

## 10.0 Day of Test Administration



Use the following information and script to assist students with the logon procedures. Please refer to the *Test Administrator Reference Guide* at <http://www.caaspp.org/rsc/pdfs/CAASPP.ta-reference-guide.2016.pdf> to become familiar with the online testing system.

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

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

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

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

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

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

Any time a student logs on to the testing system, the test administrator should follow this script. This includes logging in to complete the CAT items or the PT.

### 10.1 Starting a Test Session

The test administrator must create a test session before students can log on to the Student Testing System (**but no more than 30 minutes prior or the system will time out**). When a test administrator creates a test session, a unique session ID is randomly generated. This session ID must be provided to the students before they log on and should be written down. (See also *Generating the Session ID* for additional details about test sessions.)

Test administrators should follow these steps to create a session:

## 1. The test administrator logs on to the Test Administrator Interface.

1. Go to <http://www.caaspp.org/>.
2. Select the [Test Administrator Interface] button (indicated in Figure 2).
3. Log on by entering the username and password on the *Sign In Web* form (Figure 3) and selecting [Secure Login].



Figure 2. [Test Administrator Interface] button

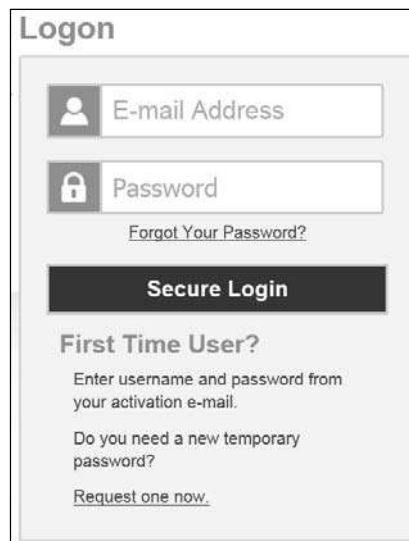


Figure 3. *Sign In Web* form

## 2. The test administrator begins the test session.

1. **Create a test session.** The [Select Tests] button is located in the upper-right corner of the screen (Figure 4). Select a test from the test selection screen.

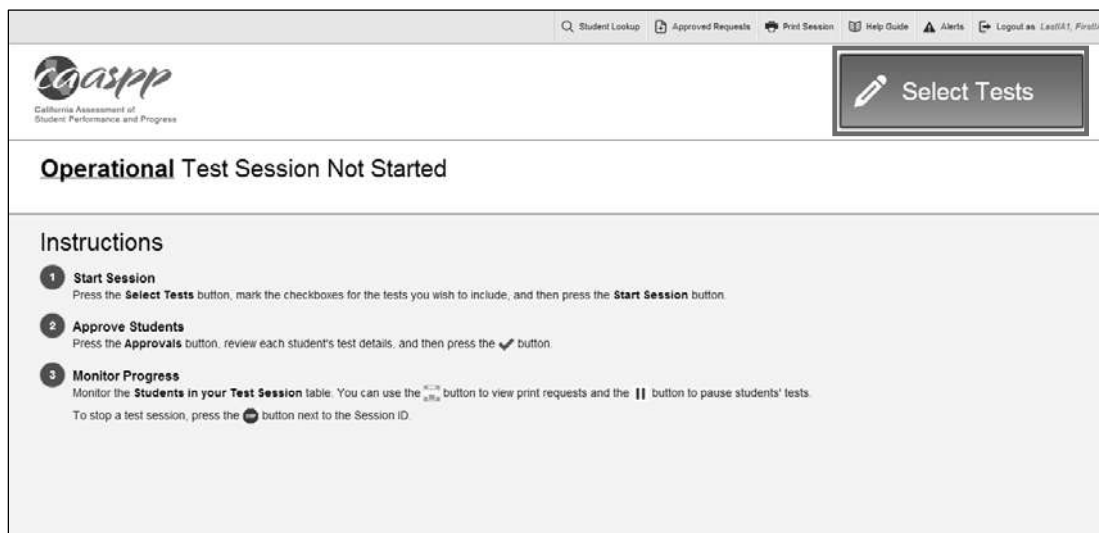


Figure 4. [Select Tests] button in the Test Administrator Interface

2. **Select the test category.** Check the “Smarter Balanced Summative Assessments” box (indicated in Figure 5).

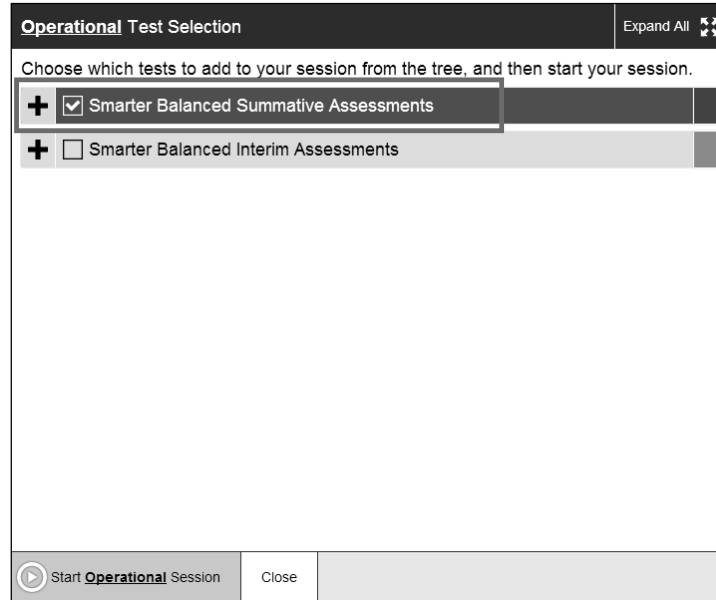


Figure 5. Select an operational test

3. **Select the appropriate content area and test type for the class being tested in the session** by checking the box next to your selection (indicated in Figure 6).

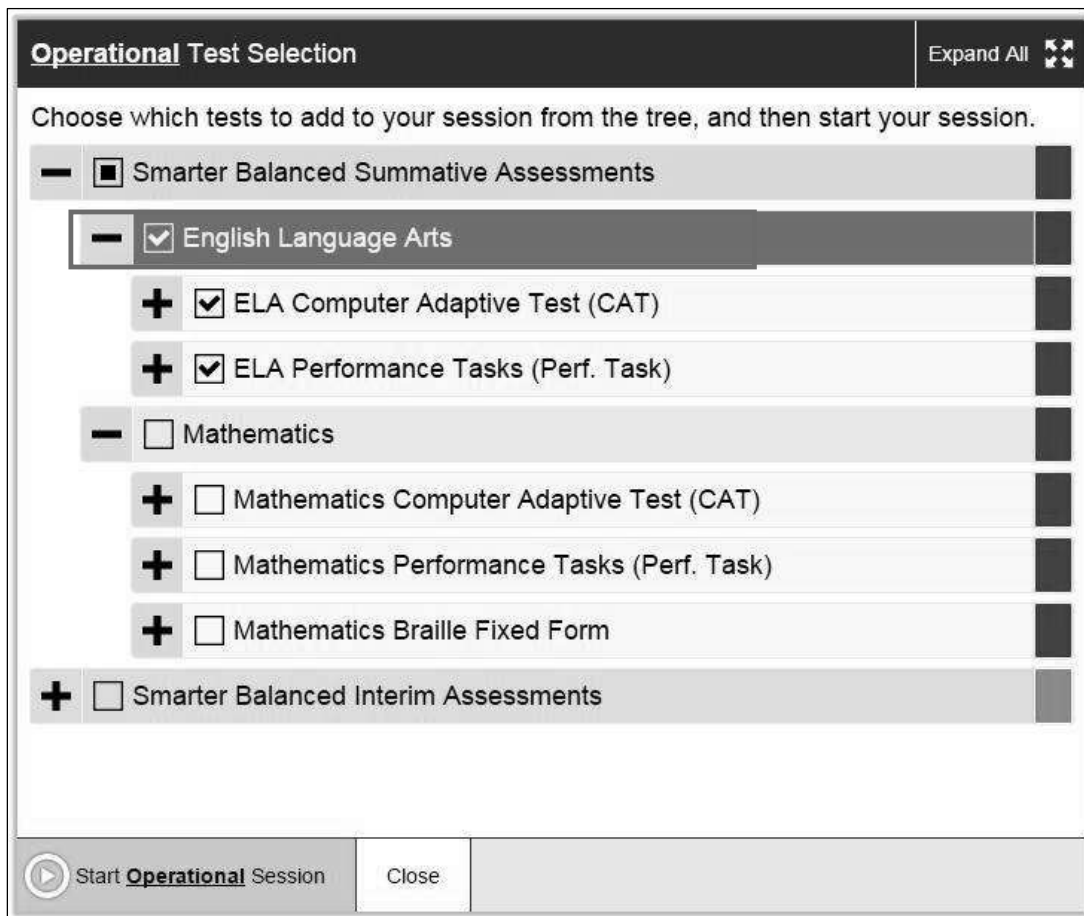


Figure 6. Select a content area and test type

Test Site Coordinator;  
 Test Administrator



**Note:** If the top-level category in the selection tree is selected (for example, English Language Arts”), then all the sublevel tests are also selected. If the test administrator drills down and does not select the top-level category (“English Language Arts” in Figure 6), then he or she needs to select the specific test being administered.

4. **Make a note of your test session number** (indicated in Figure 7).

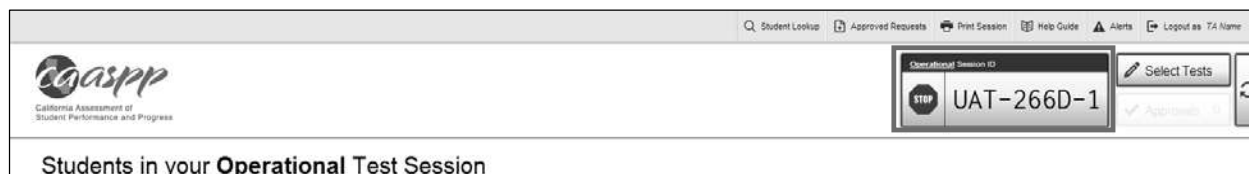


Figure 7. Sample Session ID

3. **The test administrator informs students of the test session ID.**



**Caution:** A test session automatically ends when you manually **stop the session** or **log off** of the Test Administrator Interface. While a student can resume a test opportunity in a new session, the current test session cannot be resumed. In order for students to resume testing, you will need to create a new test session and give them the new Session ID. While students cannot access previous (closed) test sessions, they will be able to resume a test if the test is paused.

**SAY:** Today, you will take the Smarter Balanced [NAME OF TEST (i.e., ELA Grade 4 CAT)] test. You will be given a test session ID that is required to start the test. Before logging on, let’s go over some test rules.

You must answer each question on the screen before going on to the next one. Go ahead and provide what you think is the best answer. If you are unsure of the answer, mark the item for review by clicking on the box next to the flag, which you’ll see in the upper-right corner of the screen. Flagging the item will remind you to go back and decide whether or not you want to change the answer. You may go back and change the answer as long as you do so during this test session.

[For the Math CAT in grades 6–11 and ELA PT only: 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.]

You may pause at any point in the test by selecting PAUSE rather than NEXT after answering an item. Please raise your hand if you need a break and ask permission before selecting PAUSE.

[For the CAT portion only: If you pause your test for more than 20 minutes, you will no longer be able to go back and change your answers.]

Your answers need to be your own work. Please keep your eyes on your own test and remember, there should be no talking. If you have a cell phone, please raise your hand and I will come and collect it before the test begins.

If you finish your test early, please raise your hand and sit quietly.

***Give students the test session ID and other log on information.***

The test session ID, the statewide student identifier (SSID), and the student’s first and last names, as provided in the California Longitudinal Pupil Achievement Data System (CALPADS) may be provided to students ahead of time on a card or piece of paper to help them type it in the device accurately. You may include the student’s last name somewhere on the card or paper to match the SSID number and other logon information with the right student. You may also include a photo of the student. Student information is confidential; therefore, the cards/papers with this information must be collected after each test session and securely shredded after testing is complete.

**The test administrator should write down the session ID for his or her own records or in case he or she must log on to the Test Administrator Interface on a different device instead. If this is the case, the test administrator will enter the session ID on the new device, after which the session on the original device will be locked out. Students who are testing in the session will not notice a change.** The test administrator will be logged off the session if there is no activity for 30 minutes by the test administrator or a student; students will have their tests paused if there is no test administrator activity. Having the session ID will allow the test administrator to resume the session on the original or a secondary device.

Test administrators may also write the test session ID on a classroom dry-erase or chalk board or another place where students can see it. Make sure students know that the test session ID must be entered **exactly** as it is written—it is case sensitive—without extra spaces or characters. Please refer to the *Test Administrator Reference Guide* located at <http://www.caaspp.org/rsc/pdfs/CAASPP.ta-reference-guide.2016.pdf> to become familiar with the Online Testing System.

**SAY: Now we are ready to log on. Once you have logged on, you will have to wait for me to approve the test before you start. I’ll be checking that you have correctly entered the test session ID and other information.**

**Enter your legal first name, not your nickname, followed by CA- and your SSID number. Then enter the test session ID. Raise your hand if you need help typing this information on your keyboard.**

**Now select SIGN IN. Once you have successfully logged on, you will see a screen with your first name and other information about you. If all of the information on your screen is correct, select YES to continue. If any of the information is incorrect, please raise your hand and show me what is incorrect.**

***Ensure that all students have successfully entered their information.***

The test administrator should ensure that the students use their first names as they appear in CALPADS, not nicknames. If a student is unable to log on, he or she will be prompted to try again and provided with a message describing the reason (an invalid SSID, for example). If the student is still having difficulty, the test administrator can look up the correct information using the Student Lookup function on the Test Administrator Interface or in the Test Operations Management System (TOMS). Test administrators may assist students with logging on if necessary.

#### 4. The test administrator informs students of the name of the test that they will take.

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

If test administrators are unsure of which content area or test students are participating in during that session, test administrators should contact the California Assessment of Student Performance and Progress (CAASPP) test site coordinator.

Students may be able to select from more than one test, for example, a PT and a CAT in both English language arts/literacy (ELA) and mathematics. Test administrator should direct students to select the appropriate test name based on what the test administrator is planning to administer at that time—to the content area “ELA” or “Math” and the test type “CAT” (computer adaptive test) or “PT” (performance task). Students may only select from assessments for which they are eligible and that are available to them. The student test selection screen is shown Figure 8.)

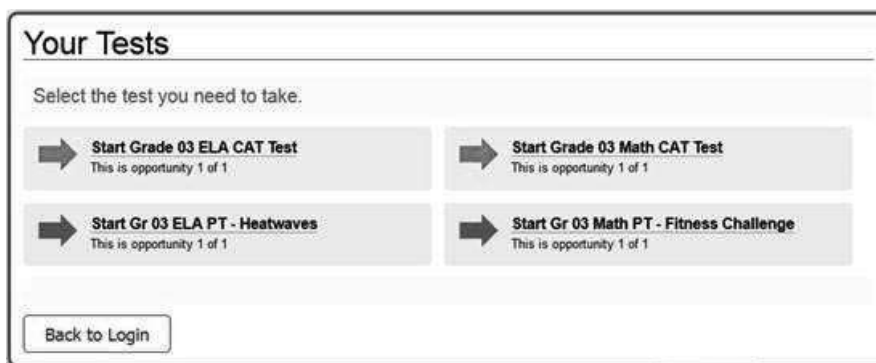


Figure 8. Sample student test selection screen

#### 5. The test administrator views and approves students who are waiting for test session approval.


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

1. Select the [**Approvals (#)**] button.



Student Name	Student ID	Opp #	Details	Actions
Lastname, Firstname	CA-99999991234	1	Standard	<input checked="" type="checkbox"/> <input type="checkbox"/>
Lastname, Firstname	CA-99999991234	3	Custom	<input checked="" type="checkbox"/> <input type="checkbox"/>

Figure 9. Approvals and Student Test Settings window

2. A new window opens (Figure 9) that shows a list of students, organized by test name. The test administrator should review the list to ensure that students are taking the correct content area (mathematics or ELA) and type of test (CAT or PT).
  - a. If a student selected a test other than the one the test administrator plans to administer that day (for example, selected a PT instead of a CAT or selected mathematics instead of ELA), the test administrator must deny the student entry to the test session. The student may then log on again and select the correct test.
3. The test administrator should also review the test settings assigned to each student to ensure that they are correct.
  - a. Select the [Details] eye [] icon to view a student's test settings.
  - b. If a student's settings are incorrect, **do not** approve that student to begin testing. The test administrator will need to work directly with a CAASPP test site coordinator or local educational agency (LEA) CAASPP coordinator to correct the test settings in TOMS before approving the student to begin testing. *(Reminder: It may take up to 24 hours for changes to appear in the Test Administrator Interface.)* **Ensuring the test settings are correct before the student begins testing is critical to avoid the need for the LEA CAASPP coordinator or CAASPP test site coordinator to submit the CAASPP Security and Test Administration Incident Reporting System (STAIRS) form and appeal to reset the test, which may result in additional testing for the student later.**
4. When the correct test is selected and test settings are verified, the test administrator selects the [Approve] check mark [] icon in the *Actions* column for individual students or the [Approve All Students] button to approve all the students on the screen.

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

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

If students will be taking an ELA assessment during the test session or if students are using the text-to-speech accessibility support, read the next SAY box so the students will know how to verify that their headsets are working properly (Figure 10).

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

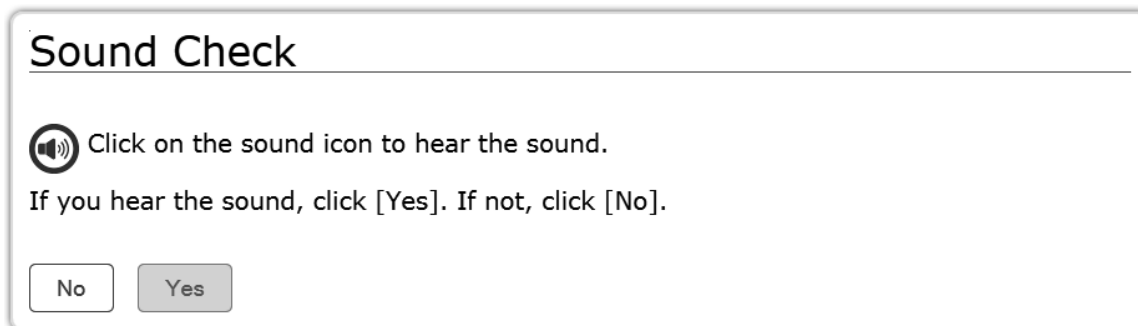


Figure 10. *Sound Check* page

If a student’s volume is not working, troubleshoot basic steps such as ensuring that the headset is fully plugged in, mute is not inadvertently selected, and the volume setting is turned up. If the student is still experiencing issues, contact your CAASPP test site coordinator or school technology coordinator.

**SAY:** **Before your test appears, you will see a tutorial page listing the test tools and buttons that you may use during the test or that will appear on the test. You can also find this information during your test by selecting the HELP button in the top right corner.**

**When you are ready to begin your test, select BEGIN TEST NOW at the bottom of the page.**

## 6. The test administrator monitors student progress.

### *Monitoring Test Selection*

It is very important that test administrators 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 Test Administrator Interface.

In the event a student is taking an incorrect test, the test administrator can pause the student’s test. The test administrator should then instruct the student to log off and log on again to select the correct test.

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 this is the case, contact your CAASPP test site coordinator or LEA CAASPP coordinator, who can file the *CAASPP STAIRS* form to request an appeal to extend the expiration timeline once the test has expired.

### **Monitoring Test Progress**

Once students have started their tests, the test administrator should circulate through the room to ensure that all conditions of test security are maintained. If the test administrator witnesses or



suspects the possibility of a test security incident, the CAASPP test site coordinator and LEA CAASPP coordinator should be contacted immediately in accordance with the security guidance provided in this manual.

The test administrator may also use the Test Administrator Interface to view the testing progress of any student. This site will not show test items or scores but will let the test administrator see how many items have been delivered to each student (e.g., question 44/44) (indicated in Figure 11).

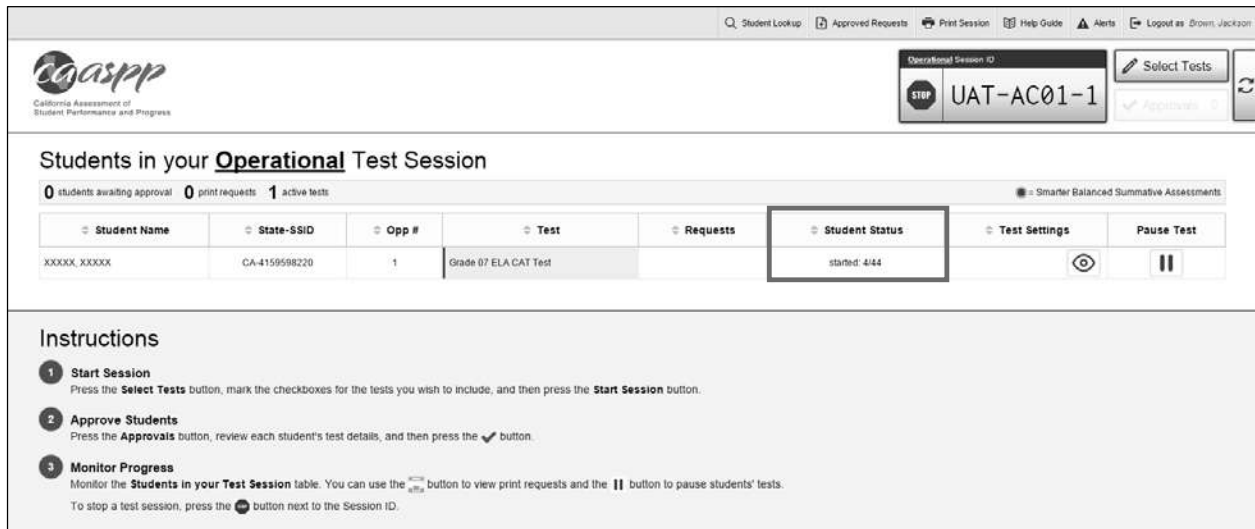


Figure 11. Test Administrator Interface

While the Test Administrator Interface is designed to automatically refresh every minute, the test administrator can refresh it manually at any time by clicking the [**Refresh Now**] button at the top left of the page. Do NOT select the Web browser's refresh button to refresh the Test Administrator Interface.

### Student Directions During Testing

If you notice that a student is off task, you may read the statement below *verbatim*:

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

If a student is concerned about an item, you may direct the student to enter the concern in Online Comments by reading the script below *verbatim*:

**SAY: Try your best and choose the answer that makes the most sense to you. If you are unsure about how a question works, you can review a tutorial by selecting the context menu on the right side of your screen—it shows three lines on top of each other—and then select the "i."**

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



**Warnings:**

- If the test administrator is using the Test Administrator Interface or test administrator training site Web browser and navigates to a different Web site, or the Test Administrator Interface is accidentally closed while students are still testing, the session will remain open until it times out after 30 minutes. The test administrator can open the Web browser and navigate back to the Test Administrator Interface. The test administrator will be prompted to enter the active session ID.
- As a security measure, test administrators are automatically logged off the Test Administrator Interface after 30 minutes of test administrator user inactivity and student inactivity in the test session, which will result in closing the test session. If this occurs, the test administrator 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 test administrator should give the students the new session ID so that they can log on and resume testing.

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

When there are approximately 10 minutes left in the test session, the test administrator 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.**

**If you need additional time let me know.**

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 within the segment or prior to submitting the test. The Mark for Review tool is provided as a reminder to a student that they had a question or concern about a particular item, but he or she is permitted to review all items—marked or unmarked—within the constraints of the pause rule. 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 session.**

**[For the CAT portion only: Remember, if you are pausing your test for more than 20 minutes, you will no longer be able to go back and change your answers when you return to the test.]**

**If you have answered all the questions on your test and have finished reviewing your answers, select SUBMIT TEST. I will now collect any scratch paper or other materials.**

## 8. The test administrator ends the test session and logs off the Test Administrator Web site (grade eleven).

When there are approximately 15 minutes left in the test session, the test administrator 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.**

**If you need additional time let me know.**



**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, such as is shown in Figure 12.

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 Summative 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.

**Early Assessment of Readiness for College English**

The CAASPP EAP results will assist the California State University (CSU) system and the California Community Colleges (CCC) system in providing you an early assessment of your readiness for college-level English coursework. Your CAASPP EAP results are not required or used for admissions.

Your CAASPP results will be provided to the institutions for which you have applied by marking the release circle. If you mark the "Do Not Release" circle, you will be required to submit the results at a later date if requested.

Release Authorization

By filling in the circle below, I acknowledge that I am voluntarily releasing the results of my English/Mathematics college readiness assessment to be shared with appropriate officials at the California State University (CSU) and California Community Colleges (CCC).

Release  Do Not Release

**Early Assessment of Readiness for College Mathematics**

The CAASPP EAP results will assist the California State University (CSU) system and the California Community Colleges (CCC) system in providing you an early assessment of your readiness for college-level mathematics coursework. Your CAASPP EAP results are not required or used for admissions.

Your CAASPP results will be provided to the institutions for which you have applied by marking the release circle. If you mark the "Do Not Release" circle, you will be required to submit the results at a later date if requested.

Release Authorization

By filling in the circle below, I acknowledge that I am voluntarily releasing the results of my English/Mathematics college readiness assessment to be shared with appropriate officials at the California State University (CSU) and California Community Colleges (CCC).

Release  Do Not Release

Figure 12. EAP question on grade eleven tests

Test Site Coordinator;  
Test Administrator

SAY:	<p style="text-align: center;"><b>EAP SECTION—READ TO STUDENTS IN GRADE ELEVEN ONLY</b></p> <p><b>The Early Assessment Program (EAP) will assist the California State University (CSU) system and the California Community Colleges (CCC) system in providing you information on your readiness for college-level English and/or mathematics coursework. Additionally, the EAP may help you 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.</b></p> <p><b>Please carefully read the statement presented as the last question in this test session. If you do not wish your results to be sent to the CSU and CCC, select “Do Not Release.” 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.</b></p> <p><b>Your CAASPP Student Report will provide a Web site, where additional information is available on what your EAP results mean.</b></p> <p style="text-align: center;"><b>END OF EAP SECTION</b></p>
------	--

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. Mark for Review is provided as a reminder to a student that they had a question or concern about a particular item, but he or she is permitted to review all items—marked or unmarked—within the constraints of the pause rule.

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:	<p><b>This test session is now over. If you have not finished, select PAUSE, and you will be able to finish at another session.</b></p> <p><b>[For the CAT portion only: Remember, if you are pausing your test for more than 20 minutes, you will no longer be able to go back and change your answers when you return to the test.]</b></p> <p><b>If you have answered all the questions on your test and have finished reviewing your answers, select SUBMIT TEST. I will now collect any scratch paper or other materials.</b></p>
------	--

## 9. Test administrators should select [Stop Session] to end the test session and pause any student test in the session that is still in progress.

When finished, test administrators can log off the Test Administrator Interface by selecting the [Logout] button at the top right. test administrators should also collect any scratch paper (and graph paper for grades six and up). The test administrator ends the test session and logs off the Test Administrator Web site (grade eleven).

## 10.2 Testing Over Multiple Sessions or Days

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

If the test administrator intends to administer the test over the course of multiple days for a student or group of students, test administrators 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 test administrator should give the students clear directions on when to pause. For example, test administrators 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 section.

When testing is resumed on a subsequent day, the test administrator will need to start a new test session and provide a new session ID. When instructing the students to log in, test administrators should read the un-italicized sections of the general script (SAY boxes) to the students from the beginning in section *10.0 Day of Test Administration*.

A summary of recommendations for the number of sessions and session durations is in section *7.3 Testing Time and Recommended Order of Administration*.

## 11.0 Following Test Administration

### 11.1 Destroying Test Materials



Federal law—the Family Educational Rights and Privacy Act—prohibits the release of any student’s personally identifiable information. Any printed materials must be securely stored and then shredded.

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

### 11.2 Reporting Testing Improprieties, Irregularities, and Breaches

Throughout testing, ensure that all test security incidents were reported in accordance with the guidelines in sections 3.0 Ensuring Test Security and 4.0 Responding to Testing Improprieties, Irregularities, and Breaches in this manual (that is, local educational agency (LEA) California Assessment of Student Performance and Progress (CAASPP) coordinators or CAASPP test site coordinators must fill out the *California Assessment of Student Performance Progress Security and Test Administration Incident Reporting System* form at <http://www.caaspp.org/stairs/> and follow the instructions in the e-mail response to the form).