

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](#) 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

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make-up session should provide students an opportunity to interact with the teacher or TA and his or her peers. A make-up Classroom Activity session must be administered by an SC or TA.

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

Duration and timing information for English–language arts and mathematics

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

Table 10: Assessment Sequence—ELA

ELA	Computer Adaptive Test (CAT) Items	Classroom Activity	Performance Task (PT)
Number and Duration of Sessions	<p>Recommendations:</p> <p>No fewer than two sessions (recommended) and no more than six sessions (rare/extreme). Session durations range from 40–60 minutes.</p>	<p>Recommendations:</p> <p>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>	<p>The PT is presented in two parts.</p> <p>Recommendations:</p> <p>Administer in two sessions corresponding to Parts 1 and 2 of the PT. Session durations range from 60–120 minutes.</p>
Breaks within Sessions	<p>Breaks can be provided during the test sessions using 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> <p>Recommendation: Students complete Part 1 in one test session and Part 2 the next school day.</p>
Total Duration	<p>Once a student has started the CAT items, they will be available for 45 days.</p> <p>Recommendation: Student completes this portion within five days of starting.</p>	NA	<p>Once a student has started the PT, it will be available for 10 days.</p> <p>Recommendation: Student completes each part of the PT within one day.</p>

Additional administration recommendations for ELA

For the performance tasks, students may be best served by sequential, uninterrupted time that

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

APPENDIX D: ACCESSIBILITY GUIDELINES FOR CLASSROOM ACTIVITIES

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

Overall Strategies for the Classroom Activity are as follows:

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

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

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

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

The additional supports and strategies described in the table below may be made available to any students who have individualized education programs (IEPs) or Section 504 plans.

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

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

These strategies are not mutually exclusive.

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

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

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