

CALIFORNIA

Assessment of Student Performance and Progress

2015 California Alternate Assessments Field Test Administration Manual

Spring 2015

California Alternate Assessments
for English–Language Arts and Mathematics



California Assessment of
Student Performance and Progress



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Table of Acronyms and Initialisms in the *California Alternate Assessments Field Test Administration Manual*

Term	Meaning
CAA	California Alternate Assessments
CAASPP	California Assessment of Student Performance and Progress
CALPADS	California Longitudinal Pupil Achievement Data System
CaITAC	California Technical Assistance Center
CAPA	California Alternate Performance Assessment
CCCs	Core Content Connectors
CCR	<i>California Code of Regulations</i>
CCSS	Common Core State Standards
CDE	California Department of Education
DFA	<i>Directions for Administration</i>
ELA	English–language arts
ETS	Educational Testing Service
IEP	individualized education program
ISAAP	Individual Student Assessment Accessibility Profile
LEA	local educational agency
LCI	Learner Characteristics Inventory
SC	CAASPP Test Site Coordinator
SRC	Student Response Check
TOMS	Test Operations Management System
UDAs	Universal tools, designated supports, and accommodations

Introduction to the California Alternate Assessments and the Field Test

Spring 2015 marks the launch of a new alternate assessment as part of the California Assessment of Student Performance and Progress (CAASPP) system in California: The California Alternate Assessments (CAA) for English–language arts (ELA) and mathematics for students in grades three through eight and grade eleven. This assessment replaces the California Alternate Performance Assessment (CAPA) for ELA and mathematics that were administered in previous years.

Testing Window

The CAA field testing window for all LEAs in California is April 15 through June 10, 2015. Local educational agencies (LEAs) may schedule test administration according to local preference within this window and do not need to inform the California Department of Education (CDE) or Educational Testing Service. All testing must take place within this window, including any make-ups.

Test Items and Standards

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

In the ELA portion of test, each grade will have one writing item and a Test Examiner will apply a rubric to evaluate the student’s response. For other items, the student will provide the response by using the mouse or keyboard or the examiner will select the response indicated by the student, which could include gesture, eye gaze, alternative communication device, or other means. Students are encouraged to complete items as independently as possible. All items and tasks are grade level, aligned with the Common Core State Standards (CCSS) and based on the Core Content Connectors developed by the National Center and State Collaborative. Items and tasks represent three different levels of complexity, and all three levels will be administered to all students for field testing purposes. Because this is a field test, no student scores will be available.

Online Testing Administration

The CAA are designed for one-on-one administration between a student and a Test Examiner (certificated teacher) who is familiar with the needs and communication abilities for that student. The CAA Field Test is for online administration only and requires one Internet-connected device to administer. Though a secure browser is not needed for CAA testing, the general technical requirements and supported devices are similar to those for Smarter Balanced assessments. A separate, grade- and version-specific *Directions for Administration (DFA)* document will be used by the CAA Test Examiner. Testing will take approximately 30 to 60 minutes for each content area, although the assessments are untimed and the amount of time each student needs will vary.

Universal Tools, Designated Supports, and Accommodations

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

Section 1.0 Overview

This *California Alternate Assessments Field Test Administration Manual* provides information and instructions about field test preparation and administration of the CAA Field Test. Grade- and form-specific *Directions for Administration (DFAs)* for CAA Test Examiners will be available one to two weeks prior to the opening of the testing window. A sample *DFA* is available now to familiarize yourself with the format and how the *DFA* is used to guide the online test administration. It is linked on the CAASPP California Alternate Assessments (CAA) Web page at <http://caaspp.org/about/caa/>.

1.1 Program Requirements

The CAA Field Test is an online, grade-level assessment for students with severe cognitive disabilities in grades three through eight and grade eleven in English–language arts (ELA) and mathematics. The test will give students the opportunity to demonstrate their achievement of the Common Core State Standards (CCSS) by taking a test commensurate with their abilities. The CCSS are assessed using alternate achievement standards called the Core Content Connectors (CCCs) developed by the National Center and State Collaborative. CCCs take the main achievement standards from the CCSS and are re-written to allow students to receive instruction on the CCSS through alternate standards that are more accessible for students with significant cognitive disabilities.

During the Field Test, students are assigned the same test items as others in their grade. Student grade levels are extracted from the student records in the California Longitudinal Pupil Achievement Data System (CALPADS); students are registered for CAA testing by the LEA CAASPP Coordinator in the Test Operations Management System (TOMS).



Note: For students who are in **ungraded programs** and whose IEP teams designate that they take the CAA Field Test, their grade for testing is calculated by subtracting five from their chronological age on September 1, 2014. A student who was 10 years old on September 1 would be given the grade five test ($10 - 5 = 5$).

The Field Test spans both content areas, contains approximately 30 questions total, and has a corresponding grade-specific and version-specific *DFA*. Versions are assigned at the school level; all students at a school will be administered the same test version.

1.2 Student Eligibility Requirements

The following are the eligibility requirements to assign a student to take the CAA Field Test.

1. **The student has a significant cognitive disability.** A review of the student’s record (e.g., individualized educational program (IEP), Section 504 plan, or cumulative record) indicates a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior as defined by essential actions needed for someone to live independently and to function safely in daily life. Having a significant cognitive disability is not determined by an IQ test score, but rather a holistic understanding of a student.
2. **The student is learning content linked to (derived from) the Common Core State Standards (CCSS).** Goals and instruction listed in the IEP for the student are linked to the enrolled grade-level CCSS through Core Content Connectors (CCCs) and address knowledge and skills that are appropriate and challenging for this student. The student is learning content that is linked with (derived from) the CCSS that appropriately breaks the standards into smaller steps. A CCC is a representation of the essential “core” content of a standard in the CCSS.
3. **The student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade and age-appropriate curriculum.** The student:
 - a. requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature, and

- b. uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.

1.3 Support for the CAA Field Test

The CAASPP portal at <http://caaspp.org/> is the home for all CAASPP assessment administration information, including the CAA Field Test. All information and nonsecure materials needed to administer the CAA Field Test are available on the CAASPP CAA Field Test Web page at <http://caaspp.org/about/caa/>, or will be posted on this page when they become available. Because DFAs contain test content and are therefore secure materials, they must be downloaded from within the password-protected TOMS system and securely destroyed following the test administration.

For questions regarding the CAA Field Test or for additional assistance:

- Local educational agency (LEA) CAASPP Coordinators should contact the California Technical Assistance Center (CaTAC) 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 (SCs) should contact their LEA CAASPP Coordinator.
- CAA Test Examiners should contact their SC.

1.4 Test Schedule

Key Dates

March 9, 2015	One-by-one student registration functionality available in the Test Operations Management System (TOMS). (Batch upload is also available.)
March 11, 2015	Live Webcast: Preparing for and Administering the California Alternate Assessments in ELA and Mathematics
March 16, 2015	Preparing for and Administering the California Alternate Assessments in ELA and Mathematics Webcast module available for on-demand viewing
March 20, 2015	On-demand test administration tutorial posted  Note: Because the CAA computer-based test administration is new, all CAA Test Examiners are required to review an on-demand test administration tutorial.
March 20, 2015	Student registrations for CAA will be viewable in student rosters generated in TOMS
April 10, 2015	Version assignments available at http://caaspp.org/about/caa/ and secure DFAs available for download from TOMS
April 15, 2015	Testing window opens
June 10, 2015	Testing window closes (last day that testing may occur)

Testing Window

The CAA Field Test may be administered any time between April 15 and June 10, 2015, according to local testing schedules that best meet the needs of students and schools.

1.5 Roles and Responsibilities

LEA CAASPP Coordinator

LEA CAASPP Coordinators were designated by the district superintendent at the beginning of the 2014–15 school year and must meet the requirements and fulfill the duties outlined in the *CAASPP Online Test Administration Manual*, which is linked on the CAASPP Instructions and Manuals Web page at <http://caaspp.org/instructions/> and located at http://caaspp.org/rsc/pdfs/CAASPP.online_tam.2015.pdf.

For the CAA Field Test, LEA CAASPP Coordinators are responsible for the following activities:

- registering students in TOMS using the alternate-assessment flag;
- viewing the live or recorded version of the training Webcast and ensuring that SCs in their LEA have also viewed this Webcast;
- confirming that all CAA Test Examiners in their LEA are trained by viewing on-demand test administration tutorial prior to test administration;
- reporting all test security irregularities and/or breaches (including social media discussion or posting photos of test materials) that occur before, during, or after test administration to the 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/> (*California Code of Regulations, Title 5 [5 CCR], Section 859 [e]*); and
- assuming general oversight responsibilities for all Field Test administration activities in their LEA schools and ensuring that students have a positive test experience.

Checklist

	LEA CAASPP Coordinator Activities	Target Completion Date	Notes/Resources
<input type="checkbox"/>	1. Inform schools in your LEA about CAA field testing.	As soon as possible	
<input type="checkbox"/>	2. Coordinate the scheduling of testing for all eligible students with the SCs at each school, taking factors that include the following into consideration: <ul style="list-style-type: none"> • the number of available testing devices and testing stations • the time required to take the content area Field Tests (which is currently estimated to be 30 to 60 minutes per content area per student, but may vary by student) • the number of students being tested 	As soon as possible	
<input type="checkbox"/>	3. Learn about the CAA Field Test: <ul style="list-style-type: none"> • Watch the March 11 Webcast • Review this manual 	As soon as possible	http://caaspp.org/training/webcast/ http://caaspp.org/about/caa/
<input type="checkbox"/>	4. Ensure that students are registered for testing in TOMS.	As soon as possible	https://caaspp.caltesting.org/

	LEA CAASPP Coordinator Activities	Target Completion Date	Notes/Resources
<input type="checkbox"/>	5. Provide either personnel or support to verify that supported Web browsers are available on student testing devices.	2 weeks before testing	http://ca.browsers.airast.org/supported-browsers/
<input type="checkbox"/>	6. Using the ISAAP tool, configure test settings for individual students in TOMS based on the appropriate universal tools, designated supports, and accommodations (if it is your LEA's policy for the LEA CAASPP Coordinator to manage these settings).	1–2 weeks before testing	http://caaspp.org/about/caa/
<input type="checkbox"/>	7. Identify the version number assigned to each school in your LEA by looking it up on the list linked on the CAASPP CAA Field Test Web page.	1–2 weeks before testing	http://caaspp.org/about/caa/
<input type="checkbox"/>	8. Instruct SCs to download (or have CAA Test Examiners download) the corresponding secure CAA DFAs from TOMS for each grade being tested at the school.	1–2 weeks before testing	https://caaspp.caltesting.org/
<input type="checkbox"/>	9. Ensure that SCs have familiarized themselves and their CAA Test Examiners with the three components they need for CAA testing: <ol style="list-style-type: none"> CAA Online Testing Interface Grade-specific secure CAA DFAs; Any non-embedded supports a student may require. 	3–5 days before testing	

Additional Resources

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

- *Technical Specifications Manual*—for network configuration, IP addresses and URLs
- *Online Test Administration Manual*—for general CAASPP system instructions such as security

CAASPP Test Site Coordinator

SCs are designated by the LEA CAASPP Coordinator and must meet the requirements and fulfill the duties outlined in the *CAASPP Online Test Administration Manual*, which can be found on the CAASPP Instructions and Manuals Web page at <http://caaspp.org/instructions/> and located at http://caaspp.org/rsc/pdfs/CAASPP.online_tam.2015.pdf.

For the CAA Field Test, SCs are responsible for the following activities:

- identifying certificated CAA Test Examiners, ensuring that they view the test administration tutorial and present the resulting certificate of completion, and ensuring that they have reviewed and signed CAASPP Test Security Affidavits (5 CCR Section 850 [w]);



Reminder: The train-the-trainer model of providing instruction to Test Examiners will not be used during the 2015 Field Test. Instead, all CAA Test Examiners must participate in the test administration tutorial.

- adding CAA Test Examiners into TOMS and ensuring they have received and tried using their logon credentials;

- coordinating with CAA Test Examiners so they administer all assessments;
- entering and/or verifying test settings for students in TOMS (if this task is not performed by the LEA CAASPP Coordinator), and verify that student demographic information from CALPADS is appearing correctly in TOMS;
- creating or approving testing schedules and procedures for the school (consistent with state and LEA policies);
- working with technology staff to ensure that devices are configured for testing and any technical issues are resolved;
- addressing testing problems, as needed;
- mitigating and reporting all test security incidents in a manner consistent with state and LEA policies;
- collecting secure DFAs from Test Examiners following testing and securely destroying them; and
- assuming general oversight responsibilities for all administration activities in their school and for all CAA Test Examiners.



Note: LEA CAASPP Coordinators who also serve the role of the SC should be familiar with tasks and responsibilities of the SC for the Field Test (and also described in this manual).

Checklist

	CAASPP Test Site Coordinator Activities	Target Completion Date	Notes/Resources
<input type="checkbox"/>	1. Inform staff at your test site about CAA field testing.	As soon as possible	
<input type="checkbox"/>	2. Coordinate the scheduling of testing for all eligible students with the LEA CAASPP Coordinator taking factors that include the following into consideration: <ul style="list-style-type: none"> • the number of available testing devices and testing stations • the time required to take the content area Field Tests (which is currently estimated to be 30 to 60 minutes per content area per student, but may vary by student) • the number of students being tested 	As soon as possible	
<input type="checkbox"/>	3. Learn about the CAA Field Test: <ul style="list-style-type: none"> • Watch the March 11 Webcast • Review this manual 	As soon as possible	http://caaspp.org/training/webcast/ http://caaspp.org/about/caa/
<input type="checkbox"/>	4. Identify CAA Test Examiners at each school: <ol style="list-style-type: none"> a. Prepare CAA Test Examiners. b. Collect and review <i>CAASPP Test Security Affidavits</i>. c. Provide CAA Test Examiners with TOMS user accounts according to the practices of your LEA. 	As soon as possible	http://caaspp.org/training/webcast/ http://caaspp.org/training/caaspp/ http://caaspp.org/rsc/pdfs/CAASPP.Security_Affidavit.2015.pdf

CAASPP Test Site Coordinator Activities	Target Completion Date	Notes/Resources
d. Direct CAA Test Examiners to this manual and the sample <i>DFA</i> . e. Require CAA Test Examiners to view the test administration tutorial and collect the resulting certificate of completion.		
<input type="checkbox"/> 5. Identify testing devices.	2 weeks before testing	http://ca.browsers.airast.org/supported-browsers/
<input type="checkbox"/> 6. Using the ISAAP tool, configure test settings for individual students in TOMS based on the appropriate universal tools, designated supports, and accommodations (if it is your LEA's policy for the SC to manage these settings).	1–2 weeks before testing	http://caaspp.org/about/caa/ https://caaspp.caltesting.org/http://caaspp.org/rsc/pdfs/CAASPP.student-test-settings.2015.pdf
<input type="checkbox"/> 7. Identify the version number assigned to your school in your LEA by looking it up on the list linked on the CAASPP CAA Field Test Web page.	1–2 weeks before testing	http://caaspp.org/about/caa/
8. Download or instruct CAA Test Examiners to download the corresponding secure <i>CAA DFAs</i> from TOMS for each grade being tested. CAA Test Examiners should download only the <i>CAA DFAs</i> for the grade level of the student(s) whose test he or she is responsible for administering.	1–2 weeks before testing	https://caaspp.caltesting.org/
<input type="checkbox"/> 9. Ensure that you and your CAA Test Examiners have familiarized yourselves with the three components you need for CAA testing: <ol style="list-style-type: none"> a. CAA Online Testing Interface b. Grade-specific secure <i>CAA DFAs</i>; c. Any non-embedded supports a student may require. 	3–5 days before testing	
<input type="checkbox"/> 10. Request and collect all printed copies of the <i>Directions for Administration</i> from CAA Test Examiners and destroy them securely. Ensure and verify that all electronic PDF copies of the <i>DFA(s)</i> are permanently deleted using appropriate “shred” software or procedures.	After testing	

Additional Resources

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

- *Technical Specifications Manual*—for network configuration, IP addresses and URLs
- *Online Test Administration Manual*—for general CAASPP system instructions such as security
- *2015 Online Student Test Settings User Guide*—for information about assigning accessibility tools and supports

CAA Test Examiner

A CAA Test Examiner is an employee of an LEA or an employee of a nonpublic, nonsectarian school who is certificated and has been trained to administer the tests by reviewing the test administration tutorial and has completely read and signed a CAASPP Test Security Affidavit. As with the CAPA for Science, the test examiner must be a certificated or licensed school staff member (5 CCR Section 850[w]). Only certificated or licensed employees who have viewed the test administration tutorial serve as CAA Test Examiners. A completion of training certificate must be provided to the SC or LEA CAASPP Coordinator.

For the CAA Field Test, CAA Test Examiners are responsible for the following activities:

- reading and submitting signed CAASPP Test Security Affidavits (5 CCR Section 850 [w]) to their SC;
- viewing the on-demand test administration tutorial (the train the trainer model will not be used for the CAA Field Test);
- printing the training completion certificate and turning it in to the SC or LEA CAASPP Coordinator;
- review designated supports and accommodations in TOMS for each student you are testing;
- download the DFAs from TOMS and read before testing;
- conducting a student response check (required);
- completing the learning characteristics inventory (optional);
- administering the tests in accordance with the *California Alternate Assessments Field Test Administration Manual*; and
- after testing, give any paper copies of the DFAs to the SC for secure destruction and work with the SC to permanently delete any PDF copies.

Checklist

	CAA Test Examiner Activities	Target Completion Date	Notes/Resources
<input type="checkbox"/>	1. Read and sign the <i>CAASPP Test Security Affidavit</i> , which is returned to the SC.	As soon as possible	http://caaspp.org/rsc/pdfs/CAASPP.Security.Affidavit.2015.pdf
<input type="checkbox"/>	2. Learn about the CAA Field Test: <ul style="list-style-type: none"> • Review the test administration tutorial (required) • Read the sample DFA • Review this manual 	1–2 weeks before testing	http://caaspp.org/about/caa/
<input type="checkbox"/>	3. Print the training completion certificate and turn it in to the SC or LEA CAASPP Coordinator.		
<input type="checkbox"/>	4. Work with your SC or LEA CAASPP Coordinator to obtain a username and password for TOMS, which will enable you to review student settings, download the CAA DFA(s), and provide access to the CAA Online Testing Interface. CAA Test Examiners must log on to TOMS at least once before actual test administration.	1–2 weeks before testing	https://caaspp.caltesting.org/

	CAA Test Examiner Activities	Target Completion Date	Notes/Resources
<input type="checkbox"/>	5. Become familiar with the CAA testing systems and tools: <ol style="list-style-type: none"> TOMS (reviewing student settings and downloading the CAA DFAs) CAA Online Testing Interface on the student testing device Any non-embedded supports a student may require 	1–2 weeks before testing	
<input type="checkbox"/>	6. Obtain the appropriate grade-level secure DFAs from your SC, or download them directly from TOMS, based on the version assigned to your school. (Version assignments can be found on the CAASPP CAA Field Test Web page.)	3–5 days before testing	http://caaspp.org/about/caa/ https://caaspp.caltesting.org/
<input type="checkbox"/>	7. Confirm the students you will test are correctly registered in TOMS and have been correctly assigned any appropriate designated supports and/or accommodations available for the CAA Field Test.	1–5 days before testing	http://caaspp.org/rsc/pdfs/CAASPP.student-test-settings.2015.pdf
<input type="checkbox"/>	8. Ensure devices are turned on and the testing system is working.	Day of testing	
<input type="checkbox"/>	9. Begin the one-on-one test administration with a student by conducting the optional Learner Characteristics Inventory (LCI) and the required Student Response Check (SRC). Proceed with testing accordingly.	Day of testing	
<input type="checkbox"/>	10. If you used a printed copy of the DFA, return it to your SC for destruction. If you used the electronic version, work with your SC to use appropriate "shred" software to permanently delete the PDF file.	After testing	

Additional Resources

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

- *Online Test Administration Manual*—for general CAASPP system instructions such as security
- *2015 Online Student Test Settings User Guide*—for information about assigning accessibility tools and supports

1.6 Security

The CAA Field Test is a part of the CAASPP System and is a secure test. **All CAA Test Examiners are required to read and sign the CAASPP Test Security Affidavit prior to testing, which is then kept on file with your SC. Contact your SC if you have not received the CAASPP Test Security Affidavit.**



Alert: Section 3.0 *Ensuring Test Security* in the *Online Test Administration Manual* describes how to ensure the security of the online test. Should you become aware of a testing impropriety, irregularity, or breach, contact your SC or local educational agency

(LEA) CAASPP Coordinator for assistance. Section 4.0 *Responding to Testing Improprieties, Irregularities, and Breaches* and Appendix C: *Test Security Chart* in the *Online Test Administration Manual* include information on identifying security situations and provide guidance on what actions to take.

The information about the Field Test items should not be shared with anyone not directly responsible for the test administration.

The *Online Test Administration Manual* is linked on the CAASPP Instructions and Manuals Web page at <http://caaspp.org/instructions/> and located at http://caaspp.org/rsc/pdfs/CAASPP.online_tam.2015.pdf

1.7 Examiner Qualifications

CAA Test Examiners should meet the following requirements:

- Preferably, the special education teacher who regularly works with the student being tested should administer the test.
- **Only certificated or licensed LEA employees may administer the CAA Field Test following the required training.**

To be considered trained, at a minimum, examiners must review the on-demand test administration tutorial available at <http://caaspp.org/about/caa/>. Upon completion of this training, trainees will be presented with a certificate of completion. This certificate must be provided to the SC to confirm training has been completed.

- If the student's certificated teacher is not available to administer the Field Test, it may be administered by another CAA-trained LEA employee, such as a licensed school psychologist; speech, physical, or occupational therapist; certified program specialist; or certificated teacher, principal, or assistant principal. This individual should have experience working with students with significant cognitive disabilities and must have completed training to administer the CAA Field Test.

Section 2.0 Preparing for the Field Test

2.1 Accessing the CAA Online Testing Interface

The CAA Online Testing Interface, which is the site through which the CAA Test Examiner administers CAA tests to students, can be accessed through the California Assessment of Student Performance and Progress (CAASPP) portal. To log on to the site, you must have an authorized username and password. If you have not yet received an e-mail with your account information, contact your local educational agency (LEA) CAASPP Coordinator or CAASPP Test Site Coordinator (SC) (as applicable).

Test Operations Management System (TOMS)

Usernames and passwords are generated in TOMS by LEA CAASPP Coordinators or SCs, and CAA Test Examiners can use this username and password both to log on to TOMS (which is necessary to review student test settings) as well as to log on to the CAA Online Testing Interface.

SSO is designed to ease the logon process and simplify navigation between the CAA Online Testing Interface and TOMS.



Reminder: Access to each system and its features is dependent on the access provided by your user role.

Navigating to TOMS or the CAA Online Testing Interface

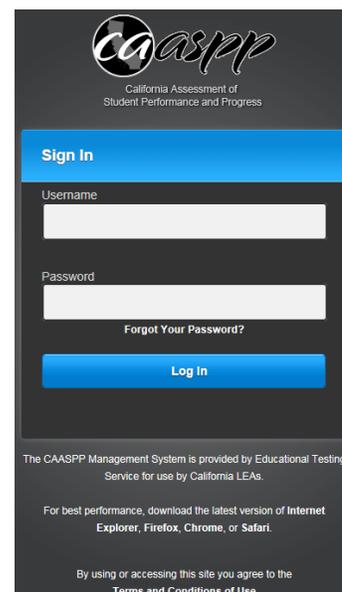
1. Open your Web browser and navigate to the CAASPP portal (<http://caaspp.org/>).
2. Select either the [Test Operations Management System (TOMS)] button (to manage administration details of student test settings, including all designated supports and accommodations) or navigate to the CAASPP CAA Web page (<http://caaspp.org/about/caa/>) and select the CAA Online Testing Interface button (to administer student CAA assessments).
3. Enter your username and password in the *Username* and *Password* fields in the *Sign In* Web form, shown in Figure 1, and then select the [Log In] button. You will be directed to the system you selected.
 - The username and password are case sensitive.
 - If you have forgotten your password, refer to the *TOMS Passwords, Access, and Logon User Guide*, linked on the CAASPP TA Resources Web page at <http://caaspp.org/ta-resources/> for instructions on resetting it.

2.2 Universal Tools, Designated Supports, and Accommodations

The CAA Field Test makes many of the same universal tools, designated supports, and accommodations (UDAs) available as for other CAASPP assessments. *Universal tools* are available to all students by default, although they can be disabled if they are distracting for a student. *Designated supports* can be provided at the discretion of a teacher familiar with the student's needs. *Accommodations* must be specified in a student's IEP.

UDAs each fall into one of two categories: embedded and non-embedded. *Embedded UDAs* are provided through the CAA Online Testing Interface and must be turned on or off by a CAA Test Examiner. (Designated supports and accommodations can only be turned on and off by an SC or an LEA CAASPP Coordinator. These supports are controlled from within TOMS.)

Figure 1. Sign In Web form



Many of the same UDAs available for other CAASPP assessments are available in the same way for the CAA Field Test, with the following exceptions listed below. Note that it is always permissible for the CAA Field Test to be administered in the language of instruction:

- Text-to-speech, which is not available as an embedded support but may be provided as a non-embedded support and/or through an assistive device.
- Braille, which is not available for the CAA Field Test.
- American Sign Language, which is not available as an embedded support; however, any type of sign language is permissible as a non-embedded support according to how student receives instruction.
- Translations/Glossaries, which are not available as embedded or non-embedded supports.
- Closed Captioning, which is not available for the CAA Field Test.

A tool, called the Individual Student Assessment Accessibility Profile (ISAAP), should be used to help identify the appropriate UDAs for your students based on each student's specific needs, and upload those settings into TOMS. This tool is the same that is used for Smarter Balanced, but a checkbox has been added for CAA that configures the tool to only present UDAs that are available for CAA. This MS Excel workbook allows you to enter the specific needs of students. This tool is linked on the CAASPP CAA Web page at <http://caaspp.org/about/caa/>. The individual needs of up to 15 students can be entered in a single file. The tool will automatically generate a blueprint of the matching UDAs that can be uploaded and matched to student records in TOMS before testing.



Note: The ISAAP tool is the only way to ensure you are only being presented with and selecting UDAs that are available for the CAA Field Test.

Refer to the following manuals that are linked on the CAASPP Instructions and Manuals Web page at <http://caaspp.org/administration/instructions/> for more information on UDAs:

- *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines*
- *Smarter Balanced Usability, Accessibility, and Accommodations Implementation Guide*
- *2015 Online Student Test Settings User Guide*—instructions on how student test settings are assigned

2.3 CAA Training Test

For practice and training purposes, CAA Test Examiners will have access to an online training test. Used in conjunction with the sample DFA, this training test can help both CAA Test Examiners and students become familiar with the new testing format and functionalities of the CAA assessments.

2.4 Using the CAA Online Testing Interface

The online CAA test delivery system is similar to what is used for online Smarter Balanced testing, but unlike Smarter Balanced, does not use a secure browser or TA Interface. Instead, online testing is accessed using a standard Web browser. Please refer to the following CAASPP resources that are linked on the CAASPP Instructions and Manuals Web page at <http://caaspp.org/administration/instructions/> for general guidelines for online testing:

- *Online Test Administration Manual*—for general CAASPP system instructions such as security
- *2015 Online Student Test Settings User Guide*—for information about assigning accessibility tools and supports

Section 3.0 Administering the Field Test

3.1 Testing Day Instructions

CAA 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.

Learner Characteristics Inventory

An optional Learner Characteristics Inventory (LCI) is available within the CAA Online Testing Interface for each student. If completed, the LCI questions should be answered by the CAA Test Examiner before the start of testing for ELA or mathematics for each student, based on his/her familiarity with that student. The information collected will help test developers to improve the test. Please note that responses will be aggregated; neither Test Examiners nor student(s) will be identified in or by the results.

Student Response Check and Stop-Testing Rules

CAA Test Examiners must administer a Student Response Check (SRC) to each student at the beginning of testing. The purpose of the SRC is to document that the student has a consistent and observable way to communicate his/her response to the test items, using the intended response mode(s), which can include using a mouse or keyboard, verbalizations, pointing/gesturing, and/or eye gaze using an assistive communication device.



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

After launching either the ELA or mathematics test, the SRC will appear. Follow the corresponding instructions in the *DFA*. **Administer the SRC at the beginning of the first content area CAA administered to each student. Once completed in one content area, the SRC does not need to be repeated in the second content area.**

There are three possible outcomes from the SRC:

1. The student demonstrates an observable, consistent response. Note that the answer to the item does not have to be correct, only that it demonstrates that the student is oriented to the item choices.
2. The student demonstrates an observable, but inconsistent, response. Note that the answer to the item does not have to be correct, only that it demonstrates that the student is oriented to the item choices.
3. The student does not demonstrate any observable responses.



NOTE: It is not important whether the student gets any of the “answers” right, but rather, that the student provides a response to the item presented.

Additionally, hand-over-hand is **not** permitted in the administration of the CAA Field Test.

If the outcome is “1,” administer the entire assessment.

If the outcome is “2,” administer the four ELA or mathematics items. If a consistent, observable response is elicited for any of these four items, administer the entire assessment.

If the outcome is “3,” do not administer the assessment.

Inputting Student Responses Into the System

A student may enter his or her responses into the computer or electronic device using a mouse, keyboard, or other assistive technology; or by circling or marking his or her answers on a paper copy of the test for transcription by the CAA Test Examiner later, if this accommodation is called for in the student’s IEP. If the student cannot respond directly, the Test Examiner may input, into the CAA Online Testing Interface, responses that the student indicates by verbalizing, gesturing or pointing, using assistive technology (other than that used to enter responses directly), or using an eye gaze chart.

Pause Rules

The following pause rules apply regardless of whether the student or the CAA Test Examiner pauses the test or there was a technical issue (e.g., power outage or network failure) that resulted in the student being logged off. The CAA may be paused and resumed as many times as necessary to elicit the student’s best testing performance. You may choose to pause and resume over the course of a day, week, or throughout the testing window.

- When a test is paused, you must log back on to resume testing. Upon resumption, students will automatically be directed to the first page that has an unanswered item.
- In the event of a technical issue (e.g., power outage or network failure), students’ tests will be paused and the students will be logged off.
- Students will return their last unanswered test question when logged on again.

Test Timeout (Due to Inactivity)

- As a security measure, students/Test Examiners are automatically logged off the [CAA](#) Online Testing Interface after 30 minutes of test inactivity. This timeout also results in the test being paused automatically.
- Activity is defined as selecting an answer or navigation option in the test (e.g., selecting [**Next**] or [**Back**] or using the *Questions* drop-down list to navigate to another item). Selecting an empty space on the screen is not considered activity.
- Before the [CAA](#) Online Testing Interface logs the student off of the test, a warning message will be displayed on the screen. If you do not select [**OK**] within 30 seconds after this message appears, he or she will be logged off.

Using Print-on-Demand Materials



Note: One aspect of testing being examined during this Field Test is how students taking the CAA interact with an online test. Please permit students to take the CAA Field Test online if at all possible.

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

Printing **individual test items** for students with this accommodation will require that the LEA CAASPP Coordinator make a request to CalTAC to have the accommodation set for each student. All requests must be approved by CalTAC; a CalTAC representative will also contact the California Department of Education for approval.

Print requests must be approved and processed by the CAA Test Examiner during test administration. The decision to allow students to use print on demand must be made on an individual student basis. The use of this accommodation may result in the student needing additional time to complete the assessment.

Once a student is approved to receive the printing of test items, the Test Examiner may print as needed during testing.

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

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

Before the Test Examiner 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/stimulus.

3.2 After Testing

Test Security

The *DFA* is secure. If you used a printed version, return it to your SC for secure destruction. If you used an electronic version, work with your SC to make sure it has been securely deleted from the computer from which you ran the Test Administrator Interface application. The SC must ensure that all testing material is securely destroyed.

Immediately after printing a print-on-demand request, the file produced by the process should be securely deleted from the TA's computer. It must be deleted in such a way that the file does not remain in a temporary storage location such as Windows' Recycle Bin, where it can be undeleted. TAs and SCs should use the school's or LEA's preferred method of secure file deletion.

While there are many ways to permanently delete a file, including using a "shredding" tool that might be part of a virus scanning tool, what follows are basic ways to remove a file from a Windows or Macintosh system:

- **Windows**—Hold the <Shift> key when deleting the file or empty the Recycle Bin after deleting.
- **Macintosh and Macintosh equivalent devices using OS X**—Press the <Command> + <Delete> keys with any file or folder selected to send a file to the Trash and then press the <Shift> + <Command> + <Delete> keys or open the Finder menu and then select "Secure Empty Trash" to immediately empty the Trash.

Post-Test Survey

After testing, you may be asked to complete a questionnaire about your field-testing experience. This information will help to improve the test. The request will come via e-mail, and your responses will be entered into an Internet survey. While not mandatory, your answers will help test developers to create the final operational test.

Appendix A: CAA Item Types

The CAA features many new item types, which include innovative and technology-enhanced items. The list below gives details about these new items, describing the type of functionality the student and Test Examiner will see.

1. **Set Leader**—This is a stimulus such as a passage or an image. The Leader has one or more questions assigned to it based on its content.
2. **Multiple Choice**—These items consist of question and list of choices; they may also include a stimulus or subset of a passage as the stimulus.
 - a. **Single Select**—The student must select the one correct choice to receive credit.
 - b. **Multiple Select**—The student must select all correct choices to receive credit.
3. **Inline Choice List**—These items consist of questions with a drop-down list of choices to fill in the blank.
 - a. **Single Select**—The student must fill a single blank from a drop-down list for credit.
 - b. **Multiple Select**—The student must fill multiple blanks from a drop-down list for credit.
4. **Numeric**—The student responds by selecting a single entry box with a numeric value. The numeric value may contain decimals or a slash line to represent a fraction.
5. **Grid**—These items consist of a table with descriptions or characteristics, which the student then selects a box in a column or row for true-and-false or yes-or-no type of questions.
 - a. **Single Select**—The student marks a single cell in a table for credit.
 - b. **Multiple Select**—The student marks two or more cells in a table. The question might only allow one selection per row or column but it might also have no restrictions in the number of cells a student can mark.
6. **Zones**—These items have answer choices that are pre-defined “hotspots” on an image, word, or phrase within a sentence. When the student selects a spot, the selection is highlighted, shaded, or outlined in red.
 - a. **Single Select**—The student selects one zone for credit.
 - b. **Multiple Select**—The student selects two or more zones for credit.
7. **Graph**—These items allow student to plot points, lines, and/or multi-segment lines on a graph. A Graph may have points or lines that appear when graph first displays that the student cannot manipulate or it may be interactive and the student must manipulate them to respond.
8. **Match**—These items require the student to move objects such as words or images by selecting and dragging the objects into a specific order or to a specific location in a table, passage, or image.
 - a. **Single Select**—The student drags and drops a single choice into the appropriate location.
 - b. **Multiple Select**—The student drags and drops two or more choices into the appropriate locations.
9. **Student-generated writing items with Test Examiner rating (ELA only)**—These items require a student to respond to a stimulus by providing a short written response. The Test Examiner will rate the response by assigning a weighted score using the provided rubric in the *DFA*.

Appendix B: Matrix Comparing CAPA to CAA

Aspect	CAA FT	CAPA
Training		
Training methodology for Test Examiners	Training is provided via an on-demand test administration tutorial and is required in order to administer the CAA.	Train-the-trainer model: Training was provided by SCs who were trained by LEA CAASPP Coordinators.
Administration		
Testing mode	Online only (A print-on-demand accommodation is available through the online system for stimuli and/or test items by request)	Paper only
Testing format	Test is administered one on one.	Test was administered one on one.
Levels	Grade level only; see the calculation on page 5 for how grades are assigned for students in ungraded programs	Levels and grades
Physical prompting of students	No physical prompting of any kind is permitted.	Hand-over-hand prompting was permitted.
Entering responses	The student may enter his or her responses using a mouse or keyboard or the CAA Test Examiner enters responses into the CAA Online Testing Interface reflecting the student's indicated response.	CAPA Examiner filled in the answer document.
Scoring	CAA Test Examiner provides scores for writing items as directed in the DFA. Scoring of other items is done by the online system. No student scores will be available for the Field Test.	CAPA Examiner provided scores.
Second Rating for Test Examiner-scored items.	There is no second rater.	A second rater scored 10% of exams.
Tools		
Physical stimulus, manipulatives	None	Test used physical stimuli and manipulatives.
Accommodations		
Availability	Similar universal tools, designated supports, and accommodations to other CAASPP assessments. See exceptions on page 14.	None; the CAPA was administered and adapted based on student need.