

CAASPP Planning

For

ADD SITE

Objectives

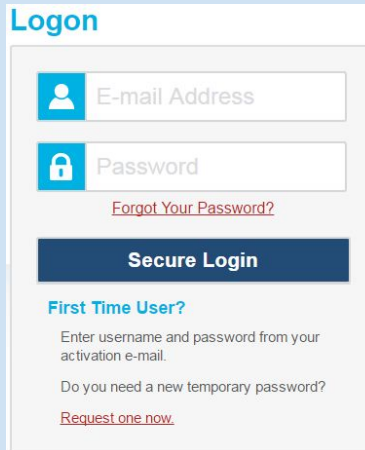
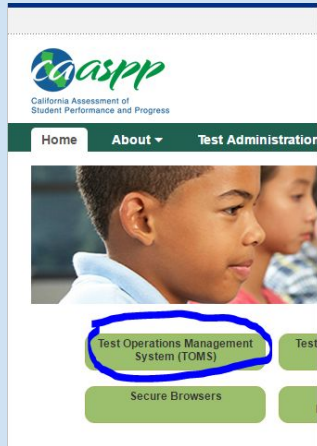
- Complete Security Affidavit
- Verify your account.
- Become familiar with resources and schedules.
- Review Universal Tools, Designated Supports, and Accommodations.
- Review messages to motivate students.
- Review test security.
- Preview how to start a live test session.
- Preview how to access practice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

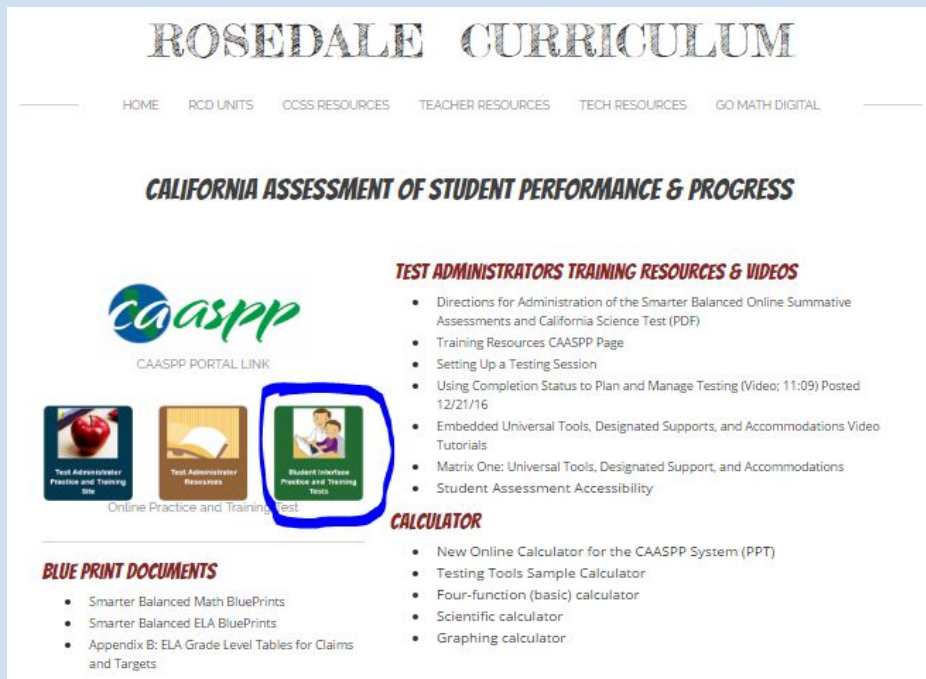
Messages to Motivate Students

- 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): <http://www.rosedalecurriculum.com/sbac-testing-resources.html>

Click on “Smarter Balanced Practice Test.”



The screenshot shows the Rosedale Curriculum website. At the top, the text "ROSEDALE CURRICULUM" is displayed in a large, serif font. Below this is a navigation menu with links for HOME, RCD UNITS, OCSS RESOURCES, TEACHER RESOURCES, TECH RESOURCES, and GO MATH DIGITAL. The main heading reads "CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE & PROGRESS". Underneath is the CAASPP logo and the text "CAASPP PORTAL LINK". There are three icons: "Test Administrator Practice and Training Site" (with a red apple), "Test Administrator Resources" (with a book), and "Student Inhibitor Practice and Training Tests" (with a person and a book). The third icon is circled in blue. Below the icons is the text "Online Practice and Training Test". To the right, under the heading "TEST ADMINISTRATORS TRAINING RESOURCES & VIDEOS", there is a list of resources. Below that, under the heading "CALCULATOR", there is another list of resources. At the bottom left, under the heading "BLUE PRINT DOCUMENTS", there is a list of documents.

ROSEDALE CURRICULUM

HOME RCD UNITS OCSS RESOURCES TEACHER RESOURCES TECH RESOURCES GO MATH DIGITAL

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE & PROGRESS

caaspp
CAASPP PORTAL LINK

TEST ADMINISTRATORS TRAINING RESOURCES & VIDEOS

- Directions for Administration of the Smarter Balanced Online Summative Assessments and California Science Test (PDF)
- Training Resources CAASPP Page
- Setting Up a Testing Session
- Using Completion Status to Plan and Manage Testing (Video; 11:09) Posted 12/21/16
- Embedded Universal Tools, Designated Supports, and Accommodations Video Tutorials
- Matrix One: Universal Tools, Designated Support, and Accommodations
- Student Assessment Accessibility

CALCULATOR

- New Online Calculator for the CAASPP System (PPT)
- Testing Tools Sample Calculator
- Four-function (basic) calculator
- Scientific calculator
- Graphing calculator

BLUE PRINT DOCUMENTS

- Smarter Balanced Math BluePrints
- Smarter Balanced ELA BluePrints
- Appendix B: ELA Grade Level Tables for Claims and Targets

[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.

Please Sign In

Guest User
Toggle to sign in as yourself

Guest Session
Toggle to join an active session

Run Diagnostics Browser: Chrome v72

Welcome to the Practice and Training Test site. You can use this site to take practice and training tests. Some questions require you to select one answer; others require you to type a short answer, draw a picture, or complete another type of open-ended task.

Sign In

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.

Please Sign In

Guest User
Toggle to sign in as yourself

SSID:
 EX: 123456789

First Name:
 EX: JORDAN

Guest Session
Toggle to join an active session

Session ID:
 TRAIN - -

Run Diagnostics Browser: Chrome v72

Welcome to the Practice and Training Test site. You can use this site to take practice and training tests. Some questions require you to select one answer; others require you to type a short answer, draw a picture, or complete another type of open-ended task.

Sign In

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!

ROSEDALE CURRICULUM

HOME RCD UNITS CCSS RESOURCES TEACHER RESOURCES TECH RESOURCES GO MATH DIGITAL

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE & PROGRESS

caaspp
CAASPP PORTAL LINK

Test Administrator Practice and Training Site
Test Administrator Resources
Student Invention Practice and Training Tests

Online Practice and Training Test

BLUE PRINT DOCUMENTS

- Smarter Balanced Math BluePrints
- Smarter Balanced ELA BluePrints
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Search site

Contact Us

Home About Test Administration Resources Training FAQs Calendar System Status

Home > Training > Current Administration

Embedded Universal Tools, Designated Supports, and Accommodations Video Tutorials

Embedded Universal Tools

- Calculator Grades 6–8—English (Video: 1:56)
- Calculator Grades 6–8—Spanish—Video is forthcoming
- Calculator High School—English (Video: 1:40)
- Calculator High School—Spanish—Video is forthcoming
- Digital Notepad—English (Video: 1:58)
- Digital Notepad—Spanish—Video is forthcoming
- English Dictionary—English (Video: 1:44)
- English Dictionary—Spanish—Video is forthcoming
- English Glossary—English (Video: 1:40)
- English Glossary—Spanish—Video is forthcoming
- Expandable Items—English (Video: 2:11)
- Expandable Items—Spanish—Video is forthcoming
- Expandable Passages—English (Video: 1:38)
- Expandable Passages—Spanish—Video is forthcoming
- Global Notes—English (Video: 1:42)
- Global Notes—Spanish—Video is forthcoming
- Highlighter—English (Video: 1:52)
- Highlighter—Spanish—Video is forthcoming
- Keyboard Navigation—English (Video: 5:28)
- Keyboard Navigation—Spanish—Video is forthcoming
- Line Reader—English (Video: 1:50)
- Line Reader—Spanish—Video is forthcoming
- Mark for Review—English (Video: 1:39)
- Mark for Review—Spanish—Video is forthcoming

Help for LEA CAASPP Coordinators—
Hours: M-F, 7 a.m. to 5 p.m. PT
Phone: 800.955.2954
E-mail: caltac@ets.org
Online: [Chat now](#)

Additional Resources

- Visit the [California Department of Education](#) for more information about CAASPP testing in California.
- Visit the [Student Accessibility Resources and Test Settings](#) Web page.
- View the [Test Examiner Tutorial](#) for training on how to administer the California Alternate Assessments in all three content areas.
- View the [Administrator's the CAA for Science Video](#) (12:50) for guidance on how to administer the embedded performance tasks.
- Access the [Data Entry Interface \(DEI\)](#) to enter your CAA for Science results.
- View the [How to Input CAA for Science Results into the DEI video](#) (3:24) for guidance on how to input results.

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:

<input type="checkbox"/>	Color Contrast	<input type="checkbox"/>	Masking
<input type="checkbox"/>	Mouse Pointer (size and color)	<input type="checkbox"/>	Streamline
<input type="checkbox"/>	Turn off any universal tools	<input type="checkbox"/>	Translated Test direction (math items)
<input type="checkbox"/>	Translations (glossaries for math items)	<input type="checkbox"/>	Translations (stacked for math items)
<input type="checkbox"/>	Text-to-speech (math and ELA stimuli items, not passages)		

Non-Embedded


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

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

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE & PROGRESS



CAASPP PORTAL LINK



Online Practice and Training Test

TEST ADMINISTRATORS TRAINING RESOURCES & VIDEOS

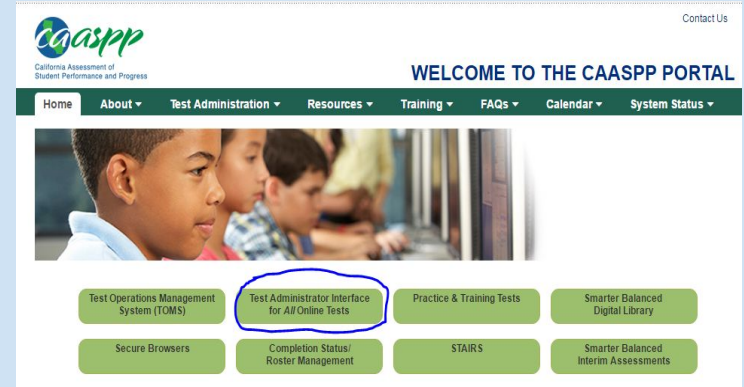
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Video: [Setting Up a Testing Session](#)

[Quick Start Guides](#)

[Test Administration Manual CAASPP](#)


[Test Administration Manual CAST](#)



Contact Us

WELCOME TO THE CAASPP PORTAL

Home About Test Administration Resources Training FAQs Calendar System Status



- Test Operations Management System (TOMS)
- Test Administrator Interface for All Online Tests**
- Practice & Training Tests
- Smarter Balanced Digital Library
- Secure Browsers
- Completion Status/Roster Management
- STAIRS
- Smarter Balanced Interim Assessments

www.caaspp.org

Logon

[Forgot Your Password?](#)

Secure Login

First Time User?

Enter username and password from your activation e-mail.

Do you need a new temporary password?

[Request one now.](#)

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.