closed captioning (for ELA listening stimuli)
		• Streamlined interface (the streamlined interface is a test shell setting)
		• Translation—stacked (for mathematics tests only)
		   Note: Stacked translations are automatically provided when the selected language is Spanish.
		• Translation—glossary (for mathematics tests only)
		• Text-to-speech as an accommodation (e.g., for ELA reading passages in grades 6–8 or 11).
		   Note: Text-to-speech for items only is a designated support and NOT a valid reset request.
		• Any non-embedded accommodation(s)
		   Log as Testing Irregularity: YES.
		
		Additional Testing Irregularity considerations:
		Non-PT:
		1. Student has been presented with five items or fewer.
		   Log as Testing Irregularity: NO.
		2. Student has been presented with more than five items.
		   Log as Testing Irregularity: YES.
		PT:
		1. Student has been presented with any items in a performance task.
		   Log as Testing Irregularity: YES.

Type of Appeal	Description	Conditions for Use
INVALIDATION	Invalidating a student's test eliminates the test. The test will not be scored.	The CDE may invalidate any test **(non-PT or PT)** if: 1. There is a test security breach. Log as Test Breach: YES. 2. The test is administered in a manner inconsistent with the *Online Test Administration Manual (TAM)*. Log as Testing Irregularity: YES. 3. There is a testing session in which a student deliberately does not attempt to respond appropriately to items. Log as Testing Irregularity: YES. *Note: After reviewing the circumstances of an incident, a state may elect only to document the above conditions as testing irregularities, rather than to invalidate the test.*
REOPEN	Reopening a test allows a student to access a test that has already been submitted or has expired. If an *expired* test is reopened, the test will reopen at the location at which the student stopped the assessment.[2] The student will be able to review items within the current segment of the assessment but cannot return to previous segments. If a *submitted* test is reopened, the test will reopen at the last page of the test. The student can review items in the current segment but cannot return to previous segments.	The CDE may reopen any test **(non-PT or PT)** if: 1. A student is unable to complete a test due to a technological difficulty that results in the expiration of the test. Log as Testing Irregularity: YES. The CDE may reopen a **non-PT** if: 1. A student is unable to complete the test before it expires (45 days) due to an unanticipated excused absence or unanticipated school closure. Log as Testing Irregularity: YES. The CDE may reopen a **PT** if: 1. A student is unable to complete the test before it expires (10 days) due to an unanticipated excused absence or unanticipated school closure. Log as Testing Irregularity: YES. 2. A student starts a PT unintentionally—for example, selects a PT instead of a non-PT, or selects a mathematics PT instead of an ELA PT—and the student is unable to complete the test before it expires (10 days). Log as Testing Irregularity: YES. 3. A student unintentionally submits a test before he or she has completed it—for example, a student submits the ELA PT before completing Part 2. Log as Testing Irregularity: NO.
RESTORE	Restoring a test returns the test from the Reset status to its prior status. This action can only be performed on tests that have been reset.	The CDE may only restore a test if a test was inadvertently or inappropriately reset.

5.2 Retake Opportunity

Students are not permitted to retake the online tests unless given direct permission by the CDE as part of the appeals process. Under no circumstance can the performance task be retaken.

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[2] A test that is reopened following an expiration will remain open for 10 calendar days from the date it was reopened.

All Roles

6.0 TECHNOLOGY INFRASTRUCTURE

Prior to assessment administration, Technology Coordinators, and/or LEA CAASPP Coordinators, and/or CAASPP Test Site Coordinators (SCs) should review the technology infrastructure at their schools to ensure it meets the minimum requirements for administering the Smarter Balanced assessments.

6.1 Technology Resources

The Smarter Balanced *Technology Strategy Framework and Testing Device Requirements* document is available for download at http://www.smarterbalanced.org/smarter-balanced-assessments/technology/. This document provides information about supported technology and technology requirements and can be used to confirm that your school meets the minimum requirements for online testing.

The *Technical Specifications Manual for Online Testing,* located at http://caaspp.org/tech-specs-manual.2015.pdf, provides Technology Coordinators with the technical specifications for online testing, including information about Internet and network requirements, hardware and software requirements, and text-to-speech functionality.

The bandwidth checker, linked on the CAASPP portal at http://caaspp.org/ and available directly at http://cadiagnostic.airast.org/pages/default.aspx?c=California_PT&url=https://capt.tds.airast.org/student, can assist Technology Coordinators to assess network readiness by performing a real-time check of a school's network bandwidth. Note that technology coordinators may want to run this test more than once and at different times of the day because estimates change as the network conditions change and can vary from run to run.

The California Department of Education (CDE) also hosts a Smarter Balanced Technology Readiness Resources Web page at http://www.cde.ca.gov/ta/tg/sa/sbac-itr-index.asp. This Web page includes links to tools, requirements, and topics that LEAs will find useful in planning for the 2015 online testing.

6.2 The Secure Browser

All students must use a secure browser to access operational assessments. The secure browser prevents students from accessing other computer or Internet applications or copying test information. *All computers that will be used for testing must have the correct secure browser installed prior to assessment.*

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

> ⚠️ **Alert:** The secure browser is updated each year and therefore must be downloaded and installed even if the device was used for testing in a prior year.

LEA Technology Coordinators are responsible for ensuring that each device to be used for testing at each school is properly secured by installing the most current secure browser.

See the *Secure Browser Installation Manual* at http://caaspp.org/rsc/pdfs/CAASPP.secure-browser-manual.2015.pdf for additional information about the secure browsers and installation instructions.

See *Appendix G: About the Secure Browser* for additional guidelines about using the secure browser.

7.0 GENERAL TEST ADMINISTRATION INFORMATION

This section provides an overview of the online testing environment and guidelines for test administration. Use this section to become familiar with what students will experience in accessing the assessments, how to prepare for the assessments, and to review general rules for online testing. Information about the Practice and Training Tests, test pauses, and test resumptions is also included in this section. Test Administrators (TAs) should become familiar with this section well in advance of the start of testing so materials for logon, accommodations, and exemptions described below can be assembled.

7.1 Assessment Participation

Participation of Students with Disabilities and/or English Learners

Consistent with the Smarter Balanced testing plan, all students, including students with disabilities, English learners (ELs), and ELs with disabilities, should have equal opportunity to participate in the Smarter Balanced assessments.

The Smarter Balanced Assessment Consortium has crafted a comprehensive accessibility and accommodations framework, the *Usability, Accessibility, and Accommodations Guidelines,* for all students, including those with special assessment needs. The Consortium has also developed a variety of innovative digital accessibility tools that will be embedded in the Smarter Balanced test delivery engine as well as a variety of designated supports and accommodations. The *Usability, Accessibility, and Accommodations Guidelines* and the *Usability, Accessibility, and Accommodations Implementation Guide* are linked on the CAASPP Instructions and Manual Web page at http://caaspp.org/administration/instructions/.

The following are exceptions to the participation requirements for students in grades three through eight and eleven:

Table 8. Exceptions to Participation Requirements

	English language arts/literacy (ELA)	Mathematics
Students with cognitive disabilities	Students with the most significant cognitive disabilities who meet the criteria for a state-selected or -developed English language arts/literacy alternate assessment based on alternate achievement standards (approximately one percent or fewer of the student population).	Students with the most significant cognitive disabilities who meet the criteria for a state-selected or -developed mathematics alternate assessment based on alternate achievement standards (approximately one percent or fewer of the student population).
English learners (ELs)	ELs enrolled in a school in the United States or one of its territories less than twelve months have a one-time exemption. These students may instead participate in California's English language proficiency assessment, the California English Language Development Test, consistent with state and federal policy.	

School personnel should follow the California policies and regulations regarding student participation. More information can be found at the following locations:

- California Department of Education's CAASPP Description – *CalEdFacts* Web page— http://www.cde.ca.gov/ta/tg/ai/cefcaaspp.asp

- *California Code of Regulations* CAASPP Regulations Web document— http://www.cde.ca.gov/ta/tg/ca/documents/caasppt5regs.doc

- California *Education Code,* Section 5, California Assessment of Academic Achievement:

  – Article 1 General Provisions—http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=60001-61000&file=60600-60603

  – Article 2 Program Provisions—http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=60001-61000&file=60604-60618

  – Article 4 California Assessment of Student Performance and Progress—http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=60001-61000&file=60640-60649

Attemptedness Rules for Participation

It has been proposed by the Consortium that a student counts as a participant and is assigned the lowest achievement level if, at minimum, the student logs on to the non–performance task (non-PT) and performance task (PT).

7.2 General Rules of Online Testing

This section provides a brief overview of the general test administration rules for different portions of the assessment as well as information about test tools and accommodations. For more information, refer to the *Test Administrator (TA) Reference Guide* located at http://caaspp.org/rsc/pdfs/CAASPP.ta-reference-guide.2015.pdf.

Basic online testing parameters

- Non-PT items and PTs will be presented as separate tests. Students may not return to a test once it has been completed and submitted.

- Within each test, there may be segments. For example, the grade six through eight and grade eleven mathematics tests include a segment with an embedded calculator available and another segment where the embedded calculator is not allowed and is not available for testing. A student may not return to a segment once it has been completed and submitted.

- Some pages contain multiple items. Students **must enter an answer for all items on a page** before going to the next page. Students may need to use the vertical scroll bar to view all items on a page.

- Students may mark items for review and use the **Past/Marked Questions** drop-down list to return to those items within a segment. If this option is selected, students need to make sure they review their past/marked questions before they sign out of the test session. Once a test session is closed, questions from the session can no longer be accessed in subsequent sessions.

Pause rules for the non-PT portion of the test

- If a test is paused for more than 20 minutes the student is:

  – Required to log back onto the student interface;

— Presented with the page containing the item(s) he or she was working on when the assessment was paused (if the page contains at least one unanswered item) OR with the next page (if all items on the previous page were answered); and

— NOT permitted to review or change any previously answered items, even if they are marked for review (with the exception of items on a page that contains at least one item that was not answered yet).

- Any highlighted text and notes on the digital notepad will not be saved when a test is paused regardless of how long the test is paused.

- In the event of a technical issue (e.g., power outage or network failure), students will be logged off and the test will automatically be paused. The students will need to log on again upon resuming the test.

See *Appendix H: Non-PT Pause Rules Scenarios* to review the rules that govern pausing during the test.

Pause rules for the PT portion of the test

- **There are no pause restrictions.** If a test is paused for 20 minutes or more, the student will be logged off but can return to the section after logging back on and continuing to enter his or her responses.

- Any highlighted text and notes on the digital notepad will not be saved when a test is paused regardless of how long the test is paused.

- In the event of a technical issue (e.g., power outage or network failure), students will be logged off and the test will automatically be paused. The students will need to log on again upon resuming the test.

Please note that there are recommendations for breaks in Table 9: Assessment Sequence—ELA, and Table 10: Assessment Sequence—Mathematics.

Test timeout (due to inactivity)

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

Before the system logs the student off of the test, a warning message—shown in Figure 1—will be displayed on the screen. If the student does not select [Ok] within 30 seconds after this message appears, he or she will be logged off. Selecting [Ok] will restart the 30-minute inactivity timer.

Figure 1. Test timeout warning message

Idle Timeout

Are you still there? Click OK to continue or you will be logged out in 30 seconds. [Message Code: 10906]

Ok
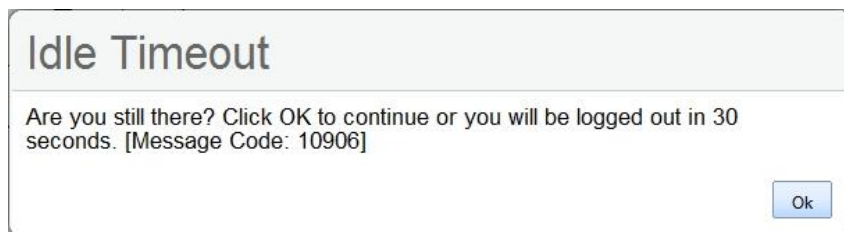
Caution: As a security measure, TAs are automatically logged off the TA Interface after 30 minutes of user inactivity in the online session, regardless of whether or not the TA is actively monitoring the test session away from his or her computer. The inactivity will result in the closing of the test session.

Test expiration

Non–Performance Task (Non-PT) Items

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

Performance Task (PT)

The PT is a separate test that remains active for only **10 calendar days** after the student has begun the PT. However, Smarter Balanced recommends that students complete the PT in each content area within **three days** of starting. A summary of recommendations for the number of sessions and session durations is provided in section *7.3 Testing Time and Recommended Order of Administration*.

If a student starts the test near the end of the testing window, the student must finish before the administration window officially closes. The test will automatically end on the last day of the scheduled administration window, even if the student has not finished.

7.3 Testing Time and Recommended Order of Administration

All students participating in the assessments will receive a non-PT, a Classroom Activity, and a PT in both English language arts/literacy (ELA) and mathematics.

Testing time and scheduling

Testing Windows

Pursuant to the *California Code of Regulations*, Title 5 *(5 CCR)*, Sections 855(b)(1) and 855(b)(2), the rules for the establishment of the testing windows for the Smarter Balanced assessments are as follows:

Grades three through eight

- Testing shall not begin until at least 66 percent (66%) of a school's annual instructional days have been completed, and
- Testing may continue up to and including the last day of school.

Grade eleven

- Testing shall not begin until at least 80 percent (80%) of a school's annual instructional days have been completed, and
- Testing may continue up to and including the last day of school.

LEA CAASPP Coordinators set up test dates in the Test Operations Management System (TOMS) Test Administration Setup module. Testing windows can be viewed in TOMS by LEA CAASPP Coordinators by following the instructions to "View the Details of the Windows Summary" in the *TOMS Test Administration Setup Guide* at http://caaspp.org/rsc/pdfs/CAASPP.test_admin_setup.2015.pdf.

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Sixty-six percent of a school year occurs after the 120th instructional day in a 180-day year, leaving a 12-week window for grades three through eight testing; 80 percent of a school year occurs after the 144th instructional day in a 180-day year, leaving a seven-week window for grade eleven testing.

Scheduling Time for Testing:

Table 9 contains rough estimates of the time it will take most students to complete the Smarter Balanced assessments based on the time it took students to complete the Smarter Balanced Pilot and Field Tests. This information is for scheduling purposes only, as the assessments are not timed.

Table 9: Estimated Testing Times for Smarter Balanced Assessments

Content Area	Grades	Non–Performance Task (Non-PT) items hrs : mins	Performance Task (PT) hrs : mins	Total hrs : mins	Classroom Activity (administered prior to the PT)* hrs : mins	Total hrs : mins
English Language Arts/Literacy	3–5	1:30	2:00	3:30	:30	4:00
	6–8	1:30	2:00	3:30	:30	4:00
	11	2:00	2:00	4:00	:30	4:30
Mathematics	3–5	1:30	1:00	2:30	:30	3:00
	6–8	2:00	1:00	3:00	:30	3:30
	11	2:00	1:30	3:30	:30	4:00
Both	3–5	3:00	3:00	6:00	1:00	7:00
	6–8	3:30	3:00	6:30	1:00	7:30
	11	4:00	3:30	7:30	1:00	8:30

* Classroom Activities are designed to fit into a 30-minute window; however, the time within the window will vary due to the complexity of the topic and individual student needs.

When developing a testing schedule, use the estimated testing times to calculate the number of days and the amount of time it will take to complete an assessment in each content area and grade level.

These estimates do not account for any time needed to start computers, load secure browsers, and log students on; nor do they account for breaks. TAs should work with SCs to determine precise testing schedules.

Recommended order of online administration

The assessments are comprised of two components (tests) for ELA and mathematics: a non-PT and a PT. All PTs must be preceded by the administration of a Classroom Activity.

Smarter Balanced recommends that students take the non-PT and PT items on separate days. For each content area, Smarter Balanced also recommends that students begin with the non-PT items, followed by the Classroom Activity, and then the PT. LEAs/Schools may opt to administer in a different order if needed; however, the Classroom Activity, which is designed to introduce the PT, **must** occur prior to the PT.

Recommended Order of Test Administration

Non-PT	➡	Classroom Activity	➡	Performance Task

Classroom Activity

The purpose of the Classroom Activity is to introduce students to the context of a performance task so they are not disadvantaged in demonstrating the skills the task intends to assess. Classroom Activities do not address content information; instead, they focus on vocabulary and key contextual topics. The Classroom Activity is designed to be an introduction, not an assessment.

Guidelines for administering the Classroom Activity for ELA or mathematics are as follows:

- Classroom Activities should be administered by a teacher. It is preferable—but not essential—that the teacher or TA administering the Classroom Activity has content knowledge in the area of the assessment.

- The teacher/TA should be able to record information—including any tables, graphics, formulas, or other information contained in the Classroom Activity materials—for students to see, such as on a chalkboard or dry-erase board. Computers, projectors, and other technology are allowed but not required for the Classroom Activity. Recorded information should not be available when students participate in the PT. When the PT is being administered, content from the Classroom Activity should not be available (i.e., do not put any content from the Classroom Activity on the board, in handouts, etc.).

- Students may take notes during the Classroom Activity, but the notes may not be used during the PT. Notes must be collected before proceeding to the PT and stored in a secure location until securely shredded.

- There should be no more than a **three-day lapse** between the Classroom Activity and the PT administration. Inadvertently administering the PT before or without the Classroom Activity constitutes a testing irregularity and is not eligible for any appeal if students are administered the PT without the Classroom Activity.

- The Classroom Activity should only be administered to students once and is designed to be completed in approximately 30 minutes.

- The Classroom Activity is nonsecure; however, it should not be supplemented with any other content that the administrator may think is helpful. Supplementing the Classroom Activity may detract from the intended purpose of the Classroom Activity and is not advised.

- Consider the appropriate accommodations that should be provided to students in the class that would normally be provided during instruction. *Appendix D: Accessibility Guidelines for Classroom*

Activities contains information on student resources that can be provided during the Classroom Activity.

- In the event a student is absent during the Classroom Activity, a make-up session must be scheduled. The Classroom Activity may be recorded; however, the make-up session should provide students with an experience similar to that of his or her peers. To the greatest extent possible, the make-up session should provide students an opportunity to interact with the teacher or TA and his or her peers. A make-up Classroom Activity session must be administered by an SC or TA.

See section *3.1 Security of the Test Environment* for more security guidance.

Duration and timing information for English–language arts and mathematics

The scheduling/rules for each of these components is included in Table 10 and Table 11 on the next page. Note that the duration, timing, break/pause rules, and session recommendations vary for each content area and component.

Table 10: Assessment Sequence—ELA

ELA	Non–Performance Task (Non-PT) Items	Classroom Activity	Performance Task (PT)
Number and Duration of Sessions	Recommendations: • No fewer than two sessions (recommended) and no more than six sessions (rare/extreme). • Session durations range from 40–60 minutes.	Recommendations: • Administer in one session • Approximate session duration: 30 minutes • Should occur one to three days prior to PT • Should NOT occur on the same day as the ELA PT	The PT is presented in two parts. Recommendations: • Administer in two sessions corresponding to Parts 1 and 2 of the PT. • Session durations range from 60–120 minutes.
Breaks within Sessions	Breaks can be provided during the test sessions using the software's pause feature. If the test is paused for more than 20 minutes, the student will not be able to go back to items on the previous screens.	NA	The PT is presented in two parts. Students may take breaks within Parts 1 and 2; however, once a student moves to Part 2, he or she will not be able to review or revise items in Part 1. • Recommendation: Students complete Part 1 in one test session and Part 2 the next school day.
Total Duration	Once a student has started the non-PT items, they will be available for 45 days. • Recommendation: Student completes this portion within five days of starting.	NA	Once a student has started the PT, it will be available for 10 days. • Recommendation: Student completes each part of the PT within one day.

Additional administration recommendations for ELA

- For the performance tasks, students may be best served by sequential, uninterrupted time that may exceed the time in a student's schedule.

- Minimize the amount of time between beginning and completing each test within a content area.

Important reminders:

1. The number of items will vary on the non-PT portion of each student's test.

2. The tests are not timed, so all time estimates are approximate.

3. Students should be allowed extra time if they need it, but test administrators need to use their best professional judgment when allowing students extra time. Students should be actively engaged in responding productively to test questions.

4. The test can be spread out over multiple days as needed.

5. The Classroom Activity must be completed prior to administration of the PT. Inadvertently administering the PT before the Classroom Activity is considered a testing irregularity.

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Table 11: Assessment Sequence—Mathematics

Mathematics	Non–Performance Task (Non-PT) Items	Classroom Activity	Performance Task (PT)
Number and Duration of Sessions	Recommendations: • Administered in two sessions. • Session durations range from 40–60 minutes. Most students will complete the non-PT items in two sessions of 60 minutes or less or one long session of more than 60 minutes.	Recommendations: • Administered in one session • Approximate session duration: 30 minutes • Should occur as close to the PT as is feasible, and no more than three days prior to the PT • **May** occur on the same day as the PT	Recommendations: • Administered in one session. • Session duration ranges from 40–120 minutes.
Breaks within Sessions	Breaks can be provided during the test sessions using the software's pause feature. If the test is paused for more than 20 minutes, the student will not be able to go back to items on the previous screens.	NA	Students may take breaks during PT test sessions. Mathematics PT items are presented on a single screen. Following a break, the student will have access to the same items.
Total Duration	Once a student has started the non-PT items, they will be available for 45 days. • Recommendation: Student completes this portion within five days of starting it.	NA	Once a student has started the PT, it will be available for 10 days. • Recommendation: Student completes the PT in one day.

Additional administration recommendations for mathematics

• For the performance tasks, students may be best served by sequential, uninterrupted time that may exceed the time in a student's schedule.

• Minimize the amount of time between beginning and completing each test within a content area.

Important reminders:

6. The number of items will vary on the non-PT portion of each student's test.

7. The tests are not timed, so all time estimates are approximate.

8. Students should be allowed extra time if they need it, but test administrators need to use their best professional judgment when allowing students extra time. Students should be actively engaged in responding productively to test questions.

9. The test can be spread out over multiple days as needed.

10. The Classroom Activity must be completed prior to administration of the PT. Inadvertently administering the PT before the Classroom Activity is considered a testing irregularity.

7.4 Sensitive Responses

Taking appropriate action with student responses or student actions that cause concern

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

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

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

1. Suicide
2. Criminal activity
3. Alcohol or drug use
4. Extreme depression
5. Extreme violence
6. Sexual assault or physical abuse
7. Self-harm or intent to harm others
8. Neglect

Collecting information

Prior to administration, each TA should have a thorough understanding of school, LEA, and/or California policies regarding documentation of student actions or responses during a secure test event. The TA should document as much information as possible in accordance with school, LEA, and/or California Department of Education (CDE) policies.

Escalating information

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

7.5 Early Assessment Program (EAP)

The Early Assessment Program (EAP) is a joint program of the CDE, California State University (CSU), and the California Community Colleges (CCC). The EAP provides students with an early indicator of their college readiness in English and mathematics prior to starting the senior year. In addition, EAP may earn students an exemption from the CSU and participating CCC English and/or mathematics placement tests that are required for entering freshmen. EAP is now embedded in the CAASPP grade eleven ELA and mathematics assessments.

Students taking the grade eleven CAASPP ELA and mathematics assessments will automatically be participating in the EAP. To provide appropriate information to students on their college readiness, students may voluntarily release their grade eleven CAASPP ELA and/or mathematics results to the CSU and CCCs. The results will not be used for admissions.

At the end of the Smarter grade eleven ELA and mathematics tests, students will be asked whether or not they want to release their results to the CSU and CCCs. Students who want to release their results should mark the check box that indicates their understanding that their CAASPP/EAP results will be shared directly with the CSU and/or the CCC. Students who choose not to release their results to the CSU and CCC will need to provide those results upon request at a later date.

8.0 UNIVERSAL TOOLS, DESIGNATED SUPPORTS, AND ACCOMMODATIONS

8.1 Smarter Balanced Guidelines

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

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

> The complete set of *Usability, Accessibility, and Accommodations Guidelines*, as well as the full list of universal tools, designated supports, and accommodations, can be found at: http://caaspp.org/administration/instructions/.
>
> Please be sure to review these guidelines thoroughly before test administration.

To help identify similarities between the test resources and classroom practices, Smarter Balanced has developed a *Resources and Practices Comparison Crosswalk*. The *Crosswalk* can be found in *Appendix E*.

8.2 Definitions

The summative assessments and the Practice and Training Tests contain embedded universal tools, designated supports, and accommodations. Embedded resources are those that are part of the computer administration system, whereas non-embedded resources are provided outside of that system; these are defined in Table 12.

Table 12: Definitions for Universal Tools, Designated Supports, and Accommodations

Type	Definition
Universal Tools	Access features of the assessments that are either provided as embedded or non-embedded components of the test administration system. Universal tools are available to all students based on student preference and selection.
Designated Supports	Access features of the assessments available for use by any student for whom the need has been indicated by an educator (or team of educators working with the parent/guardian and student). These features are either provided as embedded or non-embedded components of the test administration system.

Type	Definition
Accommodation	Accommodations are changes in procedures or materials that increase equitable access during the Smarter Balanced assessments. Accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Accommodations are available for students with documented IEPs or Section 504 plans. Consortium-approved accommodations do not compromise the learning expectations, construct, grade-level standard, or intended outcome of the assessments.

8.3 Setting Embedded and Non-embedded Designated Supports and Accommodations

LEA CAASPP Coordinators and CAASPP Test Site Coordinators (SCs) have the ability to set embedded and non-embedded designated supports and accommodations. **Designated supports and accommodations must be either uploaded to or set in the Test Operations Management System (TOMS) by LEA CAASPP Coordinators or SCs prior to starting a test session and with sufficient time to become available in the Practice Test, where the student can familiarize him- or herself with the support or accommodation prior to operational testing. Note that it may take up to 24 hours for test settings to be available for students after setting in TOMS.**

One particular non-embedded accommodation for grade four and above is a multiplication table for mathematics items, which can be found in *Appendix F: Multiplication Table*. The multiplication table is also available as a standalone, downloadable document on the CAASPP Test Administrator (TA) Resources Web page at http://caaspp.org/ta-resources/.

Smarter Balanced developed the **Individual Student Assessment Accessibility Profile (ISAAP) Tool** to facilitate selection of the accessibility resources that match student access needs for the Smarter Balanced assessments, as supported by the *Guidelines*. The ISAAP Tool should be used in conjunction with these *Guidelines* as well as with state regulations and policies related to assessment accessibility as a part of the ISAAP process; see the CDE Matrix One Web document at http://www.cde.ca.gov/ta/tg/ai/documents/caasppmatrix1.pdf for more information.

LEA personnel, including IEP and Section 504 plan teams, can use the ISAAP Tool to determine the selection of designated supports and accommodations a student will need for the online Smarter Balanced assessments. LEA CAASPP Coordinators also have the option to enter student settings into an Excel template to upload into TOMS. Both the ISAAP Tool and the template can be downloaded from the CAASPP TOMS Web page at http://caaspp.org/administration/toms/; direct links are as follows:

- ISAAP Tool—http://caaspp.org/rsc/pdfs/CAASPP.isaap-tool.2014_2015.v1.xlsm

- Online Student Test Settings Template—http://caaspp.org/rsc/pdfs/CAASPP.online-test-settings-template.2014_2105.v1.xls

For additional information about the availability of designated supports and accommodations, refer to the Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines*, linked on the CAASPP Instructions and Manuals Web page at http://caaspp.org/administration/instructions/ for complete information.

For information on using the ISAAP Tool and the template, and configuring or updating student settings in TOMS, refer to the *TOMS Online Student Test Settings Manual* located at http://caaspp.org/rsc/pdfs/CAASPP.student-test-settings.2015.pdf. The *Test Administrator (TA) Reference Guide,* located at http://caaspp.org/rsc/pdfs/CAASPP.ta-reference-guide.2015.pdf, also contains information on how to use some of these settings.

All Roles

All Roles

To help identify similarities between the test resources and classroom practices, *Appendix E: Resources and Practices Comparison Crosswalk* lists the resources that are currently included in the *Usability, Accessibility, and Accommodations Guidelines* document and assists educators and decision-makers by providing a description of both the resource and its classroom equivalent.

8.4 Individualized Aids

If an IEP team or a Section 504 plan identifies and designates a resource not identified in Matrix One, the LEA CAASPP Coordinator or the CAASPP Test Site Coordinator may submit an Individualized Aid Request located on the CAASPP Forms Web page at http://caaspp.org/administration/forms/. Approval will be granted by the CDE for use of the individualized aid based on the IEP or Section 504 plan team's designation, and if the individualized aid does not compromise the test's integrity or security. The Smarter Balanced Assessment Consortium, in concert with the CDE, shall make a determination of whether the requested individualized aid changes the construct being measured. This determination will be done after all testing has been completed.

9.0 PRIOR TO TEST ADMINISTRATION

9.1 Establishing Appropriate Testing Conditions

CAASPP Test Site Coordinators (SCs) and Test Administrators (TAs) will need to work together to determine the most appropriate testing option(s) and testing environment based on the number of computers available, the number of students in each grade tested, and the estimated time needed to complete each test. Testing students in classroom-sized groups is preferable. Establishing classroom-sized groups reduces test fear and anxiety for the students and facilitates monitoring and control for the TA. However, this also includes setting up testing rooms for students whose individualized education programs (IEPs) or Section 504 plans specify universal tools, designated supports, and/or accommodations that necessitate testing the students in a separate setting (that is, reading test questions aloud, extended testing time, additional breaks, and so forth).

The test administration should be conducted in a secure environment (see section *3.1 Security of the Test Environment*).

Establish procedures to maintain a quiet testing environment throughout the test session, recognizing that some students will finish more quickly than others. If students are allowed to leave the testing room when they finish, explain the procedures for leaving without disrupting others and where they are expected to report once they leave. If students are expected to remain in the testing room until the end of the session, instruct them on what activities they may engage in after they finish the test.

During test administration, students may have access to and use of these additional required resources in Table 13 specific to each assessment and content area.

Table 13: Additional Required Resources

Mathematics	Non–Performance Task (Non-PT) Items	Classroom Activity	Performance Task (PT)
ELA	• Headphones are required for the listening portion of the English language arts/literacy (ELA) assessment and for students requiring text-to-speech. • Scratch paper should be provided for note taking if necessary.	NA	• Headphones are required for some performance tasks and for students requiring text-to-speech. • Scratch paper should be provided for note taking if necessary.

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Mathematics	Non–Performance Task (Non-PT) Items	Classroom Activity	Performance Task (PT)
Mathematics	• Headphones are required for students requiring text-to-speech and for students requiring Audio Glossaries. • An embedded calculator will be available for some mathematics items in grade six and above. • Scratch paper is required for all grades. • Graph paper is also required for grade six and above.	NA	• Headphones are required for students requiring text-to-speech and for students requiring Audio Glossaries. • An embedded calculator will be available for all mathematics performance task (PT) items in grade six and above. • Scratch paper is required for all grades. • Graph paper is also required for grade six and above.

9.2 Tasks to Complete Prior to Test Administration

✓ **LEA CAASPP Coordinators, SCs, and TAs should verify that students are provided the opportunity to practice on the Training Test and Practice Test prior to testing.**

It is highly recommended that ALL students be provided the opportunity to practice on the Training Test and Practice Test prior to testing. This allows students the opportunity to become familiar with all of the item types, the universal tools, buttons, and any allowable designated supports and/or accommodations. Practice and Training Tests are found at http://caaspp.org/practice-and-training/.

✓ **LEA CAASPP Coordinators and SCs should ensure all TAs have logon information for the TA interface.**

✓ **LEA CAASPP Coordinators, SCs, and TAs should verify and/or update student demographic information and test settings.**

Each student must be correctly assigned to his or her LEA, school, and grade in the Test Operations Management System (TOMS). SCs and TAs will need to work with LEAs to have demographic student information added and updated in the California Longitudinal Pupil Achievement Data System (CALPADS), including Statewide Student Identifiers (SSIDs).

In addition to the correct demographic student information in CALPADS, SCs and TAs should verify that all students have accurate test settings configured in TOMS, including designated supports and accommodations (embedded and non-embedded) for each content area prior to testing.

Only CALPADS Coordinators may add/modify/delete student demographic information in CALPADS. LEA CAASPP Coordinators and SCs may also set embedded and non-embedded designated supports and accommodations in TOMS for students who require them. TAs may view student information; however, TAs cannot add, upload, or modify student information. Within the TA Interface, a TA may change the default font size and turn off universal tools prior to the start of the test.

IMPORTANT: Any additions/modifications/deletions of students and changes to student test settings must be completed **before the student can test**. The update, once made, may take **up to 24 to 48 hours to appear in the TA interface**. Failure to correct test settings before testing could result in the student not being provided with the needed accommodations and/or designated supports at the time of testing. This is considered a testing irregularity.

For information on how to view, add, upload, and modify student test settings, please refer to the *TOMS Online Student Test Settings User Guide* at http://caaspp.org/rsc/pdfs/CAASPP.student-test-settings.2015.pdf.

It is important for anyone with access to student information to remember that student personal information, including the student's SSID, is confidential. **If materials containing student personal information and/or SSIDs are distributed to students, these materials must be collected before the students leave the testing room and either securely stored to be used in a subsequent test session or shredded.** For additional information about security protocols, refer to section *3.0 Ensuring Test Security* of this manual.

✓ **SCs should ensure that TAs have necessary student logon information.**

Each student will log on to the Smarter Balanced testing system using his or her first name, SSID, and a test Session ID. Prior to starting a test session, TAs must have a record of each student's first name and SSID. This information must be provided to each student to complete the logon process. It is suggested that the SSID and the student's first name be printed on a card or piece of paper and distributed to each student just prior to testing to help him or her type it in the computer accurately. Student information is confidential; therefore, the cards/papers with this information must be kept secure until used during a test session.

When a TA creates a test session on the TA Interface, a unique Session ID is randomly generated. This Session ID must be provided to students before they log on. Please refer to the *Test Administrator (TA) Reference Guide* located at http://caaspp.org/rsc/pdfs/CAASPP.ta-reference-guide.2015.pdf for detailed information on how to obtain Session IDs.

✓ **LEA CAASPP Coordinators should ensure SCs and TAs understand protocols in the event a student moves to a new LEA and/or school.**

When students move within the state, their data record must be updated with the student's new school and/or district codes in CALPADS at least 24 hours before the student begins or resumes testing in the new school or district. The California Department of Education's (CDE's) California Longitudinal Pupil Achievement Data System (CALPADS) Web page at http://www.cde.ca.gov/ds/sp/cl/ contains links to CALPADS system document, updates, and other useful information for maintaining student data.

✓ **Retrieve Classroom Activity materials.**

1. **Identify which Classroom Activity has been selected for administration.**

   LEA CAASPP Coordinators will be advised when Classroom Activities have been assigned and are available for download from the CAASPP portal at http://caaspp.org. Classroom Activity PDFs will be arranged by county and then by LEA. LEA CAASPP Coordinators will download the appropriate PDF, which lists its schools/test sites and the Activity to which each content area and grade level has been assigned.

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2. **Retrieve and administer the Classroom Activity.**

Retrieve and review the Classroom Activity at least one to two days prior to the planned delivery of the Classroom Activity. The Classroom Activity should be administered one to three days before the performance task is to be administered.

Students with disabilities are allowed to have accommodations, and English learners should have access to the language supports they regularly use during classroom instruction. For more information on the options that may be implemented during the Classroom Activity, please see *Appendix D: Accessibility Guidelines for Classroom Activities*.

IMPORTANT: If a student begins a performance task without participating in the assigned Classroom Activity, the student should continue with and complete the performance task. The Test Administrator must report this misadministration as a testing irregularity. As described in section *4.0 Responding to Testing Improprieties, Irregularities, and Breaches*, LEA CAASPP Coordinators must report irregularities by the end of the day of the incident to the CDE using the online *Security Breach and Testing Irregularity Report Form* available on the CAASPP Forms Web page at http://caaspp.org/administration/forms/.

SECTION 10.0. TEST ADMINISTRATION INSTRUCTIONS AND SCRIPTS FOR THE DAY OF TESTING

Use the following information and script to assist students with the logon procedures. Please refer to the *Test Administrator (TA) Reference Guide* at http://caaspp.org/rsc/pdfs/CAASPP.ta-reference-guide.2015.pdf to become familiar with the online test delivery system.

RECOMMENDATION: Consider printing this section to be used on the day of testing for both the non–performance task (non-PT) and performance task (PT) portions of each content area test. Remember that the non-PT and PT portions are considered two unique tests and, as such, adherence to the process that follows is needed when initiating both tests.

The Test Administrator (TA) should verify the security of the testing environment prior to beginning a test session. (See section *3.1 Security of the Test Environment.*) TAs **must** ensure that students do not have access to digital, electronic, or manual devices during testing.

To ensure that all students are tested under the same conditions, the TA should adhere strictly to the script for administering the test. These instructions can be found in the boxes in bold on the following pages. When asked, the TA should answer questions raised by students but should never help the class or individual students with specific test items. **No test items can be read to any student for any content area, unless specified as an accommodation as listed in the** *Usability, Accessibility, and Accommodations Guidelines*.

Please remember that the script must be followed exactly and used each time a test is administered. If the class is resuming a test and the TA is sure that all students are able to log on without hearing the logon directions again, the TA may skip the italicized portions of the directions.

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

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

Any time a student logs on to the testing system, the TA should follow this script. This includes logging on to complete the non-PT items or the PT.

10.1 Starting a Test Session

The TA must create a test session before students can log on to the Student Testing System **(but no more than 20 minutes prior or the system will time out).** When a TA creates a test session, a unique Session ID is randomly generated. This Session ID must be provided to the students before they log *on and should be written down. TAs should follow these steps to create a session. (See also* Generating the Session ID *for additional details about test sessions.)*

1. *The TA logs on to the TA Interface link.*

   The TA logs on to the TA Interface by going to the California Assessment of Student Performance and Progress (CAASPP) portal at http://caaspp.org, selecting the [**Test Administrator Interface**] button (Figure 2), and then entering the username and password on the *Sign In* Web form (Figure 3) and selecting [**Log In**]. (See *Section II Accessing the Test Administrator Sites* for more information about using the Single Sign-On system.)

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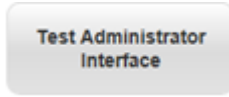**Figure 2. [Test Administrator Interface] button**

Figure 3. *Sign In* Web form

2. *The TA begins the test session by selecting tests.*

Note: Students are pre-assigned assessments. The pre-assigned assessments are the only ones available to each student when they log on to the Student Testing Site through the secure browser.

Test Administrators will note that both interim and summative assessments are being administered using the same test delivery system in 2015. To help ensure the correct selection of tests when student testing sessions are created, the TA interface has been modified to include required test filter selections.

When you log on to the TA Interface, no tests will be automatically listed in the test selection box. TAs will be required to select a *Category* (interim or summative) or both a *Grade* and *Subject*. These Smarter Balanced Tests are **summative.**

Once a selection is made, the filtered test list will display, and you will be able to select one or more tests to include in the session.

   a. To begin, select the [**Start Live Session**] button, which is highlighted in Figure 4.

Figure 4. Start the Live Session

   b. **The TA selects the test category.** Select "Summative" from the *Category* drop-down list, which is highlighted in Figure 5.

Figure 5. Select a test category

c. **The TA selects the grade and content area.** Select the appropriate grade and content area for the class being tested in the session, which is highlighted in Figure 6. This action has the effect of selecting all tests for the class.

Figure 6. Select a grade and content area

3. *The TA informs students of the test Session ID.*

The system-generated Session ID appears in the top-right corner of the screen. **The TA should write down the Session ID for his or her own records, in case he or she gets involuntarily logged off of the system.** The TA will be logged off of the session if there is no activity for 30 minutes by the TA or a student. Having the Session ID will allow the TA to resume the session. The Session ID is indicated in Figure 7.

Figure 7. Sample Session ID in the TA Interface

> SAY: Today, you will take the Smarter Balanced [insert grade, ELA/mathematics, and non-PT/PT] test. I will give you a test Session ID that is required to start the test. If you need an individual break during the test, raise your hand and wait for my instructions and permission. At this time, you must turn off and put away all unauthorized electronic devices. This includes cell phones, music players, and PDAs (personal digital assistants).
>
> Once you have logged on, you must wait for me to approve the test and hear additional directions before you can start. I'll be checking that you have correctly entered the test Session ID and other information.

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Give students the test Session ID and other logon information.

The Session ID, the statewide student identifier (SSID), and the student's first name as provided in the California Longitudinal Pupil Achievement Data System (CALPADS) may be provided to students ahead of time on a card or piece of paper to help them type it in the computer accurately. Student information is confidential; therefore, the cards/papers with this information must be collected after each test session and securely shredded after testing is complete.

TAs may write the Session ID on a classroom dry-erase or chalk board or another place where students can see it. Make sure students know that the Session ID must be entered **exactly** as it is written—it is case sensitive—without extra spaces or characters.

Alert: If the Session ID is not written down or known and the TA tries to log on to the session after getting involuntarily logged off of the system, the TA will be logged off for eight hours before he or she is able to start a new session.

> SAY: Enter your first name and our state abbreviation (CA) followed by your SSID number. Then enter the test Session ID. *Raise your hand if you need help typing this information on your keyboard.*
>
> Please do not share your SSID with anyone. This is private information.
>
> SAY: Now select "Sign In." *Once you have successfully logged on, you will see a screen with your first name, SSID, school, and grade. If all of the information on your screen is correct, select YES to continue. If any of the information is incorrect, please raise your hand and show me what is incorrect.*

Ensure that all students have successfully entered their information.

The TA should ensure that the students use their legal first names, not nicknames. If a student is unable to log on, he or she will be prompted to try again and provided with a message describing the reason (an invalid SSID, for example). If the student is still having difficulty, the TA can look up the correct information using the Student Lookup function on the TA Interface. TAs may assist students with logging on if necessary.

4. *The TA informs students of the test session in which they are participating.*

> SAY: On the next screen, select the [INSERT NAME OF TEST (i.e., ELA Grade 4 non-PT)], and then select [START TEST]. After you have selected your test, you will see a screen with a moving bar and message saying that you are waiting for Test Administrator approval. This step helps ensure that you are taking the correct test. Please wait quietly while I verify each of your tests.

If TAs are unsure of which content area or test students are participating in during that session, TAs should contact the California Assessment of Student Performance and Progress (CAASPP) Test Site Coordinator (SC). The student test selection screen is shown in Figure 8.

Figure 8. Student Test Selection

Students may be able to select from more than one test, for example, a PT and a non-PT in both English language arts/literacy (ELA) and mathematics. TAs should direct students to select the appropriate test name based on what the TA is planning to administer at that time—to the content area "ELA" or "Math" and the test type "NonPT" or "PT." Students may only select from assessments for which they are eligible.

5. *The TA views and approves students who are waiting for test session approval.*

After students have selected a test, the TA verifies that each student selected the appropriate test before approving that student for testing. **It is very important that the TA pay close attention to the test name prior to approving to be sure it is the correct test to be administered at that time.** To do this:

a. Select the [**Approvals (#)**] button located in the right top section (shown in Figure 9).

Figure 9. Approve Student Test in the TA Interface

b. A new window opens that shows a list of students, organized by test name. The TA should review the list to ensure that students are taking the correct content area (mathematics or ELA) and type of test (non-PT or PT).

    i. If a student selected a test other than the one the TA plans to administer that day (for example, selected a PT instead of a non-PT or selected mathematics instead of ELA), the TA must deny the student entry to the test session. The student may then log on again and select the correct test.

c. The TA should also review the test settings assigned to each student to ensure that they are correct.

    i. If a student's settings are incorrect, do *not* approve that student to begin testing. The TA will need to work directly with an SC or local educational agency (LEA) CAASPP Coordinator to correct the test settings in the Test Operations Management System (TOMS) before approving the student to begin testing. *(Reminder: It may take 24–48 hours for changes to appear in the TA interface.)* **Ensuring the test settings are**

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

Note: This process is described in more detail in the Viewing and Editing Students' Test Settings subsection of *Section IV Administering Online Tests*.

d. When the TA approves students to test, he or she will see the students' selected tests. As seen in the *Approvals and Student Test Settings* screen in Figure 10, the TA Interface is organized by test; students who are attempting to log on to each test appear under the appropriate test heading.

Figure 10. Approve student(s) to begin in the TA Interface

The processes to select tests, start the test session, add tests, view student settings, and approve students for testing are described in more detail in *Section IV Administering Online Tests*.

> **SAY:** After I approve you to begin testing, you will see a screen asking you to check your test content area and settings. If all the information is correct, you may select YES, START MY TEST. If any of it is incorrect, please raise your hand.

Each student will be logging on at a different time. The TA should monitor the sessions and log on all students who are currently ready before assisting any students who are having problems.

If students will be taking an ELA assessment during the test session, read the next blue box so the students will know how to verify that their headsets are working properly (Figure 11).

> **SAY (only for ELA test):** Next you should see a screen that prompts you to verify that the sound on your computer is working. Put your headsets on and select the icon of the speaker in the circle to hear the sound. If you hear the chime, select [YES]. If not, raise your hand.

Figure 11. Student Sound Check

Sound Check

🔊 Click on the sound icon to hear the sound.

If you hear the sound, click [Yes]. If not, click [No].

[No] [Yes]

If a student's volume is not working, troubleshoot basic steps such as ensuring that the headset is fully plugged in, mute is not inadvertently selected, and the volume setting is turned up. If the student is still experiencing issues, contact your LEA Technology Coordinator, SC, or LEA CAASPP Coordinator.

> **SAY:** *Before your test appears, you will see a tutorial page listing the test tools and buttons that you may use during the test or that will appear on the test. Please read this carefully. You can also find this information during your test by selecting the HELP button in the top right corner.*
>
> *You must answer each question on the screen before going on to the next page. During the test, you may see a page with no test questions. Follow the directions on the page to continue taking the test.*
>
> *You must make an answer selection in order to move to the question on the next page. If you are unsure of an answer, provide what you think is the best answer; there is no penalty for guessing. If you would like to review that answer at a later time, mark the item for review by selecting the box next to the flag in the upper-right corner of the screen before going on to the next question. Flagging the item will remind you to go back and decide whether or not you want to change the answer during this test segment.*
>
> *You may PAUSE at any point in the test by selecting [PAUSE] rather than [NEXT] after answering an item. [The following statement only applies to the non-PT.] The PAUSE button is used to stop the test. Note that PAUSING for more than 20 minutes will prevent you from changing any answer on previous pages of the test. Please raise your hand if you need a break and ask me before you select [PAUSE].*
>
> *Your answers need to be your own work. Please keep your eyes on your own test and remember that there should be no talking.*
>
> *Please keep in mind that this test is divided into segments. When you get to the end of each segment, you will be prompted to review your answers before moving on. Once you submit your answers and move on to the next segment, you will not be able to return to the previous segment.*
>
> *When you are ready to begin your test, select BEGIN TEST NOW at the bottom of the page.*

Note: For the non-PT portion of the test, after a pause, the student's test can be resumed at any time within the testing window up to 45 days from the start date. For the performance task, there is no pause limit, but the test expires 10 days after it is started. See section *7.3 Testing Times* for estimated testing times and estimated test durations.

6. *The TA monitors student progress.*

Monitoring is described in more detail in *Section IV Administering Online Tests*.

Monitoring Test Selection

It is very important that TAs monitor student progress throughout the test session. This includes verifying that students are participating in the appropriate content area and type of test (non-PT or PT). The TA monitors the test each student is taking by referring to the *Students in Your Test Session* table in the TA Interface, shown in Figure 12. Note that the list of student names can be sorted by linked (underlined) column headings.

In the event a student is taking an incorrect test, the TA should pause the student's test. The TA should then instruct the student to log off and log on again to select the correct test. The *Test* column is called out in Figure 12.

Warning: If the student has already begun to test with incorrect test settings, the test settings would have to be corrected in TOMS by the SC or LEA CAASPP Coordinator and the test would have to be reset, which is part of the Appeals process. The California Department of Education will determine the impact of resetting a test due to incorrect test settings and will either approve or deny a request to reset within two business days of receiving the request.

Figure 12. Monitoring student progress in the TA Interface

In the rare event that a student starts a test unintentionally (for example, selected a PT instead of a non-PT, or selected mathematics instead of ELA), the test's expiration timeline will be activated. If a student is unable to return to and complete the test before it expires in 10 days (PT) or 45 days (non-PT), the SC or LEA CAASPP Coordinator will need to submit an appeal using the Appeals module in TOMS to reopen the test.

Monitoring Test Progress

Once students have started their tests, the TA should circulate through the room to ensure that all conditions of test security are maintained. If the TA witnesses or suspects the possibility of a test security incident, the SC and LEA CAASPP Coordinator should be contacted immediately in accordance with the security guidance provided in this manual.

The TA may also use the TA Interface to view the testing progress of any student. This Web site will not show test items or scores but will let the TA see how many items have been delivered to each student (e.g., question 24/40). The *Student Status* column is called out in Figure 13. Student sessions can be sorted by selecting any of the linked column heads.

While the TA Interface is designed to automatically refresh every minute, the TA can refresh it manually at any time by selecting the [**Refresh Now**] button at the top left of the page. Do **not** use the Web browser's refresh button to refresh the TA Interface.

Figure 13. Monitoring student status in the TA Interface

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

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

If a student asks for assistance either in answering an item or manipulating an item type, the TA should gently instruct the student to review the tutorial for help and let the student know that he or she should try his or her best, but that the TA cannot help answer an item. The TA may remind the student to reread the instructions for that item.

> SAY: I can't help you with your test. Try to do the best that you can.

Allowing the students to practice on the Training Test and Practice Test prior to testing is strongly encouraged to ensure that students are able to manipulate each item type and use the various tools and supports during testing.

Warnings:

- If the TA is using the TA Interface and navigates to the TA Practice or Training Web site, the session will stop, and all students in the session will be logged off. The session cannot be resumed. A new session will have to be created, and the students will have to log on to the new session to resume testing. When starting a new session, give the new Session ID to the students so they can log on and resume testing.

- If the TA Interface or TA Training Web site browser is accidentally closed while students are still testing, the session will remain open until it times out after 30 minutes. The TA can open the browser and navigate back to the TA Interface. The TA will be prompted to enter the active Session ID.

- As a security measure, TAs are automatically logged off of the TA Interface after 30 minutes of TA user inactivity and student inactivity in the test session, which will result in closing the test session. If this occurs, the TA will have to create a new session and the students will have to log on to the new session to resume testing. When starting a new session, the TA should give the students the new Session ID so they can log on and resume testing.

7. The TA ends the test session and logs off of the Test Administrator Web site (grades three through eight).

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

Test Site Coordinators and Test Administrators

> SAY: We are nearing the end of this test session. Please review any completed or marked items now. Do not submit your test unless you have answered all of the questions.

After answering the last item in each segment, each student is presented with a screen prompting him or her to review answers (marked and unmarked) for all items available to the student or prior to submitting the test. A test cannot be paused after the last item has been presented to the student.

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

> SAY: This test session is now over. If you have not finished, select PAUSE, and you will be able to finish at another time. If you have finished, select SUBMIT TEST. I will now collect any scratch paper or other materials.

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

8. *The TA ends the test session and logs off of the Test Administrator Web site (grade eleven).*

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

> SAY: We are nearing the end of this test session. Please review any completed or marked items now. Do not submit your test unless you have answered all of the questions.

> **Alert:** Students in grade eleven taking a non-PT will see an additional question at the end of their test sessions for both ELA and mathematics. This question is not part of the assessment, but is presented to allow students the option of selecting whether or not they will share their scores on the CAASPP Smarter Balanced assessments with the California State University (CSU) system and the California Community Colleges (CCC) system as part of the Early Assessment Program (EAP). If you are administering a test to students in grade eleven, please read the text in the next box below. Otherwise, skip the text in that box and continue with the test administration.

> **EAP SECTION—READ TO STUDENTS IN GRADE ELEVEN ONLY**
>
> SAY: The Early Assessment Program (EAP) will assist the California State University (CSU) system and the California Community Colleges (CCC) system in providing you information on your readiness for college-level English and/or mathematics coursework. Additionally, the EAP may help you to earn an exemption from the CSU and participating CCC English and mathematics placement tests that are required for entering freshmen. However, providing EAP results is not a requirement to be admitted to the CSU or CCC.

> The EAP for [insert test subject: ELA or mathematics] includes questions from the Smarter Balanced assessment you are finishing now.
>
> If you choose to participate in the EAP, please carefully read the statement presented as the last question in this test session. If you are considering or plan to enroll at CSU or CCC, select "Release." Your Smarter Balanced results will be provided to both institutions by selecting the Release circle. If you do not select to release your results, you may be requested to provide a copy of your results to the campus at a later time.
>
> Your CAASPP Student Report will provide a Web site, where additional information is available on what your EAP results mean. If you do not wish your results to be sent to the CSU and CCC, select "Do Not Release."
>
> END OF EAP SECTION

After answering the last item in each segment, each student is presented with a screen prompting him or her to review answers (marked and unmarked) for all items available to the student or prior to submitting the test. A test cannot be paused after the last item has been presented to the student.

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

> SAY: This test session is now over. If you have not finished, select PAUSE, and you will be able to finish at another time. If you have finished, select SUBMIT TEST. I will now collect any scratch paper or other materials.

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

10.2 Testing Over Multiple Sessions or Days

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

If the TA intends to administer the test over the course of multiple days for a student or group of students, TAs may ask students to pause after they reach a designated point. For most tests, there is nothing built into the system to prevent students from progressing from one section of the test to another. In those cases, the TA should give the students clear directions on when to pause. For example, TAs may designate a certain amount of time for testing. Likewise, the end of Part 1 of the ELA PT might be a logical stopping point. This guidance may be written on a dry-erase board, chalkboard, or another place that students can easily see. Students will receive a notification when they reach the end of the segment, like the notification shown in Figure 14.

Figure 14. Sample *End Segment* screen

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

See section *7.3 Testing Time* for estimated testing times and estimated test durations.

11.0 FOLLOWING TEST ADMINISTRATION

11.1 Destroying Test Materials

⚠️ Federal law—the Family Educational Rights and Privacy Act—prohibits the release of any student's personally identifiable information. Any printed materials must be securely stored and then shredded. (*Education Code* Section 49079.5[a])

As a reminder, those printed and paper test materials identified in section 3.0 Ensuring Test Security must be securely shredded immediately following each test session and may not be retained from one test session to the next. The only exception to this is scratch paper (and graph paper for grades six and up) used during the performance task, which should be handled according to the guidance provided in section 3.2 Secure Handling of Printed Materials.

11.2 Reporting Testing Improprieties, Irregularities, and Breaches

Throughout testing, ensure that all test security incidents are reported in accordance with the guidelines in sections *3.0 Ensuring Test Security* and *4.0 Responding to Testing Improprieties, Irregularities, and Breaches* in this manual and the *Appeals User Guide* located at http://caaspp.org/rsc/pdfs/CAASPP.appeals-guide.2015.pdf.

Test Site Coordinators and Test Administrators

APPENDIX A: FREQUENTLY USED TERMS

Table 14 defines terms that are specific to the Smarter Balanced assessments.

Table 14: Frequently Used Terms

Term	Definition
Accommodation	Changes in procedures or materials that increase equitable access during the Smarter Balanced assessments. Assessment accommodations generate valid assessment results for students who need them; they allow these students to show what they know and can do. Accommodations are available for students with documented individualized education programs (IEPs) or Section 504 plans. Consortium-approved accommodations do not compromise the construct, grade-level standards, or intended outcome of the assessments. See the Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines* linked on the CAASPP Forms Web page at http://caaspp.org/administration/instructions/.
Appeal	Authorized users—LEA CAASPP Coordinators and CAASPP Test Site Coordinators—may submit and view requests for resetting, reopening, invalidating, or restoring students' assessments in accordance with state policy. These requests must result from a test security incident or incorrect test setting that impacted testing. All requests must be approved by the California Department of Education (CDE).
Break	There is no limit on the number of breaks or the length of a break that a student may be given according to his or her unique needs. However, for some portions of the test, breaks of more than 20 minutes will prevent the student from returning to items already attempted by the student. For a performance task (PT), the student can break for any amount of time and still return to any previously answered item within the PT's current segment only.
CAASPP Test Site Coordinator (SC)	School staff member responsible for monitoring the test schedule, process, and Test Administrators (TAs). SCs are also responsible for ensuring that TAs have been appropriately trained and that testing is conducted in accordance with the test security and other policies and procedures established by the Smarter Balanced Assessment Consortium. SCs must have a signed *CAASPP Test Security Agreement* on file with the LEA CAASPP Coordinator.
Classroom Activity	A short, teacher-led activity designed to introduce students to the context and contextual vocabulary in the performance task (PT) to ensure that students are not disadvantaged in demonstrating the skills the task intends to assess. A TA or other authorized staff can lead the Classroom Activity. An applicable Classroom Activity is required before the PT portion of the test. The PT should be administered within three days after the Classroom Activity. The Classroom Activity should not be supplemented with any other content that the administrator may think is helpful because doing so may detract from the intended purpose of the Classroom Activity.

Term	Definition
Designated Supports	Accessibility features of the assessments available for use by any student for whom the need has been indicated by an educator (or team of educators working with the parent/guardian and student).
	See the Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines* linked on the CAASPP Instructions and Manuals Web page at http://caaspp.org/administration/instructions/ for complete information.
Full-write	A component of the English language arts/literacy (ELA) performance task that requires the student to develop an informative/explanatory, narrative, or opinion/ argumentative multi-paragraph piece of writing for which he or she engages the full writing process.
Invalidation	A specific appeal in the Appeals system. Invalidating a test in the Appeals system results in the omission of test results and student responses from the testing and accountability systems. Invalidation is often the outcome for assessments impacted by a test security incident.
	Permission for an invalidation is initiated through the Appeals process in the Test Operations Management System (TOMS). See the *Appeals User Guide* at http://caaspp.org/rsc/pdfs/CAASPP.appeals-guide.2015.pdf for more information on the Appeals process.
Item	A test question or stimulus presented to a student to elicit a response.
LEA CAASPP Coordinator	LEA-level staff member who is responsible for the overall administration of the summative assessment in an LEA. LEA CAASPP Coordinators should ensure that the CAASPP Test Site Coordinators (SCs) and Test Administrators (TAs) in their LEAs are appropriately trained and aware of policies and procedures. LEA CAASPP Coordinators are designated by their district superintendents or the administrator of their independently testing charter school and must have a signed *CAASPP Test Security Agreement* on file with the California Technical Assistance Center (CalTAC).
Non–Performance Task (non-PT)	Based on student responses, the computer program selects the difficulty of items throughout the assessment. By adapting to the student as the assessment is taking place, these assessments present an individually tailored set of items to each student and provide more accurate scores for all students across the full range of the achievement continuum.
Pause	Action taken by a student or TA to temporarily halt the test during any part of the test, as needed. Pauses of more than 20 minutes in the non-PT component of the test will prevent the student from returning to items already attempted.
	For a performance task, the student can pause for any amount of time and still return to any previously answered item within the PT's current segment only. More information on test pausing is available in section 7.*2 General Rules of Online Testing*.
Performance Task (PT)	A PT is an item type designed to provide students with an opportunity to demonstrate their ability to apply their knowledge and higher-order thinking skills to explore and analyze a complex, real-world scenario. It is a required portion of the test. Prior to the PT, teachers or instructional staff conduct a Classroom Activity for all students in the class to ensure that a lack of understanding of the context of the task does not interfere with a student's ability to address the content of the task.

All Roles

Term	Definition
Reopen	A specific appeal in the Appeals system. It applies to a test that has already been submitted or has expired and allows the student to access the previously closed test. For example, a test may be reopened if a student started a test and became ill and was unable to resume testing until after the testing opportunity expired. Permission for a reopen is initiated through the Appeals module in TOMS. See the *Appeals User Guide* at http://caaspp.org/rsc/ pdfs/CAASPP.appeals-guide.2015.pdf for more information on the Appeals process.
Reset	A specific appeal in the Appeals system. Resetting a student's test removes that test from the system and enables the student to start a new test. Any work previously done on the test would be lost. Valid reasons for a reset would be if a student's test event was administered inconsistently with the student's IEP (this would include both embedded and non-embedded accommodations) or if the student started a test and did not have a needed language support (such as a language glossary). Permission for a reset is initiated through the Appeals module in TOMS. See the *Appeals User Guide* at http://caaspp.org/rsc/pdfs/CAASPP.appeals-guide.2015.pdf for more information on the Appeals process.
Restore	A specific appeal in the Appeals system. Restore a test from the "Reset" status to its prior status. This action can only be performed on assessments that have been reset. A test opportunity can be restored if it was reset in error. For example, if a test reset was requested for a mathematics test instead of an ELA test, then that mathematics test can be restored to its previous status. Permission for a restore is initiated through the Appeals module in TOMS. See the *Appeals User Guide* for more information on the Appeals process.
Secure Browser	A Web browser that is downloaded and installed on a computer prior to a student beginning the test. The browser is specifically designed for use with the Smarter Balanced assessments to provide secure access to the non-PT and PT test for each content area and prevent students from accessing specific hardware and software functions (e.g., other browsers, screenshot programs) that are not allowed during the assessments.
Segment	A part of a test within the test delivery system. Depending on the test, segments typically separate items from others if the eligible tools are different (i.e., the mathematics test may have two segments—one segment that allows calculator use and another segment that does not). When a student completes a segment of the test, he or she will receive a message that indicates that once that segment is submitted it is no longer possible to return to that segment.
Session	A timeframe in which students actively test in a single sitting. The length of a test session is determined by building or LEA administrators who are knowledgeable about the periods in the building and the timing needs associated with the assessment. Smarter Balanced recommends that session durations range between 40 and 120 minutes. However, Smarter Balanced assessments are not timed, and an individual student may need more or less time overall. Further, individual students will have unique needs regarding the length of a test session.

Term	Definition
	Though a session is most often set up by an administrator in the TA Interface, the performance task includes a Classroom Activity, which does not require students to be logged on to the test delivery system but may be administered as an independent session.
	Smarter Balanced recommends the non-PT portion of the ELA and mathematics assessments be administered in at least two sessions.
	Note: A test session does not need to end when a segment ends.
Statewide Student Identifier (SSID)	A unique, non-personally-identifiable number linked to a given individual student within the California public kindergarten through grade twelve educational system. SSIDs are used to maintain data on individual students, such as linking students to statewide assessment scores and tracking students in and out of schools and LEAs in order to determine more accurate dropout and graduation rates.
Stimulus/Stimuli	Material or materials used in the test context, which form the basis for assessing the knowledge and skills of students. Many items/tasks for the assessments include a stimulus along with a set of questions to which the student responds. Stimulus materials are used in ELA and mathematics assessments to provide context for assessing the knowledge and skills of students and are diverse. They can be traditional reading passages/texts but viewed on a computer screen; images with audio presentations for students to listen to; simulated Web pages for students to use for research; or scenarios to react to.
Test Administrator (TA)	District or school personnel responsible for administering the Smarter Balanced assessments in a secure manner in compliance with the policies and procedures outlined in this manual. TAs are required to have a signed *CAASPP Test Security Affidavit* on file with their SC.
Test Operations and Management System (TOMS)	The management and registration system used for the Smarter Balanced assessments in California. This is the system through which LEA CAASPP Coordinators interact with and inform the test delivery system. This registration system provides users with the tools to set up testing windows, register and manage students participating in the Smarter Balanced assessments, and file appeals. This system uses a role-specific design to restrict access to certain tools and applications based on the user's designated role.
	See the CAASPP Test Operations and Management System Web page at http://caaspp.org/administration/toms/ for complete information.
Testing Breach	A security event that poses a threat to the validity of the test. Examples may include such situations as a release of secure materials or a security/system risk. These circumstances have external implications for the Consortium and may result in a Consortium decision to remove the test item(s) from the available secure bank. A breach incident must be reported immediately to the CDE.
	For specific details on how to proceed when an incident has occurred, please refer to section *4.0 Responding to Testing Improprieties, Irregularities, and Breaches* of this manual.

All Roles

Term	Definition
Testing Impropriety	An unusual circumstance that has a low impact on the individual or group of students who are testing and has a low risk of potentially affecting student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level.
	For specific details on how to proceed when an incident has occurred, please refer to *4.0 Responding to Testing Improprieties, Irregularities, and Breaches* of this manual.
Testing Irregularity	An unusual circumstance that affects an individual or group of students who are testing and may potentially affect student performance on the test, test security, or test validity. These circumstances can be corrected and contained at the local level, but are submitted in the Appeals module in TOMS for resolution of the appeal for testing impact.
	For specific details on how to proceed when an incident has occurred, please refer to *4.0 Responding to Testing Improprieties, Irregularities, and Breaches* of this manual.
Universal Tools	Available to **all** students based on student preference and selection.
	See the Smarter Balanced *Usability, Accessibility, and Accommodations Guidelines* linked on the CAASPP Instructions and Manuals Web page at http://caaspp.org/administration/instructions/ for complete information.

APPENDIX B: ITEM TYPES

Item and response types

As students engage with the Smarter Balanced assessments, they will be asked test questions that require them to respond in several ways, some of which may be new to students.

Smarter Balanced has produced several resources that teachers and students can use to get ready for the test, including a Practice Test and a Training Test. It is ***highly recommended*** that **ALL** students access the Training Test Web site before taking the test. Doing so will provide students an opportunity to view and practice each of the item types.

The Practice Tests and Training Tests are available on the CAASPP Smarter Balanced Practice and Training Tests Web page at http://caaspp.org/practice-and-training/.

Summary of item types and how to provide responses

Table 15 lists the different item types and briefly describes each one.

> Not all assessments will necessarily include all item types.

Table 15: Item and Scoring Types

Content Area	Type of Item	Brief Description of How to Respond
English language arts/literacy (ELA) and Mathematics	Multiple Choice, single correct response	Four-option multiple choice
	Multiple Choice, multiple correct responses	Multiple-option selected response
	Matching Tables (with a variation True/False or Yes/No)	Table format, click entry
	Short text	Keyboard alphanumeric entry
Mathematics Only	Drag-and-Drop	Drag-and-drop single or multiple elements
	Hot Spot	Select text
	Table Fill In	Table format, click entry
	Graphing	Plot points and/or draw lines
	Equation/Numeric	Enter equation or numeric response
ELA Only	Two-part multiple choice, with evidence-based response	Two part, multiple choice
	Hot Text	Select and order text
	Essay	Keyboard alphanumeric entry

Table 16 catalogues each specific item type and briefly describes the student actions necessary to provide a response.

Table 16: Item Types in the Practice/Training Test

Content Area	Item Type	How Student Responds	Practice Test Examples	Training Test Examples
ELA and Math	Multiple choice, single correct response (radio buttons)	Select the radio button corresponding to an option. To deselect an option, select a different radio button. Select only one option.	Grade (G) 3 ELA, Question 4 G3 Math, Question 10 G4 ELA, Question 2 G4 Math, Question 2 G5 ELA, Question 2 G5 Math, Question 1 G6 ELA, Question 1 G6 Math, Question 1 G7 ELA, Question 2 G7 Math, Question 3 G8 ELA, Question 2 G8 Math, Question 4 G11 ELA, Question 1 G11 Math, Question 24	G3–5 ELA, Question 2, Part A G3–5 Math, Question 1 G6–8, ELA, Question 4 G6–8 Math, Question 7 G11 ELA, Question 4
ELA and Math	Multiple choice, single correct response (highlight)	Highlight an option by selecting an option. To deselect an option, select a different option. Select only one option.	G3 ELA, Question 10 G4 ELA, Question 28 G5 ELA, Question 10 G6 ELA, Question 11 G8 ELA, Question 1 G11 ELA, Question 2 G11 Math, Question 14, Part B	None available
ELA and Math	Multiple choice, multiple correct responses (checkboxes)	Mark a checkbox corresponding to an option. To deselect an option, select the checkbox that is already marked. Mark one or more options.	G3 ELA, Question 6 G3 Math, Question 7 G4 ELA, Question 3 G4 Math, Question 19 G5 ELA, Question 19 G5 Math, Question 26 G6 ELA, Question 7 G6 Math, Question 7 G7 ELA, Question 7 G7 Math, Question 7 G8 ELA, Question 7 G8 Math, Question 16 G11 ELA, Question 14 G11 Math, Question 6	G3–5 ELA, Question 2, Part B G3–5 Math, Question 6 G6–8 Math, Question 4 G11 Math, Question 6

All Roles

Content Area	Item Type	How Student Responds	Practice Test Examples	Training Test Examples
ELA and Math	Multiple choice, multiple correct responses (highlight)	Highlight an option by selecting it. To deselect an option, select the previously highlighted option. Select one or more options.	G3 ELA, Question 1 G3 Math, Question 4 G4 ELA, Question 20 (Highlight sentences in a paragraph) G4 Math, Question 10 G5 ELA, Question 17 G6 ELA, Question 21 G7 ELA, Question 1 G7 Math, Question 21 Part A G8 ELA, Question 3 G11 ELA, Question 10 G11 Math, Question 4	None available
ELA and Math	Matching Tables (variation using True/False or Yes/No format)	Select a checkbox corresponding to an option in a table cell. To deselect an option, select a checkbox that is already marked.	G3 ELA, Question 29 G3 Math, Question 2 G4 Math, Question 4 G5 ELA, Question 22 G5 Math, Question 22 G6 Math, Question 3 G7 ELA, Question 26 G7 Math, Question 18 G8 Math, Question 2 G11 ELA, Question 30 G11 Math, Question 3	G3–5 ELA, Question 6 G3–5 Math, Question 4 G6–8 ELA, Question 5 G6–8 Math, Question 6 G11 ELA, Question 6 G11 Math, Question 3
ELA and Math	Short Text	Respond via keyboard entry into a multiline text box (no text formatting). This item type offers the ability to edit previously entered text.	G3 ELA, Question 18 G4 ELA, Question 17 G5 ELA, Question 16 G6 ELA, Question 4 G7 ELA, Question 2 G8 ELA, Question 4 G8 Math, Question 20 G11 ELA, Question 12 G11 Math, Question 18	G3-5 ELA, Question 1 G3-5 Math, Question 8 G6-8 ELA, Question 1 G11 ELA, Question 1 G11 Math, Question 2
Math Only	Drag and Drop (select and move objects)	Select and drag an object to the appropriate location in the Question response area.	G3 Math, Question 9 G4 Math, Question 7 G5 Math, Question 21 G6 Math, Question 4 Part B G7 Math, Question 8 G8 Math, Question 1 G11 Math, Question 1	G3–5 Math, Question 3 G6–8 Math, Question 5 G11 Math, Question 1

All Roles

Content Area	Item Type	How Student Responds	Practice Test Examples	Training Test Examples
Math Only	Hot Spot	Select targeted areas in the response area.	G3 Math, Question 22 G4 Math, Question 24 G5 Math, Question 16 G6 Math, Question 4 Part A G7 Math, Question 13 G8 Math, Question 21 G11 Math, Question 10	G3–5 Math, Question 5 G6–8 Math, Question 8 G11 Math, Question 5
Math Only	Table Fill In	Respond via keyboard entry into table cells or drag/drop objects into table cells.	G4 Math, Question 17 G6 Math, Question 27 G8 Math, Question 28 G11 Math, Question 23	G3–5 Math, Question 9 G6–8 Math, Question 3 G11 Math, Question 7
Math Only	Graphing	Select the [**Add Point**] icon and then select the Question response area to create a new point. To remove the point, select the [**Delete**] icon and then select the point to be deleted. *or* Select the [**Connect Line**] icon and then select the Question response area where the line is to start. Select and drag to the area where the line is to end. To remove the line, select the [**Delete**] icon and then select the line to be deleted.	G3 Math, Question 6 G6 Math, Question 6 G8 Math, Question 5 G11 Math, Question 7	G3–5 Math, Question 7 G6–8 Math, Question 1 G11 Math, Question 8
Math Only	Equation/ Numeric	Select buttons representing numbers and mathematic symbols to create a numeric response or equation.	G3 Math, Question 3 G4 Math, Question 1 G5 Math, Question 14 G6 Math, Question 2 G7 Math, Question 1 G8 Math, Question 3 G11 Math, Question 2	G3–5 Math, Question 2 G6–8 Math, Question 2 G11 Math, Question 4

Content Area	Item Type	How Student Responds	Practice Test Examples	Training Test Examples
ELA Only	Two-part multiple choice, with evidence responses	Questions are multiple-choice (radio buttons) or multiple-choice (highlight).	G3 ELA, Question 13 G4 ELA, Question 10 G7 ELA, Question 5 G11 ELA, Question 5	G3–5 ELA, Question 2 G6–8 ELA, Question 3 G11 ELA, Question 2
ELA Only	Hot Text (select and move text)	Select text and then select and drag text to a new area.	G3 ELA, Question 16 G11 ELA, Question 16	None available
ELA Only	Listening Tasks	Student must start or pause an audio clip by selecting buttons.	G3 ELA, Question 22 G4 ELA, Question 22 G5 ELA, Question 25 G6 ELA, Question 22 G7 ELA, Question 25 G8 ELA, Question 22 G11 ELA, Question 22	G3-5 ELA, Question 5 G6-8 ELA, Question 4 G11 ELA, Question 5
ELA Only	Essay	Respond via keyboard entry using text formatting buttons. Test-taker can edit previously entered text.	ELA Performance Tasks	None available

Technical skills to access embedded resources

To access some of the embedded resources (such as strikethrough, highlighter, American Sign Language videos, and text-to-speech) that are available to help work through these item types, students may need to access the **context menu with their right mouse button.** Please note the method to access the menu is dependent on the student's device type. Devices and methods are shown in Table 17.

Table 17: Context Menu for Selecting with the Right Mouse Button

Device Type	Method to Access Context Menu with the Right Mouse Button
Windows-based desktop or laptop (two-button mouse)	Select with the right mouse button.
Mac OS-based desktop or laptop (one-button mouse)	Hold down the [**Ctrl**] key on keyboard and then select with the mouse button.
iPad tablet (touchscreen)	Tap on the menu in the upper-left corner of the secure browser application.
Android-based tablet (touchscreen)	Tap on the menu in the upper-left corner of the secure browser application.
Chromebook (trackpad)	Hold down the [**Alt**] key on the keyboard and tap the trackpad.

APPENDIX C: TEST SECURITY CHART

The **Test Security Chart** shows the test security incident levels and examples of types of issues.

All Roles

Level of Severity & Potential Effect on Test Security	Types of Issues
LOW **Impropriety**	Student(s) making distracting gestures/sounds or talking during the test session that creates a disruption in the test session for other students.
	Student(s) leave the test room without authorization.
	Administrator or Coordinator leaving related instructional materials on the walls in the testing room.
MEDIUM **Irregularity**	Student(s) cheating or providing answers to each other, including passing notes, giving help to other students during testing, or using hand-held electronic devices to exchange information.
	Student(s) accessing the Internet or any unauthorized software or applications during a testing event.
	Student(s) accessing or using unauthorized electronic equipment (e.g., cell phones, PDAs, iPods, or electronic translators) during testing.
	Disruptions to a test session such as a fire drill, school-wide power outage, earthquake, or other acts.
	Administrator or Coordinator failing to ensure administration and supervision of the Smarter Balanced assessments by qualified, trained personnel.
	Administrator giving incorrect instructions that are not corrected prior to testing.
	Administrator or teacher failing to present Classroom Activity prior to performance task administration.
	Administrator or Coordinator giving out his or her username/password (via e-mail or otherwise) to other authorized users.
	Administrator allowing students to continue testing beyond the close of the testing window.
	Administrator or teacher coaching or providing any other type of assistance to students that may affect their responses. This includes both verbal cues (e.g., interpreting, explaining, or paraphrasing the test items or prompts) and nonverbal cues (e.g., voice inflection, pointing, or nodding head) to the correct answer. This also includes leading students through instructional strategies such as think-aloud, asking students to point to the correct answer or otherwise identify the source of their answer, or requiring students to show their work.
	Administrator providing students with nonallowable materials or devices during test administration or allowing inappropriate designated supports and/or accommodations during test administration.
	Administrator allowing anyone other than a student to log on to the test unless prescribed as an allowable accommodation in the student's individualized education program (IEP). This includes Test Administrators (TAs) or other staff using student information to log on or allowing a student to log on using another student's information.
	Administrator providing a student access to another student's work/responses.
HIGH **BREACH**	Administrator or Coordinator modifying student responses or records at any time.
	The live Student Interface or TA Interface being used for practice instead of the Training or Practice Tests.
	Adult or student posting items or test materials on social media (e.g., Twitter, Facebook, etc.).
	Administrator allowing students to take home printed test items, reading passages, writing prompts, or scratch paper that was used during the test or failing to otherwise securely store test materials.
	Adult or student copying, discussing, or otherwise retaining test items, stimuli, reading passages, writing prompts, or answers for any reason. This includes the use of photocopiers or digital, electronic, or manual devices to record or communicate a test item. This also includes using secure test items, modified secure test items, reading passages, writing prompts, or answer keys for instructional purposes.
	Secure test materials being shared with the media (such as the writing prompts, test items, or reading passages), or allowing media to observe a secure test administration.
	Adult or student improperly removing secure testing materials such as test items, stimuli, reading passages, writing prompts, or scratch paper from the testing environment.

APPENDIX D: ACCESSIBILITY GUIDELINES FOR CLASSROOM ACTIVITIES

Students with disabilities are allowed to have accommodations, and English learners should have access to language supports they regularly use during classroom instruction. The information noted in Table 18 provides teachers with options that may be implemented during the activity as needed for students to have appropriate access to the information included in the Classroom Activity.

Overall Strategies for the Classroom Activity are as follows:

- Teachers may employ the same strategies for the Classroom Activity they use during instruction to attend to the diversity of individual student needs.

- Teachers may employ formative practices and professional judgment to determine whether or not individual students require additional support or scaffolding to meet the objectives of the Classroom Activity.

- Teachers can read and reread aloud any text included in the Classroom Activity.

- Teachers may employ assistive technologies that are typically available during instruction.

- The additional supports and strategies described in the table below may be made available to any student based on the student's individual needs and are not limited to particular impairments or to students who have individualized education programs (IEPs) or Section 504 plans.

- Teachers may adjust any Classroom Activity to allow for different instructional settings (e.g., individual student make-up activity, remote learning environment).

- Teachers may employ more than one suggested strategy listed in the table below to meet student needs.

- These strategies are not mutually exclusive.

Table 18: Classroom Activity Guidance for Needs-Specific Accessibility Options

Student Need	Guidance for Accessibility (Student IEP and Section 504 plans supersede these guidelines)
Visual Impairments	• Reading Materials: All materials required to be read by a student may be read aloud to the student. • Pictures, Figures, Drawings, and Photographs: Descriptions may be read to students. In addition, teachers may provide students with further explanation of the descriptions. These explanations may clarify the description without adding additional content. • Graphs: Further descriptions or repetition of descriptions may be necessary for a student. These explanations may clarify the description without adding additional content. • Venn Diagrams: Venn diagrams may be described to the student. In addition, a teacher may use a different chart, diagram format, or graphic organizer.
Reading Impairments	• Reading Materials: All materials required to be read by a student, may be read aloud to the student. • Writing Activities: All activities that require the student to write may allow for an oral response or the use of technology usually used by the student in a classroom environment.

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Student Need	Guidance for Accessibility (Student IEP and Section 504 plans supersede these guidelines)
Physical Impairments	• Kinesthetic Activities: If a student cannot participate in a kinesthetic activity, the student may be asked to describe the activity orally. • Activities Requiring Movement: Tasks such as moving around the room or coming up to the board can be modified to allow the teacher or other students to interact with the student or allow for the student to respond orally. • Writing Activities: If helpful to a student, all activities that require the student to write may allow for an oral response or the use of technology usually used by the student in a classroom environment.
Hearing Impairments	• Activities Requiring Listening: Listening activities may be presented in American Sign Language (ASL). For activities that require students to describe sounds, such as those from a thunderstorm, a sound may be described by the student as how it feels and looks. • Activities Requiring Oral Responses: Oral responses may be provided via sign language or in writing.
Expressive Language Impairments	• Activities Requiring Oral Responses: Oral responses may be provided in writing, using a communication device, or any other means that the student uses to communicate.
English Learners	• Reading Materials: All materials required to be read by a student, may be read aloud to the student. • Writing Activities: All activities that require the student to write may allow for an oral response. • Visual Supports: If helpful to a student, vocabulary and key contextual topics may be supplemented with visual supports. • Flexible Grouping: Teachers may administer the Classroom Activity in flexible groups based on English language proficiency. • Activities Requiring Oral Responses: Oral responses may be provided in writing. • Students may use an English, non-English, and bilingual dictionary and thesaurus as needed.
Separate Setting	• Group activities may be tailored to occur between a single student and his or her educator where the educator and student share discussion and work. • Activities between student(s) and an educator may be conducted online or via a telephone connection. • All student-facing information included in a Classroom Activity should be presented to students working in a separate setting.

APPENDIX E: RESOURCES AND PRACTICES COMPARISON CROSSWALK

Smarter Balanced is committed to providing mathematics and English language arts/literacy (ELA) assessments that are accessible to all students. The Smarter Balanced assessments are accessible via a suite of resources (universal tools, designated supports, and accommodations) available locally or directly in the test platform. Although many resources, particularly those embedded in the system, may appear new, many of the resources are similar to those commonly used during classroom instruction. To help states identify similarities between the assessment resources and classroom practices, Smarter Balanced has developed a *Resources and Practices Comparison Crosswalk*. The *Crosswalk* lists resources currently included in the *Guidelines* document and assists educators and decision-makers by providing a description of both the resource and its classroom equivalent.

No.	*Guidelines* Resource	Description (See *Guidelines* for Full Description)	Pedagogical Practices	Description
1.	Breaks	The number of items per session can be flexibly defined based on the student's need.	Breaks	Students pace themselves while completing work. Students may move about the classroom or take a short break outside to refocus.
2.	Color Contrast	Enables students to adjust screen, printed background, or font color, based on student needs or preferences.	Color coding (Varied printing color and paper color)	Students have instructional materials that have different font or background paper color(s). Students may use one color for a main idea and another color for details when outlining or taking notes.
3.	Color Overlays	Color transparencies are placed over a paper-based assessment.	Color overlays	Color transparencies are placed over a paper-based assessment.
4.	Digital Notepad Global Notes Scratch Paper	These tools are used for making notes, computations, or responses about an item or performance task.	AVID Style Notes, Cornell Notes, brainstorming ideas, writing down connections, scratch paper, whiteboards, or notepaper	Strategies allow students to create notes or work on computations. Students may create two-column notes to record main ideas and to make connections with previous knowledge or ask questions. Students may organize ideas by listing all ideas for each topic and then prioritize.
5.	Highlighter	A digital tool for marking desired text, item questions, item answers, or parts of these with a color.	Highlighter	A digital or physical tool for marking desired text with a color. Students use highlighters to distinguish useful/meaningful text when completing an assignment. Students can denote main ideas, supporting details, and conclusion.

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No.	*Guidelines* Resource	Description (See *Guidelines* for Full Description)	Pedagogical Practices	Description
6.	Keyboard Navigation	Navigation throughout text can be accomplished by using a keyboard.	Students applying keyboarding skills using knowledge/skill of software	Students use classroom software programs such as Accelerated Reader, Interactive Math, Rosetta Stone, or EDMODO to complete classroom assignments, and make use of keyboarding skills in doing so.
7.	Magnification	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.	Large-print texts or use of magnifying devices during instruction	Visually impaired students are provided large-print versions of state textbooks to enable access to curriculum. Students use computer screen enlargement to work in teams.
8.	Mark for Review	Allows students to flag items for future review during the assessment.	Circle, star, or check (✓) the item numbers of problems or questions that have not been answered	Circling, starring, or placing a check mark by an item about which a student is unsure enables the student to proceed to the next item. Students may also use paper sticky flags to notate areas for review or rereading. Students may also circle steps within a mathematics problem to revisit or ask questions.
9.	Masking	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.	Use of white space on documents Masking device	During instruction, students use a masking device that covers up sections of text before/after they read it, to maintain visual attention. Teachers create a clean document for students to work from that is not too "busy" or crowded with distracting information. Students use paper to block test questions, to decrease distractions. Teachers block off text on classroom boards or overhead projectors to focus students on topics during whole-group discussions.
10.	Spell Check	Writing tool for checking the spelling of words in student-generated responses.	Proofreading	Students proofread other students' work using a dictionary. Teachers proofread students'

No.	*Guidelines* Resource	Description (See *Guidelines* for Full Description)	Pedagogical Practices	Description
				work and have students make specific corrections. Students use rubrics to evaluate their own work, including checking for spelling, grammar, or content.
			Automated spell-check device	Students use an automated spell-check device during instruction.
11.	Strikethrough	Allows users to cross out answer options.	Process of elimination	Students cross out the answers to multiple-choice items that are obviously wrong. Students cross out incorrect words in sentences.
12.	Zoom	A tool for making text or other graphics in a window or frame appear larger on the screen.	Large-print texts	Students receive large-print versions of state textbooks, or other text, to enable access to curriculum. Students have access to enlarged mathematics problems to make sure all steps are completed.
13.	Bilingual Dictionary	A bilingual/dual-language word-to-word dictionary is a language support.	Bilingual/dual-language paper dictionaries	Students use electronic or paper bilingual/dual-language dictionaries to look up word meanings during instruction.
14.	English Dictionary	An embedded English dictionary will be available for the full write portion of an ELA/literacy performance task. A non-embedded English dictionary may be available for the same portion of the test.	Electronic or paper English dictionary	Students use an electronic or paper English dictionary to look up word meanings.
15.	English Glossary	Grade- and context-appropriate definitions of specific construct-irrelevant terms are shown in English.	Identify useful text features for understanding new vocabulary	Students utilize embedded definitions in textbooks; definitions in footnotes, margins, photos, charts, and illustrations; and glossaries in the rear of textbooks to clarify word meanings.
			English glossaries (instructional materials)	Students use glossaries of terms in their textbooks or instructional materials.

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No.	*Guidelines* Resource	Description (See *Guidelines* for Full Description)	Pedagogical Practices	Description
16.	Stacked Translations	Stacked translations provide the full translation of each test item above the original item in English.	Bilingual glossaries	Students utilize bilingual glossaries in the rear of textbooks to find unknown word meanings. Students use bilingual word list(s) appropriate to the subject area and language acquisition.
			Stacked or bilingual translations	Students use bilingual translations during their instruction (homework, worksheets, etc.).
17.	Thesaurus	A thesaurus contains synonyms of terms while a student interacts with text included in the assessment.	Electronic or paper thesaurus	Students utilize a thesaurus to enrich their writing vocabulary and to hone their knowledge of nuances in the English language.
18.	Translation Glossaries	Translation glossaries are provided for selected construct-irrelevant terms for mathematics.	Translation glossaries (instructional materials)	Students use a translation glossary at the end of their text to facilitate transferring knowledge/skills from their primary language to English. Students use bilingual glossaries to find the meanings of content-specific words (e.g., mathematics, science, history). Glossaries may be located in the appendixes of their textbooks or instructional materials.
19.	Translated Test Directions	Students may see test directions in another language.	Translated test directions	Written translated test directions are provided on the page, on the board, or on a classroom visual media device. Students are provided both English and native-language directions to build skill and understanding in classroom directions.
			Translated instructions on assignments	Students have their assignment directions translated into their native language.
20.	Abacus	This tool may be used in place of scratch paper for students who typically use an abacus.	Counting devices (blocks, tiles, chips, etc.) or scratch paper	Students use items to count during instruction.

No.	*Guidelines* Resource	Description (See *Guidelines* for Full Description)	Pedagogical Practices	Description
21.	Alternate Response Options	Alternate response options include but are not limited to adapted keyboards, large keyboards, StickyKeys, MouseKeys, FilterKeys, adapted mouse, touch screen, head wand, and switches.	Dictated responses	Students dictate responses to a teacher or an instructional assistant who records them. Students use communication boards, picture representations, or other individual expressive communication devices.
22.	American Sign Language (ASL)	Test content is translated into ASL video. An ASL human signer and the signed test content are viewed on the same screen.	American Sign Language	An ASL interpreter or ASL-certified instructor signs during instruction.
23.	Braille	A raised-dot code that individuals read with the fingertips. Graphic material (e.g., maps, charts, graphs, diagrams, and illustrations) is presented in a raised format (paper or thermoform). Contracted and non-contracted braille are available; Nemeth code is available for mathematics.	Braille	Instructional materials and assignments are completed in braille.
24.	Calculator	A calculator may 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).	Handheld calculators or computer calculators	Calculators may be used to do basic calculation in multi-step mathematics processes that are not being assessed. A student may use the calculator offered with assistive technology devices (such as a talking calculator or a braille calculator).
25.	Closed Captioning	Printed text that appears on the computer screen as audio materials are presented.	Instructional videos; movies	In-class videos and films are used that contain closed captioning. Closed captioning is used in foreign-language classes.
26.	Math Tools	Examples include embedded ruler or embedded protractor.	Rulers, protractors, number lines, manipulatives	Students may use rulers, protractors, and manipulative materials to complete graphs, rays, and circumferences.
27.	Multiplication Table	A paper-based single-digit (1–9) multiplication	Paper-based multiplication table	Students use a multiplication table (often it is a sticker on

No.	*Guidelines* Resource	Description (See *Guidelines* for Full Description)	Pedagogical Practices	Description
		table.		their desk) during regular instruction and assessments.
28.	Print on Demand	Paper copies of passages/stimuli and/or items are printed for students.	Printed materials	Teacher-provided print materials are used to facilitate learning activities. Photocopies of passages are used instead of textbooks so that students can write and/or highlight.
29.	Separate Setting	The test location is altered so that the student is tested in a setting different from that made available for most students.	Special seating arrangements	Students who are easily distractible are provided strategic seating within the classroom, to improve focus. Students may come in during off periods to do homework or class assignments when the classroom has only a few students. During instruction and or testing, students are allowed to find an alternative environment to be in.
30.	Speech-to-Text / Scribe	Allows students to use their voices as input devices to the computer (or a human), to dictate responses or give commands (e.g., opening application programs, pulling down menus, and saving work).	Tape recorders, scribes, specific computer programs	Students may use a tape recorder or scribe as an alternative to writing when a processing or physical challenge is present. A trained adult then transcribes the student's response word-for-word on the student's test or assignment.
31.	Text-to-Speech / Read-Aloud	Text is read aloud to the student via embedded text-to-speech technology or a human.	Teacher or assistant reads aloud instructions	Listening skills are taught using read-aloud material, and then students are checked for understanding. Students listen to a prerecorded audio presentation (book-on-tape) of text or a book.
32.	Writing Tools	Examples include bold, italic, bullets, undo/redo.	Writing tools	Students use desktop publishing software (Microsoft Word) in order to type a story or article during instruction. Students may use italics and bullets to cite a reference or to emphasize important ideas.

APPENDIX F: MULTIPLICATION TABLE

A single-digit (1–9) multiplication table is a non-embedded accommodation for **grades 4 and above** mathematics items. The multiplication table is to be used *only* for students with a documented and persistent calculation disability (i.e., dyscalculia). This table can be printed and/or enlarged for students requiring this accommodation. It is also available as a PDF on the CAASPP Test Administrator (TA) Resources Web page at http://caaspp.org/ta-resources/.

MULTIPLICATION TABLE									
×	1	2	3	4	5	6	7	8	9
1	1	2	3	4	5	6	7	8	9
2	2	4	6	8	10	12	14	16	18
3	3	6	9	12	15	18	21	24	27
4	4	8	12	16	20	24	28	32	36
5	5	10	15	20	25	30	35	40	45
6	6	12	18	24	30	36	42	48	54
7	7	14	21	28	35	42	49	56	63
8	8	16	24	32	40	48	56	64	72
9	9	18	27	36	45	54	63	72	81

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APPENDIX G. ABOUT THE SECURE BROWSER

Students must use the secure browser installed on the computer to log on to the Student Testing Site. The secure browser is designed to ensure test security by prohibiting access to external applications or navigation away from the test.

Your school's Technology Coordinator is responsible for ensuring that the secure browser has been correctly installed on all computers to be used for testing at your school. If you are not sure that the secure browser was installed or you have questions, contact your Technology Coordinator.

> **Note:** For information about installing the secure browser, refer to the *Secure Browser Installation Manual*. This document is available on the California Assessment of Student Performance and Progress (CAASPP) Instructions and Manuals Web page at http://caaspp.org/administration/instructions/ and is located at http://caaspp.org/rsc/pdfs/CAASPP.secure-browser-manual.2015.pdf.

Precautions to Take

While the secure browser is an integral component of test security, Test Administrators (TAs) perform an equally important role in preserving test integrity. In addition to the guidelines put forth by the Smarter Balanced Assessment Consortium, the State of California, and individual local educational agencies (LEAs) or schools, TAs should be aware of the following and employ the necessary precautions while administering online tests:

- **Close External User Applications**

- Prior to administering the online assessments, TAs or other assigned staff should check all computers that will be used and close all applications except those identified as necessary by the School Technology Coordinator. After closing these applications, the TA should open the secure browser on each computer.

- The secure browser and Student Interface automatically detect certain applications that are prohibited from running on a computer while the secure browser is open. The secure browser will not allow a student to log on if the computer detects that a forbidden application is running. A message will also display that lists the forbidden application(s) that needs to be closed.

  The secure browser will not work if the computer detects that a forbidden application is running (see the next section).

- **Prohibit Testing on Computers with Dual Monitors**

- Systems that use a dual monitor setup typically display an application on one monitor screen while another application is accessible on the other screen.

  Students should *not* take online assessments on computers that are connected to more than one monitor except in extremely rare circumstances such as when a TA is administering a test via read-aloud and wants to have a duplicate screen to view exactly what the student is viewing for ease of reading aloud. In these rare cases where a dual monitor is allowed, Smarter Balanced requires that the monitors be set up to "mirror" each other. School Technology Coordinators can assist TAs in setting up the two monitors to ensure they mirror each other rather than operate as independent monitors.

  In these cases, all security procedures must be followed and the test administered in a secure environment to prevent others from hearing the questions or viewing the student or TA screens.

Forbidden Application Detection

The secure browser and Student Testing Site automatically detect certain applications that are prohibited from running on a computer while the secure browser is open, unless the student has Permissive Mode enabled for testing. When the secure browser is launched, the system checks all applications currently running on a computer. If a forbidden application is detected, the student will not be able to log on. A message will also be displayed that lists the forbidden application(s) that need to be closed.

> **Warning:** If a forbidden application is launched in the background while the student is already in a test, the student will be logged off and a message—"A forbidden program has started, and you will be logged out. Ask your Test Administrator for assistance."— will display. The student will have to close the forbidden application, reopen the secure browser, and log on to continue working on the assessment. This would be considered a test security incident. A test irregularity report must be completed.

Before administering tests, TAs should ensure that all software applications are closed before opening the secure browser on student computers. Contact your school's technology staff if you need assistance in closing forbidden applications.

Logging On to the Desktop Secure Browser

Students taking tests with a desktop secure browser must log on using their Confirmation Code, State-SSID, and Session ID. California students will be testing on dedicated, state-specific secure browsers which will include the CAASPP logo, as shown in Figure 15. LEA and technology staff should follow the instructions provided in the *Technical Specifications Manual for Online Testing* and *Secure Browser Installation Manual* to ensure that the latest version of the browser is present on each machine to be used for testing. Both of these manuals are available for download on the CAASPP Instructions and Manuals Web page at http://caaspp.org/administration/instructions/.

Figure 15. Sample student *Sign In* screen

About Testing on iPads, Android Tablets, and Chromebooks

Students taking tests on an iPad, Android tablet, or Chromebook must use devices that are already configured for secure online testing. These devices should be ready for testing before they are given to students. For detailed instructions on configuring iPads, Android tablets, and Chromebooks, refer to the *Technical Specifications Manual for Online Testing*, which is available on the CAASPP Instructions and Manuals Web page at http://caaspp.org/administration/instructions/.

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Configuring iPads

1. Tap the **AIRSecureTest** secure browser icon to open it.

2. Press the [**Home**] button three times in quick succession to enable Guided Access. (For more information about Guided Access, refer to the *Technical Specifications for Online Testing*.)

3. Tap the [**Start**] button in the upper-right corner. Guided Access is now activated.

4. When prompted, select "California" from the list of states (the test administration program will be autopopulated). This *Launchpad* page appears only once. The student *Sign In* screen will display.

5. The student *Sign In* screen should be ready for students to log on.

Configuring Android Tablets

1. Tap the **AIRSecureTest** secure browser icon to open it.

2. Follow the prompts on the screen. If you have not selected the secure browser keyboard, you will need to do so. (For Android secure browser keyboard instructions, refer to the *Technical Specifications for Online Testing* manual.)

3. When prompted, select "California" from the list of states (the test administration program will be autopopulated). This Launchpad page appears only once. The student *Sign In* screen will display.

4. The student *Sign In* screen should be ready for students to log on.

Configuring Chromebooks

1. From the [**Apps**] link on the Chrome OS login screen, select the **AIRSecureTest** secure browser.

2. When prompted, select "California" from the list of states (the test administration program will be auto-populated). This *Launchpad* page appears only once. The student *Sign In* screen will display.

3. The student *Sign In* screen should be ready for students to log on.

About Permissive Mode

Permissive Mode is a designated support option that must be enabled in the Test Operations Management System (TOMS). When Permissive Mode is enabled, students can use accessibility software in addition to the secure browser.

Permissive Mode becomes enabled when the student is approved for testing. Students who have the Permissive Mode setting enabled must **not** continue with the logon process until their accessibility software is correctly configured. Otherwise, they will have to log off and resume the logon process.

Using accessibility software with the secure browser:

1. Open the required accessibility software.

2. Open the secure browser. Begin the normal logon process through to TA approval (for logon instructions, refer to Student Logon and Test Selection).

3. When a student is approved for testing, two things happen:

   a. The student sees the *Is This Your Test?* screen (Step 4, Verifying Test Information).

   b. The secure browser allows the operating system's menu and task bar to appear:

   Windows: Start menu and bottom task bar

   Mac: Apple menu and top task bar

4. The student *must immediately switch* to the accessibility software that is already open on the computer so that it appears "on top" of the secure browser. The student cannot select within the secure browser until the accessibility software is set up.

   a. **Windows:** Use [**Alt**] + [**Tab**] to switch to the accessibility software application or select the application in the task bar.

   b. **Mac:** Use [**Ctrl**] + [**Tab**] to switch to the accessibility software application or select the application in the dock.

5. The student configures the settings in the accessibility software.

6. After configuring the accessibility software settings, the student returns to the secure browser.

   Important: Once the secure browser is back "on top," the student can no longer switch back to the accessibility software. The taskbar and operating system menu will also be hidden. If changes need to be made, the student will need to log off and back in again.

7. The student selects [**Yes, Start My Test**] and continues with the logon process.

Notes:

- Permissive Mode is available only for computers running supported desktop Windows and Mac operating systems. For information about supported operating systems, refer to the *Technical Specifications Manual for Online Testing*.

- Accessibility software must be certified for use with the Smarter Balanced Test Delivery System.

- Forbidden applications will still not be allowed to run.

Secure Browser Error Messages

Possible error messages displayed by the open-source secure browser are shown in Table 19.

Table 19. Secure Browser Error Messages

Message	Description
Secure Browser Not Detected	The system automatically detects whether a computer is using the secure browser to access the online assessments. The system will not permit access to a test other than through the secure browser; under no condition should a student access a test using a nonsecure browser.

Message	Description
Unable to Establish a Connection with the Test Delivery System	If a computer fails to establish a connection with the test delivery system, a message will be displayed like the one in Figure 16. This is most likely to occur if there is a network-related problem. The causes may include an unplugged network cable or a firewall not allowing access to the Web site.

Figure 16. Unable to Establish Connection message

Force-Quit Commands for Secure Browsers

In the rare event that the secure browser or test becomes unresponsive and you cannot pause the test or close the secure browser, you have the ability to "force quit" the secure browser.

To force the browser to close, use the following keyboard commands. (Reminder: This will log the student off of the test he or she is taking. When the secure browser is opened again, the student will have to log back on to resume testing.)

Warning: You are strongly advised against using the force-quit commands, as the secure browser treats this action as an abnormal termination. The secure browser hides features such as the Windows taskbar; if the secure browser is not closed correctly, then the taskbar may not reappear correctly.

These commands should be used only if the [Close Secure Browser] button does not work.

Note: The force-quit command will log the student off of the test he or she is taking. When the secure browser is opened again, the student will have to log on again to resume testing.

Force-quit Commands

Windows: [**Ctrl**] + [**Alt**] + [**Shift**] + [**F10**]
Mac OS X: [**Ctrl**] + [**Alt**] + [**Shift**] + [**F10**]
Linux: [**Ctrl**] + [**Alt**] + [**Shift**] + [**Esc**]

Note for Windows and Mac Users:
If you are using a laptop or netbook, you may also need to press the [**FN**] key before pressing [**F10**].

Force-quit commands do not exist for the mobile secure browser for iOS and Android tablets. To close the secure browser:

- **iOS (iPads):** Triple-click the [**Home**] button to exit Guided Access, and then close the app as you would any other iOS app.

- **Android:** Tap the [**Exit**] button in the upper-right corner to close the secure browser.

APPENDIX H: NON–PERFORMANCE TASK PAUSE RULE SCENARIOS

Scenarios:

1. If the non–performance task (non-PT) portion of the test is paused for less than 20 minutes, the student can return to previous test pages and change the response to any item he or she has already answered within a segment.

2. If the non-PT portion of the test is paused for more than 20 minutes, the test will return the student to the last page with unanswered items when the student resumes testing. If a page has both answered and unanswered items, the student may change any answers on that page. The student may not return to previous pages and cannot change answers to items on previous pages.

   a. Example: A single test page has items 4–10. A student answers items 4–7 and pauses the test for more than 20 minutes. When the student resumes testing, he or she can change answers to items 4–10 but cannot return to items 1–3 on an earlier page.

   b. Example: A page contains items 9–11 and a student answers all of those items before pausing the test for more than 20 minutes. When the student resumes testing, he or she will begin on item 12 and cannot return to items 1–11.

APPENDIX I: LEA CAASPP COORDINATOR CHECKLIST

	LEA CAASPP Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
	Direct Responsibilities				
☐	1. Notify schools when training materials are available.	*Online Test Administra-tion Manual (TAM)*, section *2.1*		Complete at least 5–6 weeks prior to testing.	http://caaspp.org/training/caaspp/
☐	2. Notify schools when administration manuals are available.	*TAM,* section *2.1*		Complete at least 5–6 weeks prior to testing.	http://caaspp.org/administration/instructions/
☐	3. Review all Smarter Balanced policy and test administration documents.	*TAM*, section *2.1*	3 to 5 hours	Complete at least 5–6 weeks prior to testing.	http://caaspp.org/administration/instructions/
☐	4. Review scheduling and testing requirements with CAASPP Test Site Coordinators (SCs).	*TAM*, sections *7.2* and *7.3*	60–90 minutes	Complete at least 3–4 weeks prior to testing.	http://caaspp.org/administration/instructions/
☐	5. Plan any state-required training for SCs and Test Administrators (TAs); retrain as needed.	*None*		Complete at least 3 weeks prior to testing.	
☐	6. Review training modules and schedule training session for SCs.	*TAM*, section *2.1*	2–3 hours	Complete while spaced over 2–3 weeks prior to testing.	http://caaspp.org/training/caaspp/
☐	7. Review security procedures with SCs and TAs.	*TAM,* sections *3.0, 4.0,* and *Appendix C*		Complete at least 2–3 weeks prior to testing.	http://caaspp.org/training/caaspp/ http://caaspp.org/administration/instructions/

	LEA CAASPP Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
☐	8. Work with LEA Technology Coordinators to ensure timely computer setup. • Conduct network diagnostics. • Download the secure browser. • Verify that schools meet the minimum technology requirements.	*Technical Specifications Manual (TSM)*, section *I*, Network Diagnostic Tools *Secure Browser Installation Manual*, section *V* *TSM*, sections *II* and *III*	5–10 hours	Complete at least 2 weeks prior to testing.	http://caaspp.org/rsc/pdfs/secure-browser-manual.2015.pdf http://caaspp.org/rsc/pdfs/tech-specs-manual.2015.pdf
☐	9. Work with schools to review and verify California Longitudinal Pupil Achievement Data System (CALPADS) student demographic data in the Test Operations Management System (TOMS).	*TOMS Online Student Test Settings User Guide*	2–4 hours	Complete at least 2 weeks before testing and during testing.	http://caaspp.org/rsc/pdfs/CAASPP.student-test-settings.2015.pdf
☐	10. Perform an equipment needs assessment based on individual student requirements. • Work with the SC to identify students who will need specialized equipment for accommodations. • Communicate with the SC/TAs to identify the number of headsets needed in order to take the English language arts/literacy (ELA) Listening portions of the assessment. Place order for the number of headsets needed plus extra.	*None*	1–2 hours	Complete at least 2 weeks prior to testing.	Students are permitted and encouraged to use their own ear buds or headsets—but LEAs and schools should also plan on having some available.

	LEA CAASPP Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
	Monitor Administration Activities				
☐	11. Investigate all testing improprieties, irregularities, and breaches reported by TAs. • Follow reporting procedure according to section *4.0*.	*TAM, section 4.0*	As needed	Ongoing. Deadline for all submissions will be one week after the testing window closes.	http://caaspp.org/rsc/pdfs/CAASPP.online_tam.2015.pdf
☐	12. Report any test security incident in the Appeals module in TOMS (if appropriate) and report to the appropriate personnel according to the guidelines in section *4.0* and *5.0*.	*TAM, sections 4.0 and 5.0 Appeals User Guide*	As needed		http://caaspp.org/rsc/pdfs/CAASPP.online_tam.2015.pdf http://caaspp.org/rsc/pdfs/CAASPP.appeals-guide.2015.pdf
☐	13. Monitor with the LEA Technology Coordinator any technical problems to apply resolutions or disseminate information at other school sites prior to testing.	None		Ongoing throughout the testing window.	
	Oversight Responsibilities				
☐	1. Ensure that SCs and TAs in the LEA are appropriately trained and aware of policies and procedures, especially related to security.	*TAM, sections 3.0 and 4.0*		Complete at least 3 weeks prior to testing.	http://caaspp.org/rsc/pdfs/CAASPP.online_tam.2015.pdf
☐	2. Review school test administration schedules for adequate time and resource planning.	*TAM, section 7.3*		Complete at least 3 weeks prior to testing.	http://caaspp.org/rsc/pdfs/CAASPP.online_tam.2015.pdf
☐	3. Verify that SCs and TAs have reviewed student information in TOMS and are verifying student settings for designated supports and accommodations in TOMS.	*TOMS Assigning and Managing Student Test Registration*		Complete at least 2 weeks prior to testing.	http://caaspp.org/rsc/pdfs/CAASPP.student-test-settings.2015.pdf

	LEA CAASPP Coordinator Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
☐	4. You or your designee must be available during your testing window for questions and problem solving.	*None*		Complete during your entire testing window.	
☐	5. Communicate regularly with SCs any emerging trends or issues.	*None*		Complete during your entire testing window.	

Contact Information	
Questions about state policies	Questions about technology and the overall administration procedures
California Department of Education Accommodations, Test Policy, Testing Irregularities Name: **CAASPP Office** Phone: **916-445-8765** E-mail: **caaspp@cde.ca.gov** **California Department of Education** **(in the event of a security breach or irregularity)** Name: **CAASPP Office** Fax: **916-319-0969** E-mail: **CAASPPirreg@cde.ca.gov**	**California Technical Assistance Center** 800-955-2954 CalTAC@ets.org http://caaspp.org/about/smarter-balanced/ http://caaspp.org/administration/instructions/ Hours of operation: Monday through Friday, 7 a.m. to 5 p.m. PT

APPENDIX J: CAASPP TEST SITE COORDINATOR CHECKLIST

CAASPP Test Site Coordinator (SC) Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
Direct Responsibilities				
☐ 1. Attend trainings your LEA offers and review all Smarter Balanced policy and test administration documents.	*Online Test Administration Manual (TAM)*, section *2.1*	2 to 4 hours	Complete at least 3 weeks prior to testing.	http://caaspp.org/rsc/pdfs/CAASPP.online_tam.2015.pdf
☐ 2. Ensure that all Test Administrators (TAs) attend your school's or LEA's training and review the self-paced online training modules posted on the CAASPP portal. Review with TAs the videos ("What is a CAT?" and "What are Universal Tools?") and encourage them to show these to their students in preparation for the test.	*TAM*, section *2.1*	2–3 hours	Complete at least 3 weeks prior to testing.	http://caaspp.org/rsc/pdfs/CAASPP.online_tam.2015.pdf http://caaspp.org/training/CAASPP/
☐ 3. Work with technology personnel to ensure timely computer setup: • Conduct network diagnostics. • Download the secure browser. • Verify that your school has met the minimum technology requirements. • Ensure that other technical issues are resolved before and during testing.	*Technical Specifications Manual (TSM)*, section *I*, Network Diagnostic Tools *Secure Browser Installation Manual* *TSM*, sections *II* and *III*	5–10 hours	Complete at least 3–4 weeks prior to testing.	http://caaspp.org/rsc/pdfs/secure-browser-manual.2015.pdf http://caaspp.org/rsc/pdfs/tech-specs-manual.2015.pdf

	CAASPP Test Site Coordinator (SC) Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
☐	4. Communicate with the TAs to identify the number of headsets needed for each testing site and ensure that the needed number are available at least two weeks prior to the testing window. • Headsets are required for the English language arts/literacy (ELA) Listening portions of the assessment, for students who require text-to-speech, or for students requiring audio glossaries (mathematics only). • Communicate with the LEA CAASPP Coordinator to identify the number of headsets needed.	*None*	Up to 1 hour	Complete at least 2 weeks prior to testing.	Order the number needed plus extra. Students are permitted and encouraged to use their own ear buds or headsets—but LEAs and schools should also plan on having some available.
☐	5. Perform an equipment needs check based on individual student requirements. • Work with TAs to identify students who will need specialized equipment for accommodations.	*None*	1–2 hours	Complete at least 2 weeks prior to testing.	
☐	6. Based on the test administration windows, work with TAs and LEA CAASPP Coordinators to establish a testing schedule.	*TAM,* section 7.4	2–4 hours	Complete at least 1–2 weeks prior to testing.	http://caaspp.org/rsc/pdfs/CAASPP.online_tam.2015.pdf

	CAASPP Test Site Coordinator (SC) Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
☐	7. Work with TAs to review student information in the Test Operations Management System (TOMS) before students are tested to ensure that correct student information and test settings for designated supports and accommodations are applied.	*TOMS Assigning and Managing Student Test Registration* *TAM,* section *9.2*	2–4 hours	Complete at least 1–2 weeks prior to testing.	http://caaspp.org/rsc/pdfs/CAASPP.student-test-settings.2015.pdf http://caaspp.org/rsc/pdfs/CAASPP.online_tam.2015.pdf
☐	8. Establish a place to test those students who need a separate test setting.	*Usability, Accessibility, and Accom-modations Guidelines*	1–2 hours	Complete at least 1–2 weeks prior to testing.	http://caaspp.org/administration/instructions/
☐	9. Work with TAs to plan a quiet activity for each test session for students who finish early.	*None*	30 minutes	Complete the week of testing.	The activity should not be related to the test being given. For example, students who finish early may work on assignments for unrelated subjects or read a book.
☐	10. Because all assessments will have computer adaptive non–performance task (non-PT) items plus a performance task (PT) with a classroom-based activity: • Download and review the Classroom Activity for your grade(s). • Work with your TAs to plan the administration of the Classroom Activity.	*TAM,* section *9.2*	30–60 minutes planning the day prior to adminis-tering the PT	Complete the week of testing.	Administration of the non-PT items plus a PT with a classroom-based activity will require advance preparations. http://caaspp.org/
☐	11. Ensure proper handling of all printed test materials and scratch paper. Collect all test materials on each day of testing to keep in a secure location until after the test session, and then destroy according to the security policy outlined in	*TAM,* sections *3.2* and *11.0*		Complete during and after testing window.	http://caaspp.org/rsc/pdfs/CAASPP.online_tam.2015.pdf

	CAASPP Test Site Coordinator (SC) Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
	the *TAM*.				
☐	12. Ensure adherence to all security policies. • Read and sign the *CAASPP Test Security Agreement* and submit it to your LEA CAASPP Coordinator. • Ensure that all TAs read and sign *CAASPP Test Security Affidavits*.	*TAM,* section *3.0*			http://caaspp.org/rsc/pdfs/CAASPP.online_tam.2015.pdf
☐	13. Document any testing impropriety, irregularity, or breach and report to the LEA CAASPP Coordinator immediately after learning of the incident.	*TAM,* sections *4.0* and *5.0*	As needed	Ongoing	http://caaspp.org/administration/forms/
	Monitor Administration Activities				
☐	14. Monitor testing progress during the testing window and ensure that all students participate as appropriate, addressing student issues as needed.	*None*	As needed	Ongoing	
☐	15. Raise any technical issues with the School Technology Coordinator for resolution.	*None*	As needed	Ongoing	
☐	16. Review, investigate, and report on all potential testing improprieties, irregularities, and breaches reported by the TA. Mitigate incidents when appropriate.	*TAM,* sections *4.0* and *5.0*	As needed	Ongoing	http://caaspp.org/rsc/pdfs/CAASPP.online_tam.2015.pdf http://caaspp.org/administration/forms/
	Oversight Responsibilities				
☐	17. Verify that TAs have verified student settings for designated supports and accommodations in TOMS.	*TOMS Online Student Test Settings User Guide*		Complete at least 1–2 weeks prior to testing.	http://caaspp.org/rsc/pdfs/CAASPP.student-test-settings.2015.pdf
☐	18. Verify that TAs or other instructional staff have administered the Classroom Activity.	*None*		Complete no more than three days prior to testing the	

	CAASPP Test Site Coordinator (SC) Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
				PT.	
☐	19. Verify that TAs have scheduled make-up sessions of the Classroom Activity for students who were absent for the first administration.	*None*		Complete no more than three days prior to testing the PT.	
☐	20. Assist TAs in taking proper measures to ensure that students have access only to allowable non-embedded resources during testing.	*None*		Complete prior to testing.	
☐	21. Verify that TAs are adhering to all test security policies and practices.	*TAM,* sections *3.0, 4.0, 5.0,* and *Appendix C*		Complete during testing.	http://caaspp.org/rsc/pdfs/CAASPP.online_tam.2015.pdf

Contact Information	
Questions about the overall administration and state policies	**Questions about technology and the overall administration procedures**
California Department of Education Accommodations, Test Policy, Testing Irregularities 　Name:　CAASPP Office 　Phone:　916-445-8765 　E-mail:　caaspp@cde.ca.gov	School Technology Coordinator 　Name: _____ 　Phone: _____ 　E-mail: _____ LEA CAASPP Coordinator 　Name: _____ 　Phone: _____ 　E-mail: _____ http://caaspp.org/administration/instructions/

APPENDIX K: TEST ADMINISTRATOR CHECKLIST

	Test Administrator (TA) Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
☐	1. Review all Smarter Balanced policy and test administration documents, particularly the *Test Administrator (TA) Reference Guide (Reference Guide).*	*Reference Guide, section I*	1–2 hours	Complete at least 2–3 weeks prior to testing.	http://caaspp.org/rsc/pdfs/CAASPP.ta-reference-guide.2015.pdf
☐	2. Review the training modules and attend school or local educational agency (LEA) training sessions, if any are offered.	*Online Test Administration Manual (TAM), section 2.1*	2–3 hours	Complete at least 2–3 weeks prior to testing.	http://caaspp.org/training/CAASPP/ http://caaspp.org/rsc/pdfs/CAASPP.online_tam.2015.pdf
☐	3. Show students the videos "What is a CAT?" and "What are Universal Tools?"	*TAM, section 2.1*	1 hour	Complete while spaced over 2–3 weeks prior to testing.	http://caaspp.org/training/CAASPP/
☐	4. Provide students with a walk-through of the Training Test and/or Practice Test for familiarity with navigation of the system and tools.	*Reference Guide, Appendix B*	1 hour	Complete while spaced over 2–3 weeks prior to testing.	http://caaspp.org/rsc/pdfs/CAASPP.ta-reference-guide.2015.pdf http://caaspp.org/practice-and-training/
☐	5. Perform an equipment needs check based on individual student requirements. • Work with the CAASPP Test Site Coordinator (SC) to identify students who will need specialized equipment for accommodations.	*None*	1–2 hours	Complete at least 2 weeks prior to testing.	Students are permitted and encouraged to use their own ear buds or headsets—but LEAs and schools should also plan on having some available.

	Test Administrator (TA) Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
☐	6. Work with the SC to determine precise testing schedules based on the test administration windows selected by the school schedule. • Make sure your students' test administration schedule includes allowable breaks and time for the Classroom Activity prior to the performance task.	*TAM, section 7.3*		Complete at least 1–2 weeks prior to testing.	
☐	7. Confirm that you have received your Test Operations Management (TOMS) logon information. You should have received an automated e-mail from TOMS notifying you of how to log on. You will also use this username and password for the Online Testing System.	*TOMS Passwords, Access, and Logon Guide*	30–60 minutes	Complete at least 1–2 weeks prior to testing.	If you have not received this information, please check your spam/junk e-mail folder to see if it was mistakenly routed there. If not, check with your SC. http://caaspp.org/rsc/pdfs/CAASPP.TOMS-access-and-logon.2015.pdf
☐	8. Work with your SC to ensure that each student has a Statewide Student Identifier (SSID) and is registered for an appropriate paper-pencil test as necessary.	*None*	2–4 hours	Complete at least 1–2 weeks prior to testing.	
☐	9. Confirm each student's test settings for designated supports and accommodations in TOMS against their individualized education program (IEP), Section 504 plan, or other relevant documentation as appropriate.	*TOMS Online Student Test Settings User Guide*	2–4 hours	Complete at least 1–2 weeks prior to testing.	http://caaspp.org/rsc/pdfs/CAASPP.student-test-settings.2015.pdf

	Test Administrator (TA) Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
☐	10. Ensure that the secure browser has been downloaded to any computer(s) on which students will be testing.	*Secure Browser Installation Manual*	1–2 hours	Complete at least 1–2 weeks prior to testing *and again* the day before testing or morning of testing.	Check with your SC or School Technology Coordinator if the [**Secure Browser**] icon is missing. http://caaspp.org/rsc/pdfs/CAASPP.secure-browser-manual.2015.pdf
☐	11. Prior to administration, check all computers that will be used and close all applications except those identified as necessary by the school's Technology Coordinator. Make sure that no computer has dual monitors. • Work with your SC to set system volume prior to students launching the secure browser to ensure students can hear the audio portions of the ELA segment.	*None*	1–2 hours	Complete the morning of testing.	The TA should open the secure browser on each computer after closing any unnecessary applications.
☐	12. Communicate to students the need for headsets in order to take the English language arts/literacy (ELA) Listening portions of the assessment. a. Identify any students who may not have their own headsets and make arrangements with the school to have headsets available for those students. Counts should be determined prior to testing. b. Also have extra headsets on hand for students who may forget to bring theirs.	*None*		Make a count of needed headsets (vs students who have their own) at least 3 weeks prior to testing and tell your SC the number needed. Three days before testing, remind students to have their headsets available the day of tests. One day before testing, remind students to bring their	Administration of the ELA assessment will contain a listening portion. Students will need ear buds or headsets. Make sure your school has extras available for students who may need them on the day of testing. Have extra headsets on hand in case students forget.

	Test Administrator (TA) Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
	c. Send reminders to students and parents several days before and the day prior to testing to remind parents that students may bring their own headsets but that headsets will be provided to students without headsets on the day of testing.			headsets.	
☐	13. All assessments will have computer adaptive non–performance task (non-PT) items plus a performance task (PT) with a Classroom Activity. a. Obtain the Classroom Activity from your SC and plan for the administration. b. Administer the Classroom Activity.	*TAM,* section *9.2*	60 minutes planning the day prior to adminis-tering the PT 30 minutes actual Classroom Activity admin-istration time	Complete the week of testing.	Administration of the non-PT items plus a PT with a classroom-based activity will require advance preparations. http://caaspp.org/rsc/pdfs/CAASPP.online_tam.2015.pdf
☐	14. Plan a quiet activity for each test session for students who finish early.	*None*	15–30 minutes	Complete the week of testing.	The activity should not be related to the test being given. For example, students who finish early may work on assignments for unrelated subjects or read a book.
☐	15. Administer the Smarter Balanced assessments, following the script and directions for administration. Provide any necessary non-embedded designated supports and accommodations.	*Test Administrator Online Directions for Administra-tion, section II*		Complete the day(s) of testing.	Provide students with scratch paper for all test sessions. Also provide students in grades 6 and above graph paper for the mathematics assessments. http://caaspp.org/rsc/pdfs/CAASPP.ta-odfa.2015.pdf

	Test Administrator (TA) Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
☐	16. On the day of testing, verify that the students have their logon information (first name, SSID, and Session ID).	*TAM,* section *9.2*		Complete the day(s) of testing.	http://caaspp.org/rsc/pdfs/CAASPP.online_tam.2015.pdf
☐	17. Review all guidelines for creating a secure test environment. • Review all security procedures and guidelines in the *TAM*. • Carefully read and sign the *CAASPP Test Security Affidavit*.	*TAM,* section *3.0*		Prior to and during day(s) of testing.	http://caaspp.org/rsc/pdfs/CAASPP.online_tam.2015.pdf
☐	18. Make sure the physical conditions of the testing room are satisfactory. • Make sure that no instructional materials directly related to the content of the assessments are visible. • Students should be seated so there is enough space between them, or provide desktop partitions to minimize opportunities to look at each other's screen. • Actively monitor students throughout the test sessions. • Students who are not being tested may not be in the room where a test is being administered.	*TAM,* section *3.0*		Complete the day(s) of testing.	• Make sure students clear their desks and put away all books, backpacks, purses, cell phones, electronic devices of any kind, and other materials not needed for the test. • Ensure that students do not access unauthorized electronic devices (such as cell phones) at any time during testing. http://caaspp.org/rsc/pdfs/CAASPP.online_tam.2015.pdf

	Test Administrator (TA) Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
☐	19. Report any testing improprieties, irregularities, and breaches to the SC and LEA CAASPP Coordinator in writing immediately following an impropriety, irregularity, or breach.	*TAM,* sections *4.0, 5.0,* and *Appendix C*		Complete as soon as possible during or immediately following testing.	http://caaspp.org/rsc/pdfs/CAASPP.online_tam.2015.pdf http://caaspp.org/administration/forms/
☐	20. Securely dispose of all printed testing materials, including student logon information, print-on-demand documents, and scratch paper in a secure manner.	*TAM,* sections *3.0* and *11.0*		Complete after testing.	http://caaspp.org/rsc/pdfs/CAASPP.online_tam.2015.pdf

Contact Information	
Questions about the overall administration and state policies	**Questions about technology and the overall administration procedures**

California Department of Education
Accommodations, Test Policy, Testing Irregularities
  Name: **CAASPP Office**
  Phone: **916-445-8765**
  E-mail: caaspp@cde.ca.gov
	School Technology Coordinator
	  Name: _____
	  Phone: _____
	  E-mail: _____
	
	CAASPP Test Site Coordinator
	  Name: _____
	  Phone: _____
	  E-mail: _____
	
	LEA CAASPP Coordinator
	  Name: _____
	  Phone: _____
	  E-mail: _____

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