CAASPP Planning

For

ADD SITE

Objectives

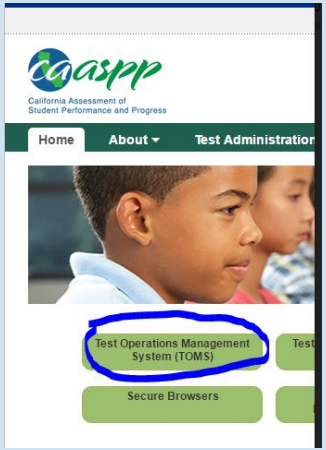
- Complete Security Affidavit
- Verify your account.
- Become familiar with resources and schedules.
- Review Universal Tools, Designated Supports, and Accommodations.
- Review messages to motivate students.
- Review test security.
- Preview how to start a live test session.
- Preview how to access practice tests.

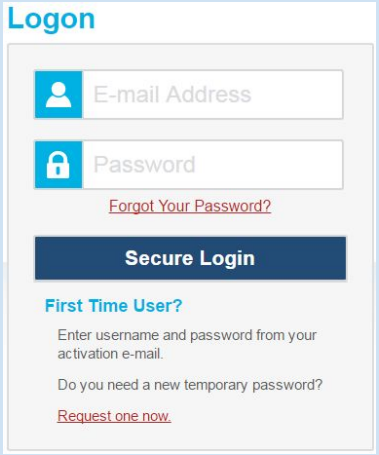
Verify Your Account

To make sure your account is active, go to www.caaspp.org.

Then click on TOMS.

Upon signing in, you may get a confirmation code emailed to you in your updates folder.





Schedule

ADD SCHEDULE

CAASPP Resources

District CAASPP Page:
http://www.rosedalecurriculum.com/sbac-testing-resources.html

CDE CAASPP Portal: http://www.caaspp.org/index.html

For immediate assistance, please call or text(include your room number)

ADD NAME AND CONTACT NUMBER

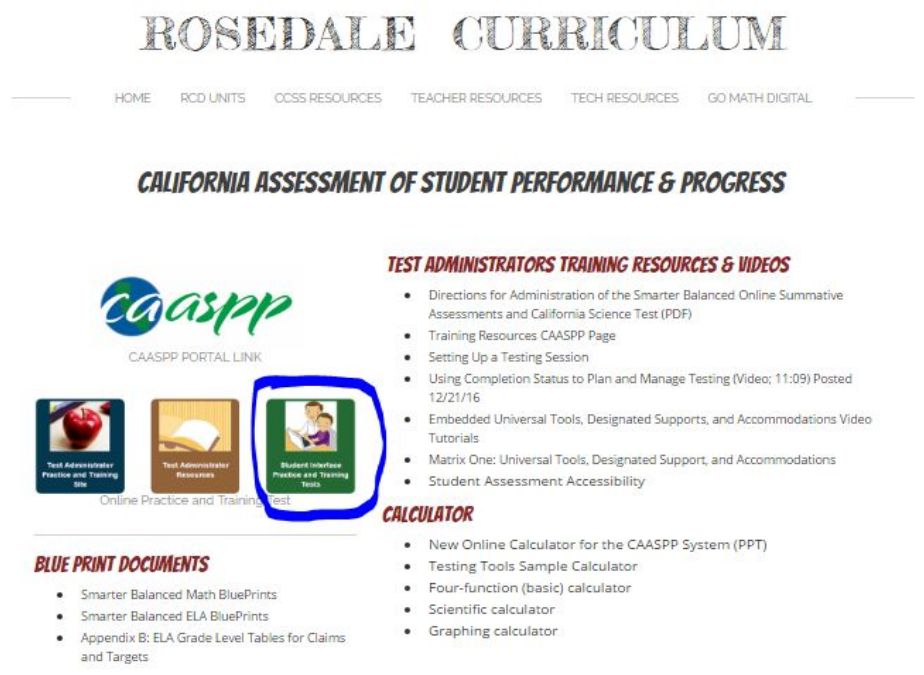
Messages to Motivate Students

- Individual initial results will be available one week after test completion (**before summer vacation**)!
  - We will know if you've tried your best.
- Results may be a factor in your class placement.
  - Your results will matter to you next year.
- In high school, results can be sent to universities as an indicator of college readiness.
  - In the future, results will continue to be important.
- As a school and as a district, final results are public information.
  - Take pride in what you do!

How to Access the Practice Test

Go to the District CAASPP Page: http://www.rosedalecurriculum.com/sbac-testing-resources.html

Click on “Smarter Balanced Practice Test.”



Video: Setting Up Live Practice Session

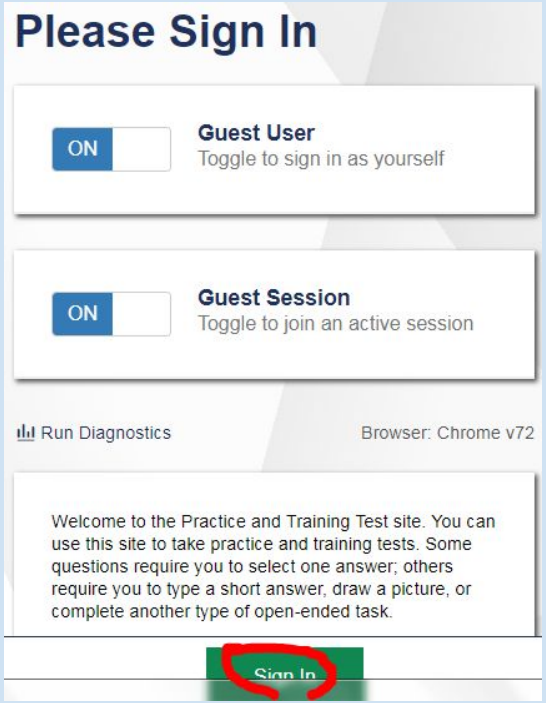
Student Practice Test Sign In

TA Practice Sign In

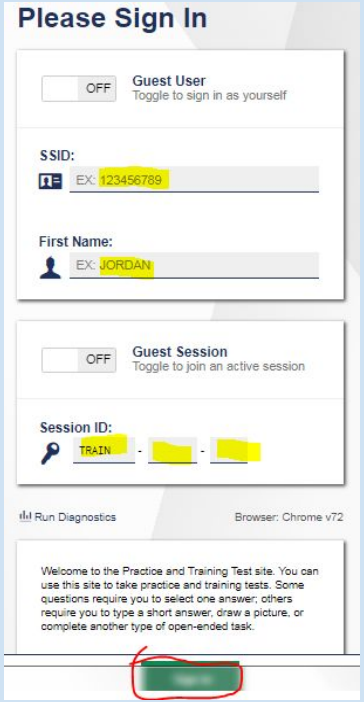
TA Interface for All Summative (Real) Tests

How Students Access the Practice Test As Guest Users vs Practice Session

To log in to the Practice Test as a **Guest User**, simply select “**Sign In**” at the bottom, and then select the grade level and test on the following screens.

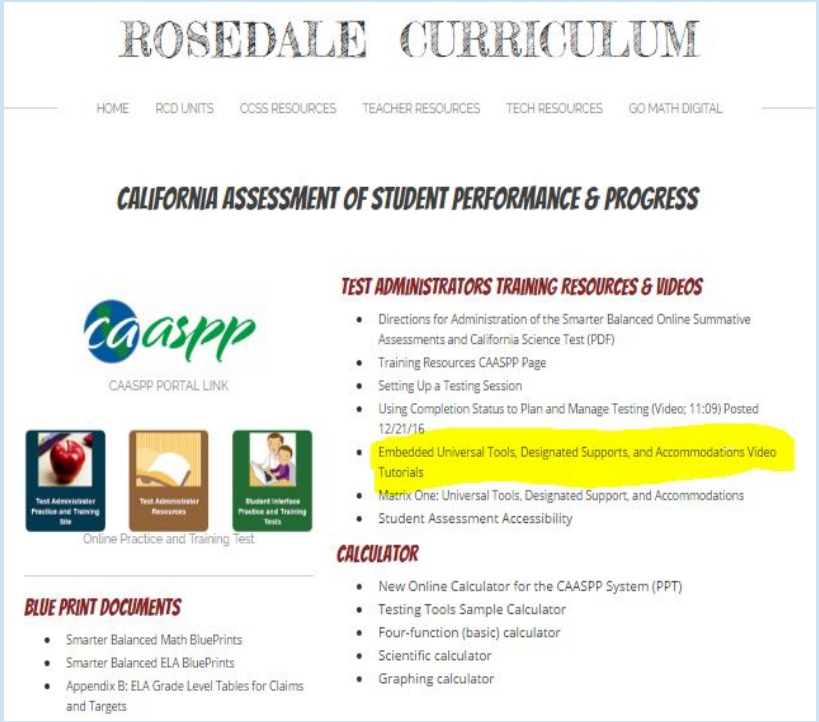


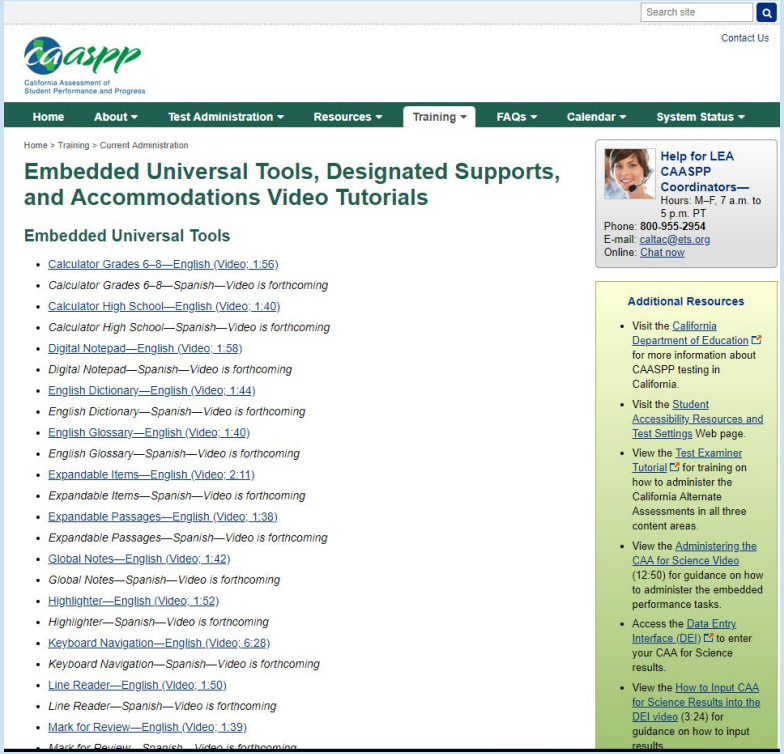
To log in to the practice test as part of a **live practice session**, click “on” by Guest User and Guest Session to deselect the guest options. Enter the student information and session id generated from the TA practice interface.



Student Accessibility: Universal Tools, Designated Supports, and Accommodations:

You'll want to view any videos applicable to your students. There are a couple of new tools!





Student Accessibility: Universal Tools, Designated Supports, and Accommodations

Universal Tools:

All Students

Designated Supports:

Question 1: Has the student been progress monitored, in intervention classes, or received Tier II supports? Is an EL Learner?

Question 2: Has the student NOT demonstrated growth (in Fastbridge and/ or other measures) and/ or still scores at or below the 20th percentile nationally on universal screeners or fluency assessments?

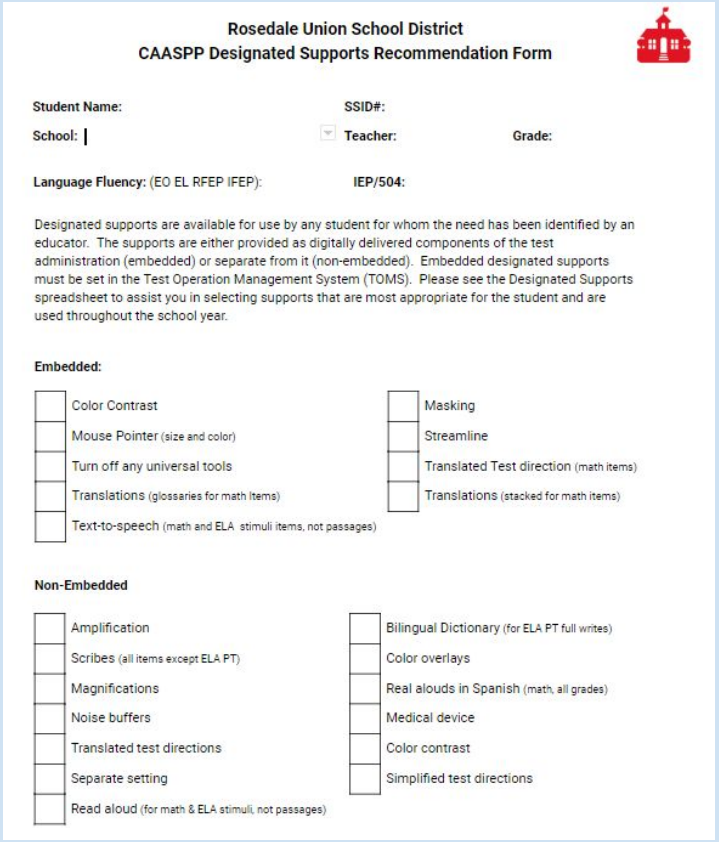
Question 3: Has the student utilized similar supports during instruction (e.g. text to speech)?

If the answer is yes to all questions, review the "SBAC: Usability, Accessibility, and Accommodations Guidelines" (Section II p 10) and meet as a team to determine if any of the available designated supports would be appropriate. All embedded supports must be entered into TOMS.

Accommodations:

As per 504 or IEP, entered in TOMS before testing so that students can practice using any imbedded accommodations.

Student Accessibility: Universal Tools, Designated Supports, and Accommodations cont.



Rosedale Union School District
CAASPP Designated Supports Recommendation Form

Student Name: **SSID#:**

School: **Teacher:** **Grade:**

Language Fluency: (EO EL RFEP IFEP): **IEP/504:**

Designated supports are available for use by any student for whom the need has been identified by an educator. The supports are either provided as digitally delivered components of the test administration (embedded) or separate from it (non-embedded). Embedded designated supports must be set in the Test Operation Management System (TOMS). Please see the Designated Supports spreadsheet to assist you in selecting supports that are most appropriate for the student and are used throughout the school year.

Embedded:

- ☐ Color Contrast
- ☐ Mouse Pointer (size and color)
- ☐ Turn off any universal tools
- ☐ Translations (glossaries for math Items)
- ☐ Text-to-speech (math and ELA stimuli items, not passages)
- ☐ Masking
- ☐ Streamline
- ☐ Translated Test direction (math items)
- ☐ Translations (stacked for math items)

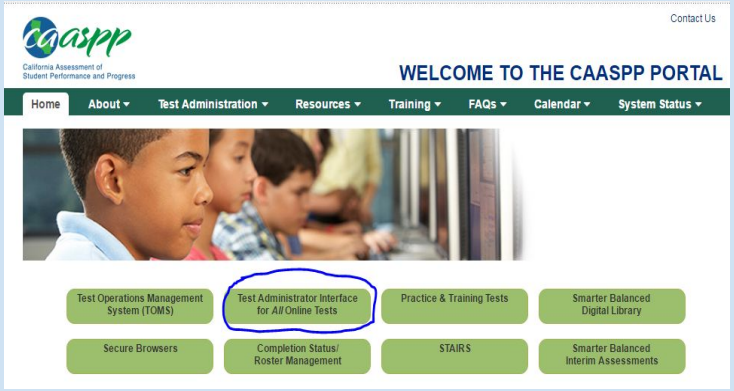
Non-Embedded

- ☐ Amplification
- ☐ Scribes (all items except ELA PT)
- ☐ Magnifications
- ☐ Noise buffers
- ☐ Translated test directions
- ☐ Separate setting
- ☐ Read aloud (for math & ELA stimuli, not passages)
- ☐ Bilingual Dictionary (for ELA PT full writes)
- ☐ Color overlays
- ☐ Real alouds in Spanish (math, all grades)
- ☐ Medical device
- ☐ Color contrast
- ☐ Simplified test directions

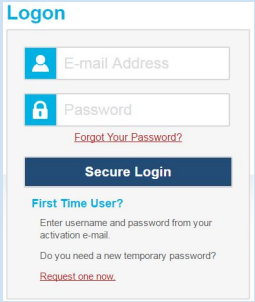
Designated Supports are for use by any students for whom the need has been identified by an educator.

Universal Tools, Designated Supports, and Accommodations Spreadsheet

How to Set Up a Summative Test Session



www.caaspp.org



Video: Setting Up a Testing Session

Quick Start Guides

Test Administration Manual CAASPP

Test Administration Manual CAST

Securing the Testing Environment

- **2018-19 Affidavit**
- Use provided signs (e.g. do not disturb, no electronic devices).
- Instructional materials are to be covered or removed (e.g. graphic organizers, formulas, vocabulary, etc).
- Electronic devices should be off and put away (ideally in backpacks at the front or rear of the room).
- Students should be seated such that they cannot view one another's tests.

Securing the Testing Environment

- Student expectations for using **scratch paper** (e.g. showing work, “writing formulas by memory, RACES method, use of writing process), along with other test taking **strategies**, need to be established *well before* the start of testing sessions, not while materials are being distributed and not during a test session.

Securing the Testing Environment

- Scratch Paper :
  - Students will be provided with blank scratch paper for ELA and Math Computer adaptive Tests and Performance Tasks.
  - For Computer Adaptive Tests:
    - Students are to write their names on their scratch paper.
    - This scratch paper will be collected and then destroyed at the end of the test session.
  - For Performance Tasks, in addition to using scratch paper to solve problems and to draft constructed responses, students may take notes in preparation for their “full writes.”
    - Students are to write their names on their scratch paper.
    - This scratch paper should be collected, inventoried, securely stored, and destroyed once the Performance Task is completed.

Ensuring Completion

Testing Sequence:

- Students begin the Computer Adaptive Test (CAT) before Performance Tasks (PTs) for ELA and math. For science, PTs are imbedded in the test.
- During a testing session for the CAT, students need to complete any items they have viewed during that session, as they will not be allowed to go back to those items after pausing for 20 minutes or more. Students should be reviewing any items they've answered during the last 10-15 of a session, not starting new items.
- For ELA and Math PTs, students can return to where they've left off from the previous session (20 min rule does not apply). However, PTs may have built in segments, for which students will be notified in their interface that they may not return to the given segment once they continue.
- For make-ups, students should complete the PT before the CAT, as they are only given ten calendar days to complete the PT once they've started.

Ensuring Completion

- Reference your provided TA Folder, which will have your testing rosters and DFAs (directions for administration).
  - Write down the generated Session ID before students start testing.
  - Mark “A” for absent students.
  - Mark “INC” if students do not finish by day two of the CAT (Computer Adaptive Test) or by Day two of the Performance Task (PT).
  - Require students to raise a hand before submitting a test.

Ensuring Completion

- Reference your provided TA Folder, which will have your testing rosters and DFAs (directions for administration).
  - Using the provided roster, write in the session ID generated at the start of your session.
  - Mark "A" for absent students.
  - Mark "INC" for students who don't finish testing of Day 2.
  - Site support will cross reference these records with the Online Reporting System.

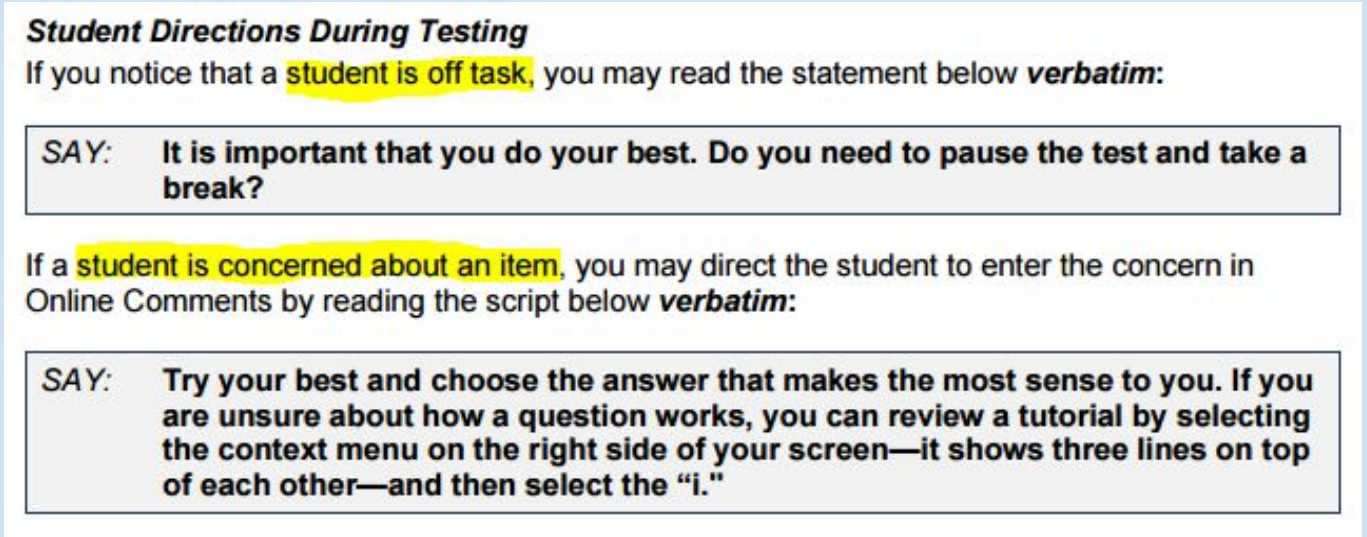
INSERT LINK TO WHATEVER ROSTER/ CHECKLIST YOU MAY USE. THERE CAN BE SIGNIFICANT LAG TIME BETWEEN THE TIME STUDENTS FINISH A TEST AND WHEN THEY SHOW UP AS COMPLETED IN THE ONLINE REPORTING SYSTEM (ORS).

A	B	C	D	E	F
Write in the session ID generated at the start of your session.					
Mark "A" for absent students. Mark "INC" for students who don't finish testing of Day 2.					
Lastname	Firstname	CAT Day 1	CAT Day 2	PT Day 1	PT Day 2
		Session ID:	Session ID:	Session ID:	Session ID:
Board	Tom				

SITE COORDINATORS WILL STILL NEED TO RUN REPORTS IN ORS AS THIS IS THE ONLY WAY TO ENSURE THAT STUDENTS HAVE SUCCESSFULLY SUBMITTED THEIR TESTS.

Managing the Testing Environment

- **Test Administrators (Teachers Giving the Test) are expected to actively manage during the test.**
  - "Once students have started their tests, the test administrator should circulate through the room to ensure that all conditions of test security are maintained." 2019 Test Administrator Manual p150
- **Permitted prompts include the following:**



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."**

Incentive Ideas to Motivate Students

ADD YOUR SITE INCENTIVES

- A friendly competition between 7th and 8th grade:
  - The grade with the highest attendance rate during the testing window gets...
  - **Or** if both grades have above ____% during the testing window...
- Individual Incentives (done during morning announcements)
  - Students who try their best have their names added to a weekly drawing to be featured on the marquee/ website
  - Daily drawings for good attendance

New This Year!

Student scores will be uploaded into the parent portal in Illuminate rather than mailed home.

We will need to inform parents about this new change and work to get all parents logged into Illuminate. We will need to print reports for anyone without internet access or who ask.