

CALIFORNIA

Assessment of Student Performance and Progress

California Alternate Assessment Test Administration Manual

2015 16 Administration

English Language Arts/Literacy and
Mathematics



California Department of Education, 2016. Published March 24, 2016.
Prepared by Educational Testing Service

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Acronyms and Initialisms in the California Alternate Assessments Test Administration Manual

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

1 Introduction to the California Alternate Assessments

The California Alternate Assessments (CAAs) are 1

2 Overview

2.1

Note:

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

If a student is registered for the CAAs and CAPA in TOMS, but his or her IDEA indicator

Figure 1. Test Design Routing Scenarios

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

Directions for Administration

A separate grade- and version-specific Directions for Administration (DFA) document must be used by the test examiner to adm

LEA CAASPP Coordinator Checklist

9	LEA CAASPP Coordinator Activities	Target
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3.2 CAASPP Test Site Coordinator

The CAASPP test site coordinators are designated by the LEA CAASPP coordinator

CAASPP Test Site Coordinator Checklist

9	CAASPP Test Site Coordinator Activities	Target Completion Date
<input type="checkbox"/>	Inform staff at your test site about CAA testing.	As soon as possible
<input type="checkbox"/>	Coordinate the scheduling of testing for all eligible students with the LEA CAASPP coordinator taking in consideration factors that include the following: x the number of available testing devices and testing stations x the time required to take a content area x the number of students being tested	As soon as possible
<input type="checkbox"/>	Learn about the CAAs: x Watch the archived Webcast. x Review this manual.	As soon as possible
<input type="checkbox"/>	Identify test examiners at each school: x Prepare test examiners. x Collect and review CAASPP Test Security Affidavits. x Provide test examiners with TOMS user accounts. x Direct test examiners to this manual and training resources, including the training tests. x Require test examiners to attend a local training provided by the school or LEA and/or view the test administration tutorial module.	As soon as possible
<input type="checkbox"/>	Identify student testing devices and ensure the installation of the CAASPP secure browser. Identify an equal number of devices that test examiners are to use to start test sessions using the Test Administrator Interface.	2 weeks before testing
<input type="checkbox"/>	Configure test settings for individual students in TOMS, based on the appropriate universal tools, designated supports, and accommodations on the V W X G H Q W ¶ V , (3	1 2 weeks before testing
<input type="checkbox"/>		

Additional Resources

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

- x Technical Specifications Manual ² for network configuration, IP addresses and URLs
- x Online Test Administration Manual ² for general CAASPP system instructions such as security
- x TOMS Online Student Test Settings User Guide ² for information about assigning accessibility tools and supports

Additional Resources

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

- x TOMS Online Student Test Settings User Guide ² for information about assigning accessibility tools and supports

4 Accessibility Resources

Overview

Universal tools, designated supports, and accommodations are access features or supports of

Table 2. Embedded Designated Supports and Accommodations

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

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

Table 3. Non-embedded Designated Supports and Accommodations

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

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

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

Table 4. Accessibility Resource Considerations for CAAs

Accessibility Resource	Note
Text-to-speech1 1 0 0 1 439.	

Use of Calculators

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

There are no embedded calculators available for the CAAs.

4.2 Unlisted Resources

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

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

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

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

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

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

Bandwidth Checker

The bandwidth checker, linked on the CAASPP portal at <http://www.caaspp.org/> and available directly at http://cadiagnostic.airast.org/pages/default.aspx?c=California_PT&url=https://capt.tds.airast.org/student, can help technology coordinators assess network readiness by performing a real-time test. W L P H F K H F N R I D V F K R R O ¶ V Q H W Z R U N E D Q G Z L G W K 1 R coordinators may want to run this test more than once and at different times of the day because estimates change as the network conditions change and can vary from run to run.

Test Operations Management System

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



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

Secure Browsers

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

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

School technology coordinators are responsible for ensuring that each device to be used for testing at the school is properly secured by installing the most current secure browser. Secure browsers are available for download on the Secure Browsers Web page at <http://ca.browsers.airast.org/>.

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

6 Administering the CAAs

6.1 Using the Directions for Administration

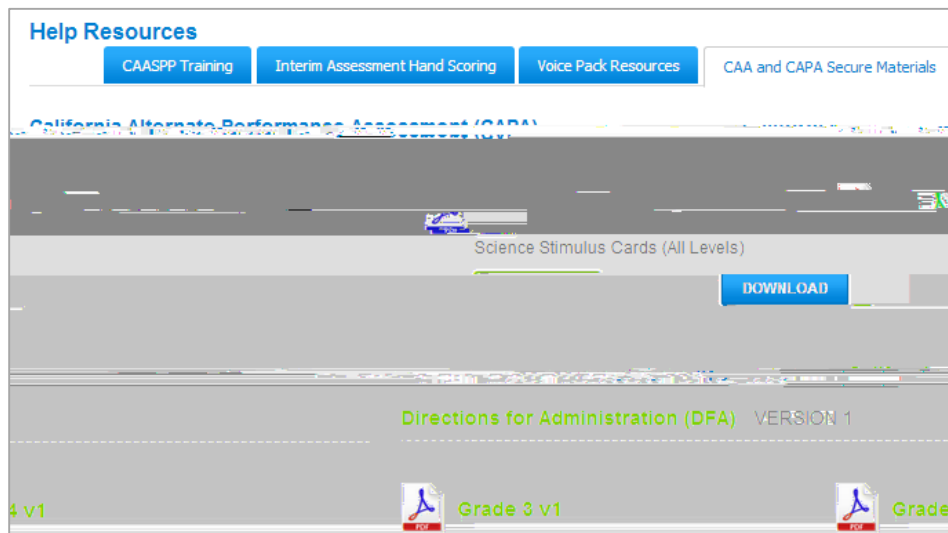
The CAASPP test site coordinators and/or test examiners must look up the version assignment for their school on the CAASPP CAA Web page at <http://caaspp.org/about/caa/> and download the corresponding secure DFA(s) for the grade(s) tested from TOMS. These DFAs are in PDF format and may be used electronically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



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

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

Figure 4. Downloading DFAs from TOMS



6.2 Survey of Student Characteristics

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

The test examiner must complete the SSC for each student (only once) before engaging the student for testing in either ELA or mathematics. To complete the SSC, the test examiner must select the survey in the Test Administrator Interface and complete it R Q W K H V W X G H Q W ¶ V W H V device through the CAASPP secure browser.

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

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

How to Complete the SSC

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

1. On the test examiner's device, open a Web browser and navigate to the CAASPP portal (<http://caaspp.org/>).
2. Select the [Test Administrator Interface] button.
3. Enter your TOMS username and password in the Username and Password fields in the Sign In Web form and then select the [Log In] button.
4. From the list of tests available, select the appropriate grade-level Survey of Student Characteristics for the student being tested and start a test session.
5. When starting a test session, a test session ID is

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

When to Administer the Entire Test

When to End the Test

Ending Tests

Figure 5. End Test Button

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

Note: For the SRC, i

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

Impropriety

An impropriety is an unusual circumstance that has a low impact on the individual or group of

LEA
Level

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

7.2 Appeals

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

[Filing Appeal](#)

8 Appendix A: CAA Item Types

The CAAs feature

intended area(s), and should rest squarely in the intended area(s). If your student is doing the dragging and dropping, please help your student ensure objects are dropped fully within the intended area.

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

