

CALIFORNIA

Assessment of Student Performance and Progress

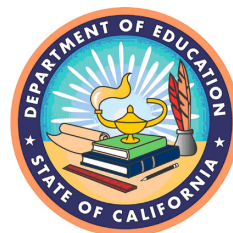
Directions for Administration for the Smarter Balanced Online Summative Assessments

Winter/Spring 2015

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



California Assessment of
Student Performance and Progress



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Table of Contents

Prior To Administering a Test Session	3
Administering a Test Session	4
Monitoring Student Progress.....	12
Monitoring Test Selection.....	12
Monitoring Test Progress.....	12
Ending a Test Session	14
Testing Over Multiple Sessions or Days	16
Administering Over Multiple Days	16
Test Expiration.....	16
Appendix A. Estimated Testing Times and Durations.....	18
Testing Time and Recommended Order of Administration	18
Appendix B: Computer Adaptive Test Pause Rule Scenarios	23
Appendix C: Test Administrator Checklist.....	24

List of Tables

Table 1: Estimated Testing Times for Smarter Balanced Assessments.....	18
Table 2: Assessment Sequence—ELA.....	21
Table 3: Assessment Sequence—Mathematics	22

Table of Figures

Figure 1. Monitoring student progress in the TA Interface.....	12
Figure 2. Monitoring student status in the TA Interface.....	13
Figure 3. Single Sign-On system banner	15
Figure 4. Sample <i>End Segment</i> screen.....	16

Prior to Administering a Test Session

Before you administer a test session, check to see if the following has been completed:

- ☐ Verify the security of the testing environment prior to beginning a test session.
 - ✓ Student seats are arranged in a way so they cannot see each other's answers.
 - ✓ All displayed instructional materials (e.g., vocabulary charts, periodic tables, etc.) are covered or taken down.
 - ✓ Post "TESTING IN PROGRESS—DO NOT DISTURB" signs outside of the testing room.
- ☐ Ensure that students do not have access to digital, electronic, or manual devices (e.g., cellphones) during testing.
- ☐ Make sure each testing device or workstation has headphones.
- ☐ **Recommended:** Launch secure browsers on all testing devices before students sit down to test.

Before you administer a **performance task (PT)** test session, check to see if the following has been completed:

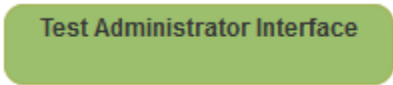
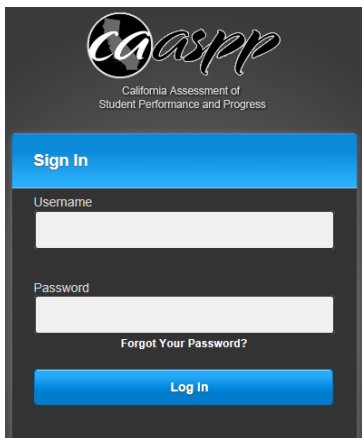
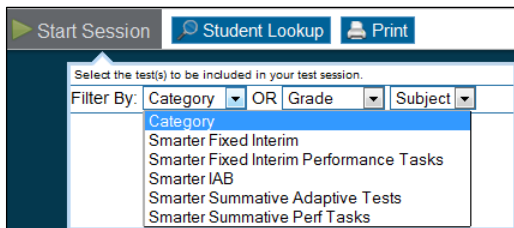
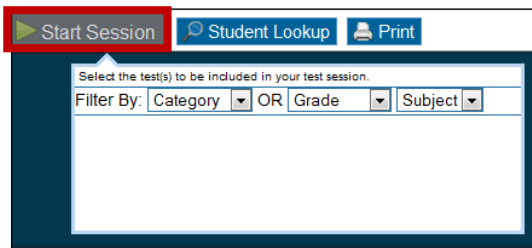
- ☐ The appropriate Classroom Activity has been administered to students within three days prior to the administration of the PT.
 - ✓ There should be no more than a three-day lapse between the Classroom Activity and the PT administration.
- ☐ Content from the Classroom Activity is not to be available to students (i.e., do not put any content from the Classroom Activity on the board, in handouts, etc.).
- ☐ Student notes from the Classroom Activity are not accessible or used during the PT.
 - ✓ Notes must be collected before proceeding to the PT and stored in a secure location until securely shredded.

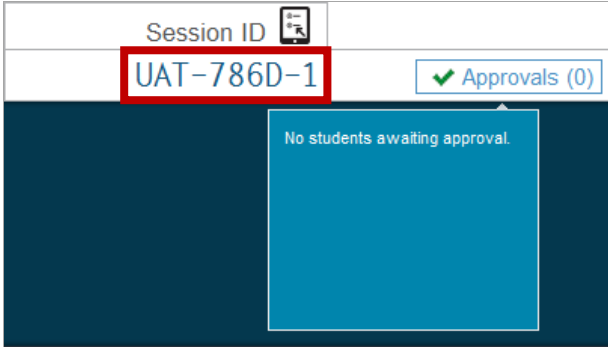
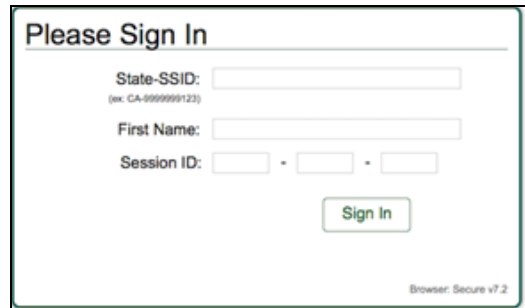
Remember:

- All PTs must be preceded by the administration of a Classroom Activity. 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 PT remains active for only **10 calendar days** after the student has begun the PT.
- A student's computer adaptive test (CAT) remains active until the student completes and submits the test or **45 calendar days** after the student has begun the test, whichever occurs first.

Administering a Test Session

To administer a test session, follow the steps in the table below.

Step	Test Administrator	Student
1	Navigate to the CAASPP portal at http://caaspp.org/ on a Web browser.	
2	Select the [Test Administrator Interface] button.	
		
3	Log on to the TA Interface using your sign in credentials.	
		
4	Select the test(s) to administer in the test session filtering by either category or grade and subject.	
		
5	Select the [Start Session] button.	
		

Step	Test Administrator	Student
6	<p>Inform students of the test Session ID.</p> <p>The Session ID is automatically generated upon selecting [Start Session] in Step 4. Write the Session ID on a place where all students can clearly see.</p>  <p>SAY:</p> <p>Today, you will take the Smarter Balanced [insert grade, ELA/mathematics, and CAT/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).</p> <p>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.</p>	
7	<p>Provide students with logon information:</p> <ul style="list-style-type: none"> • State-SSID: "CA" followed by a hyphen "-" and the student's Statewide Student Identifier (SSID) • First Name: Student's legal first name as spelled in the California Longitudinal Pupil Achievement Data System (CALPADS) • Session ID: TA-generated Session ID <p>Logon information may be provided on a card or piece of paper; must be collected and securely destroyed at the end of the test session.</p>	<p>Log on to the Student Testing Site through the secure browser.</p> 

Step	Test Administrator	Student
8	<p>SAY:</p> <p>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.</p> <p>Please do not share your SSID with anyone. This is private information.</p> <p>SAY:</p> <p>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.</p>	
9	<p>Ensure that all students have successfully entered their information.</p>	<p>Verify identity by selecting [No] or [Yes].</p> <div> <p>Is This You?</p> <p>Please review the information below. If all of the information is correct, click [Yes]. If not, click [No].</p> <p>Confirmation Code: ZZ12345</p> <p>School: Demo School A</p> <p>State-SSID: AI-999999981</p> <p>Grade: 03</p> <p><input type="button" value="No"/> <input type="button" value="Yes"/></p> </div>
10	<p>Inform students of the test session in which they are participating.</p> <p>SAY:</p> <p>On the next screen, select the [INSERT NAME OF TEST (i.e., ELA Grade 4 CAT)], and then select [START TEST]. After you have selected your test, you will see a screen with a moving bar and message saying that you are waiting for Test Administrator approval. This step helps ensure that you are taking the correct test. Please wait quietly while I verify each of your tests.</p>	
11	<p>Note: All grade-level tests that the student is eligible to take are displayed. However, only the tests that the TA selected for the test session and those that have not been completed are selectable by students.</p>	<p>Select the test to take.</p> <div> <p>Your Tests</p> <p>Select a test.</p> <div> <div> <p>Start G03 Summative ELA Test</p> <p>This is opportunity 1 of 1</p> </div> <div> <p>Start G03 Summative Math Test</p> <p>This is opportunity 1 of 1</p> </div> </div> <div> <div> <p>Start G03 Summative ELA PT - Heatwaves</p> <p>This is opportunity 1 of 1</p> </div> <div> <p>Start G03 Summative Math PT - Fitness Challenge</p> <p>This is opportunity 1 of 1</p> </div> </div> <p><input type="button" value="Back to Login"/></p> </div>

Step	Test Administrator	Student
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12

Wait for the TA approval.

Waiting for TA approval...

Please wait while your Test Administrator reviews the settings for your test. This may take a few minutes...

[Click to cancel the request and return to the login page.](#)

- 13 As students log on, verify that they have selected the correct test and have correct test settings.

Session ID

UAT-CF65-1

✓ Approvals (1)

Click [Approvals] to review test settings for students waiting to be approved.

Student Name	Test
Lastname_CA, Firstname_CA	G3E-Summative

Approvals and Student Test Settings

✓ Approve All Students

Refresh

✗ Done

G3E-Summative

Student Name	State-SSID	Opp #	Test Settings	Action
▶ Lastname_CA, Firstname_CA	CA-9999990001	1	Standard Settings <div>See/Edit Details</div>	<div>✓ Approve</div> <div>✗ Deny</div>

Note: If a student's test settings are incorrect, deny the student, contact the LEA CAASPP Coordinator or SC to correct the test settings in TOMS, and test the student on another day.

- 14 Approve students to test.

Approvals and Student Test Settings

✓ Approve All Students

Refresh

✗ Done

G3E-Summative

Student Name	State-SSID	Opp #	Test Settings	Action
▶ Lastname_CA, Firstname_CA	CA-9999990001	1	Standard Settings <div>See/Edit Details</div>	<div>✓ Approve</div> <div>✗ Deny</div>

Step	Test Administrator	Student
	<p>SAY:</p> <p>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.</p>	

15

Verify test information and settings.

Is This Your Test?

Session ID: GUEST_SESSION

G03 Summative ELA Test

Permissive Mode:	Permissive Mode Disabled
Language:	English
Strikethrough:	TRUE
Masking:	Masking Available
Mark for Review:	TRUE
Color Contrast:	Black on White (default)
American Sign Language:	Off
Highlighter:	TRUE
Text-to-Speech:	No Text-to-Speech
Streamlined Mode:	Off
Word List:	English Glossary
Expandable Passages:	Expandable Passages On
Print Size:	No default zoom applied
Student Comments:	Notepad

Is the test listed above the test you want to take? If it is, click [Yes, Start My Test]. If not, click [No].

Step	Test Administrator	Student
16		<p>Select [Yes, Start My Test] to begin testing.</p> 
17	<p>SAY (only for ELA test):</p> <p>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.</p>	<p>If beginning a test with text-to-speech or a test with listening items, complete the audio checks with headphones.</p> <p>Text-to-speech audio check:</p>  <p>Test with listening items audio check:</p> 

Step	Test Administrator	Student
18	<p>SAY:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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 CAT.] 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].</p> <p>Your answers need to be your own work. Please keep your eyes on your own test and remember that there should be no talking.</p> <p>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.</p> <p>When you are ready to begin your test, select BEGIN TEST NOW at the bottom of the page.</p>	

Step	Test Administrator	Student
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19

Select [**Begin Test Now**] to begin testing.

Test Instructions and Help

Click the question mark button to access this Help Guide at any time during your test. Scroll down for more information.

Contents

- Overview of the Student Testing Site and Test Tools
- Test Rules
- About Print-on-Request and Text-to-Speech

Overview of the Student Testing Site and Test Tools

All tests have navigation and test tools. Some test tools are available only for specific tests or questions.

Sample Test Layout: Mathematics

Return to Login
Begin Test Now

Monitoring Student Progress

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 (CAT 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 1. 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 1.



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 1. Monitoring student progress in the TA Interface

Tests in Your Test Session									
1 Tests in Session		Approved Requests				Sort Column By		Requests	New Request
Student Name		State-SSID	Opp #	Test	Test Settings	Requests	Student Status	Pause Test	
Lastname_CA, Firstname_CA		CA-9999990001	1	G3E-Summative	Custom Settings		approved: 0/0	Pause	

In the rare event that a student starts a test unintentionally (for example, selected a PT instead of a CAT, or selected mathematics instead of ELA), the test's expiration timeline will be activated. If a student is unable to return to and complete the test before it expires in 10 days (PT) or 45 days (CAT), 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 2. 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 2. Monitoring student status in the TA Interface

Tests in Your Test Session

1 Tests in Session

Approved Requests

Sort Column By

Requests

New Request

Hide/Show Columns

Student Name	State-SSID	Opp #	Test	Test Settings	Requests	Student Status	Pause Test
Lastname_CA, Firstname_CA	CA-9999990001	1	G3E-Summative	Custom Settings		approved: 0/0	Pause

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.

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.

Ending a Test Session

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 CAT 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 College (CCC) system in providing you information on your readiness for college-level English and/or mathematics. 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” and then the [Submit] button. Your Smarter Balanced results will be provided to both institutions by selecting the Release circle and then submitting. If you do not select to release your results, you may be requested to provide a copy of your results to the 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).

Logging Off

Use caution when logging off of the TA Interface as this will log you off of other related systems (e.g., Completion Status, Interim Assessment Hand Scoring, and TOMS). To log off the TA Interface, select the **[Log Out]** button in the top-right corner of the screen on the Single Sign-On system banner (shown in Figure 3).

Figure 3. Single Sign-On system banner



Your session will be closed, and you will be directed to the CAASPP portal after you log off. You will not be able to resume the test session.



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

If you unintentionally log off of the TA Interface while students are still testing, all in-progress tests will be paused and the students will be logged off. You cannot resume the original session. You will need to log back on, start a new session, and provide the new Session ID to students who need to log back on and resume testing.

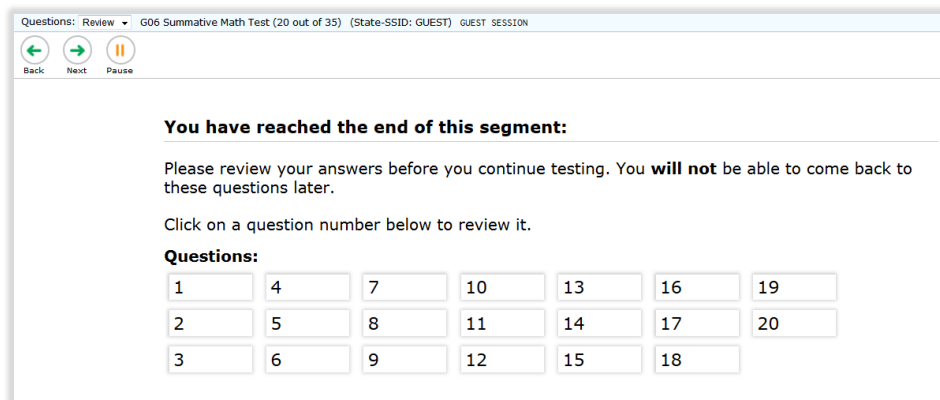
Testing Over Multiple Sessions or Days

Administering Over Multiple 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 4.

Figure 4. Sample *End Segment* screen



Questions: Review G06 Summative Math Test (20 out of 35) (State-SSID: GUEST) GUEST SESSION

Back Next Pause

You have reached the end of this segment:

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

Click on a question number below to review it.

Questions:

1	4	7	10	13	16	19
2	5	8	11	14	17	20
3	6	9	12	15	18	

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 [Appendix A. Estimated Testing Times and Durations](#) for estimated testing times and estimated test durations.

Test Expiration

Computer Adaptive Test (CAT) Items

A student's CAT remains active until the student completes and submits the test or **45 calendar days** after the student has begun the test, whichever occurs first. However, it is recommended that students complete the CAT items portion of the test 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* of the *Online Test Administration Manual*.



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.

Appendix A. Estimated Testing Times and Durations

Testing Time and Recommended Order of Administration

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

Scheduling Time for Testing:

Table 1 contains rough estimates of the time it will take most students to complete the Smarter Balanced assessments based on the time it took students to complete the Smarter Balanced Pilot and Field Tests. **This information is for scheduling purposes only, as the assessments are not timed.**

Table 1: Estimated Testing Times for Smarter Balanced Assessments

Content Area	Grades	Computer Adaptive Test (CAT) 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 CAT and a PT. All PTs must be preceded by the administration of a Classroom Activity.

Smarter Balanced recommends that students take the CAT and PT items on separate days. For each content area, Smarter Balanced also recommends that students begin with the CAT 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



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 in the *Online Test Administration Manual* 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.

Additional administration recommendations for ELA and 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.

Table 2: Assessment Sequence—ELA

ELA	Computer Adaptive Test (CAT) Items	Classroom Activity	Performance Task (PT)
Number and Duration of Sessions	<p>Recommendations:</p> <ul style="list-style-type: none"> No fewer than two sessions (recommended) and no more than six sessions (rare/extreme). Session durations range from 40–60 minutes. 	<p>Recommendations:</p> <ul style="list-style-type: none"> 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 	<p>The PT is presented in two parts.</p> <p>Recommendations:</p> <ul style="list-style-type: none"> Administer in two sessions corresponding to Parts 1 and 2 of the PT. Session durations range from 60–120 minutes.
Breaks within Sessions	<p>Breaks can be provided during the test sessions using the software's pause feature. If the test is paused for more than 20 minutes, the student will not be able to go back to items on the previous screens.</p>	NA	<p>The PT is presented in two parts. Students may take breaks within Parts 1 and 2; however, once a student moves to Part 2, he or she will not be able to review or revise items in Part 1.</p> <ul style="list-style-type: none"> Recommendation: Students complete Part 1 in one test session and Part 2 the next school day.
Total Duration	<p>Once a student has started the CAT items, they will be available for 45 days.</p> <ul style="list-style-type: none"> Recommendation: Student completes this portion within five days of starting. 	NA	<p>Once a student has started the PT, it will be available for 10 days.</p> <ul style="list-style-type: none"> Recommendation: Student completes each part of the PT within one day.

Important reminders:

1. The number of items will vary on the CAT 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.

Table 3: Assessment Sequence—Mathematics

Mathematics	Computer Adaptive Test (CAT) Items	Classroom Activity	Performance Task (PT)
Number and Duration of Sessions	<p>Recommendations:</p> <ul style="list-style-type: none"> Administered in two sessions. Session durations range from 40–60 minutes. <p>Most students will complete the CAT items in two sessions of 60 minutes or less or one long session of more than 60 minutes.</p>	<p>Recommendations:</p> <ul style="list-style-type: none"> 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 	<p>Recommendations:</p> <ul style="list-style-type: none"> Administered in one session. Session duration ranges from 40–120 minutes.
Breaks within Sessions	<p>Breaks can be provided during the test sessions using the software’s pause feature. If the test is paused for more than 20 minutes, the student will not be able to go back to items on the previous screens.</p>	NA	<p>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.</p>
Total Duration	<p>Once a student has started the CAT items, they will be available for 45 days.</p> <ul style="list-style-type: none"> Recommendation: Student completes this portion within five days of starting it. 	NA	<p>Once a student has started the PT, it will be available for 10 days.</p> <ul style="list-style-type: none"> Recommendation: Student completes the PT in one day.

Important reminders:

1. The number of items will vary on the CAT 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.

Appendix B: Computer Adaptive Test Pause Rule Scenarios

Scenarios:

1. If the computer adaptive test (CAT) 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 CAT 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 C: Test Administrator Checklist

	Test Administrator (TA) Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
<input type="checkbox"/>	1. Review all Smarter Balanced policy and test administration documents, particularly the <i>TA Reference Guide (Reference Guide)</i> .	<i>Reference Guide, section I</i>	1–2 hours	Complete at least 2–3 weeks prior to testing.	http://caaspp.org/rsc/pdfs/CAASPP.ta-reference-guide.2015.pdf
<input type="checkbox"/>	2. Review the training modules and attend school or local educational agency (LEA) training sessions, if any are offered.	<i>Online Test Administration Manual (TAM), section 2.1</i>	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
<input type="checkbox"/>	3. Show students the videos “What is a CAT?” and “What are Universal Tools?”	<i>TAM, section 2.1</i>	1 hour	Complete while spaced over 2–3 weeks prior to testing.	http://caaspp.org/training/CAASPP/
<input type="checkbox"/>	4. Provide students with a walk-through of the Training Test and/or Practice Test for familiarity with navigation of the system and tools.	<i>Reference Guide, Appendix E</i>	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/
<input type="checkbox"/>	5. Perform an equipment needs check based on individual student requirements. <ul style="list-style-type: none">• Work with the CAASPP Test Site Coordinator (SC) to identify students who will need specialized equipment for accommodations.	<i>None</i>	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.

CAT computer adaptive test

LEA local educational agency

PT performance task

SC CAASPP Test Site Coordinator

TA Test Administrator

TAM *Online Test Administration Manual*

	Test Administrator (TA) Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
<input type="checkbox"/>	<p>6. Work with the SC to determine precise testing schedules based on the test administration windows selected by the school schedule.</p> <ul style="list-style-type: none"> • 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.	http://caaspp.org/rsc/pdfs/CAASPP.online_tam.2015.pdf
<input type="checkbox"/>	<p>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.</p>	TOMS Passwords, Access, and Logon Guide	30–60 minutes	Complete at least 1–2 weeks prior to testing.	<p>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.</p> <p>http://caaspp.org/rsc/pdfs/CAASPP.TOMS-access-and-logon.2015.pdf</p>
<input type="checkbox"/>	<p>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.</p>	None	2–4 hours	Complete at least 1–2 weeks prior to testing.	
<input type="checkbox"/>	<p>9. Confirm each student's test settings for designated supports and accommodations in TOMS against their individualized education program (IEP), 504 plan, or other relevant documentation as appropriate.</p>	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
<input type="checkbox"/>	10. Ensure that the secure browser has been downloaded to any computer(s) on which students will be testing.	<i>Secure Browser Installation Manual</i>	1–2 hours	Complete at least 1–2 weeks prior to testing, <i>and again</i> 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
<input type="checkbox"/>	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.	<i>None</i>	1–2 hours	Complete the morning of testing.	The TA should open the secure browser on each computer after closing any unnecessary applications.
<input type="checkbox"/>	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	<i>None</i>		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
	<p>theirs.</p> <p>c. Send reminders to students and parents several days before and the day prior to testing to ensure students remember to bring their headsets.</p>			headsets.	
<input type="checkbox"/>	<p>13. All assessments will have computer adaptive testing (CAT) items plus a computer adaptive test (CAT) with a Classroom Activity.</p> <p>a. Obtain the Classroom Activity from your SC and plan for the administration.</p> <p>b. Administer the Classroom Activity.</p>	TAM, section 9.2	<p>60 minutes planning the day prior to administering the PT</p> <p>30 minutes actual Classroom Activity administration time</p>	Complete the week of testing.	<p>Administration of the CAT items plus a PT with a classroom-based activity will require advance preparations.</p> <p>http://caaspp.org/rsc/pdfs/CAASPP.online_tam.2015.pdf</p>
<input type="checkbox"/>	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.
<input type="checkbox"/>	15. Administer the Smarter Balanced assessments, following the script and directions for administration. Provide any necessary non-embedded designated supports and accommodations.	Directions for Administration for the Smarter Balanced Online Summative Assessments, section II		Complete the day(s) of testing.	<p>Provide students with scratch paper for all test sessions. Also provide students in grades 6 and above graph paper for the mathematics assessments.</p> <p>http://caaspp.org/rsc/pdfs/CAASPP.online_tam.2015.pdf</p>
<input type="checkbox"/>	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

	Test Administrator (TA) Activities	Reference in Manual	Estimated Time to Complete	Target Completion Date	Notes/Resources
<input type="checkbox"/>	<p>17. Review all guidelines for creating a secure test environment.</p> <ul style="list-style-type: none"> 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
<input type="checkbox"/>	<p>18. Make sure the physical conditions of the testing room are satisfactory.</p> <ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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
<input type="checkbox"/>	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/
<input type="checkbox"/>	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: _____