

CALIFORNIA

Assessment of Student Performance and Progress

Test Operations Management System Pre-Administration Guide for CAASPP Testing

- ◆ Adding and Managing Users
- ◆ Passwords, Access, and Logon
- ◆ Test Administration Setup
- ◆ Student Test Assignment
- ◆ Student Test Settings
- ◆ Score Status
- ◆ Uploads
- ◆ Reports

Smarter Balanced Summative and Interim
Assessments

California Science Test

California Alternate Assessment

California Spanish Assessment



Measuring the Power of Learning.™



California Assessment of
Student Performance and Progress

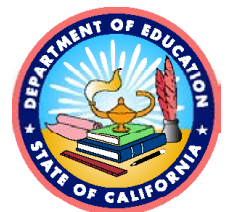


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Acronyms and Initialisms Used in the *TOMS Pre-Administration Guide for CAASPP Testing*

Abbreviation	Term
ART	Administration and Registration Tools
CAA	California Alternate Assessment
CAASPP	California Assessment of Student Performance and Progress
CALPADS	California Longitudinal Pupil Achievement Data System
CalTAC	California Technical Assistance Center
CAST	California Science Test
CDE	California Department of Education
CDS	County-District-School
CEDS	Common Education Data Standards
CSA	California Spanish Assessment
CSD	California School Directory
<i>CFR</i>	<i>Code of Federal Regulations</i>
ELA	English language arts/literacy
ELPAC	English Language Proficiency Assessments for California
ETS	Educational Testing Service
IEP	individualized education program
ISAAP	Individual Student Assessment Accessibility Profile
LEA	local educational agency
NPS	nonpublic, nonsectarian school
NTE	Not tested medical emergency
ORS	Online Reporting System
PGE	Parent/Guardian exemption
PT	performance task
RLA	reading/language arts
SSID	Statewide Student Identifier
TOMS	Test Operations Management System
UAAG	Smarter Balanced Usability, Accessibility, and Accommodations Guidelines

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Introduction

What's New in 2018–19 for the Test Operations Management System (TOMS)

User Interface

- The user “Logged on as” information will be present in all the TOMS screens.
- There will be an option in the left navigation bar for switching the program if the user has access to both CAASPP and ELPAC. Users with a role assigned in the English Language Assessments for California (ELPAC) TOMS will see a **[Switch to ELPAC]** button to switch to ELPAC TOMS.
- Selecting the **[Help]** button in the application window header in TOMS will open the newly designed *Help* screen in a new window. The user will land on the *Help Overview* screen. From there, the user can navigate to TOMS in the left menu and find help on specific TOMS features.
- Selecting the **[Help]** question mark [?] icon opens the contextual help topic related to the function
- A **[Secure Materials]** button will be added to the left navigation bar in TOMS to host useful resources like PDF documents, videos, installation files (such as those used by the test delivery system) etc. Resources can also be accessed by selecting **[Help]** and then navigating to *Resources* in the screen's left menu.
- The Security and Test Administration Incident Reporting System (STAIRS) will be part of TOMS after January 8, 2019. Processes for STAIRS will continue to be described in the *CAASPP Security Incidents and Appeals Procedure Guide*. (The California Spanish Assessment [CSA] field test will use the process from the 2017–18 administration.)

Student Data

- The *Language Code* field has been renamed *CEDS Primary Language Code* and will contain the student's Common Education Data Standards (CEDs) code.
- *Primary Language* has been added as a new field and will contain the name of the student's primary language.

Adding and Managing Users

- Multiple roles may now be associated with a single username at one or more organizations.
- A user's highest level of user role hierarchy applies to the assigned location only. For example a user who is a Site Coordinator at School A and a Test Administrator at School B does not have Site Coordinator privileges at School B.

- A user will be able to make changes to all the roles that are lower in hierarchy, regardless of the organization their current role is associated with. For example, If User1 is the LEA CAASPP Coordinator at LEA1 and LEA2 and is currently logged on as the LEA CAASPP Coordinator for LEA1, User1 will still be able to view and update users associated with both LEA1 and LEA2 without having to switch roles.
- One username can be associated with multiple roles and organizations in the user upload template. The user is able to delete a role by using the *Delete Role* column.

Passwords, Access, and Logon

- There is a new *Welcome* screen that appears when you log on.
 - The default selection of a testing program—either CAASPP or ELPAC—is made based on the URL you entered while logging on.
 - The roles shown in the updated *Welcome* screen are based on the testing program selection.
 - If you have roles in both programs, you have the option to switch between versions of TOMS on this screen.
- Local educational agency (LEA) CAASPP coordinators will be notified, via messaging in the *News and Announcements* box, when a primary LEA CAASPP Coordinator user is not assigned.
- The user can log off the system by selecting the **[Logoff]** button or the **[Cancel]** button if he or she is logging on for the first time during the current session.
- The new two-step authentication process requires that, for the first use of TOMS using a particular web browser, you will be prompted to request a security code be sent to your email address. Once received, the code must be used within 15 minutes to gain access to TOMS. Use of a different web browser requires that a new code be requested.
- With the advent of two-step authentication, a security question and answer are no longer required.

Test Administration Setup

- The CSA field test will be administered during a fixed testing window during fall 2018, from September 17 to October 12, 2018.
- Pre-ID selection is no longer required because there is no Pre-ID for special version materials.
- The *Parent/Guardian Addresses* box for Student Score Reports is checked by default because all Student Score Reports will include the parent/guardian address.
 - There is no fee associated with this service.
 - This check box is not selectable.

Student Test Assignment/Test Assignment

- Grade twelve students who tested previously will not be automatically registered for the CAST (or CAA for Science field test if an alternate assessment had been selected for the student).
- An English Learner (EL) Exempt indicator has been added.
- The CAST is now an operational assessment.
- A new button, [**Student Science Participation Information**], was added. Select this button to open the *Student Science Participation Information* message showing whether or not a student in high school participated in science testing in a prior administration (either the California Science Test [CAST] or California Alternate Assessment [CAA] for Science).
- The CSA field test can be administered to students in grades four through twelve. Administration will be off-grade, meaning that students in grade four will receive a grade three CSA and students in grade five will receive a grade four CSA, all the way through grade nine students, who will receive the grade eight CSA. Students in grades ten through twelve will receive the high school assessment.
- The operational CSA can be administered to students in grades three through twelve.
- The Standards-based Tests in Spanish is no longer part of the CAASPP System.
- Paper-pencil Smarter Balanced Summative Assessments for ELA and mathematics are no longer offered with the exception of braille and large-print special versions. These can be ordered, using the supplemental ordering process, from the California Technical Assistance Center after receiving permission from the California Department of Education.
- Delivery Name/Delivery Code, which are associated with Pre-ID and paper-pencil testing, are no longer required on the test assignment upload template.

Student Test Settings

General/All

- Streamline has been reassigned as an embedded designated support.
- “Medical device” is a new non-embedded designated support for all assessments.
- The button used to clear unlisted resources is now called [**MAKE INACTIVE**].

Smarter Balanced

- Burmese is now among the embedded translation glossaries available as a designated support for the mathematics assessment.

CAST

- The braille version of the CAST will be available in April 2019.
- The following accessibility resources can be assigned to the CAST:

Type	Universal Tools	Designated Support	Accommodations
Embedded	<ul style="list-style-type: none"> • Breaks • Calculator • Digital notepad • English glossary • Expandable items • Expandable passages • Highlighter • Keyboard navigation • Line reader • Mark for review • Math tools • Science charts • Science tools • Strikethrough • Writing tools • Zoom 	<ul style="list-style-type: none"> • Color contrast • Masking • Mouse pointer • Streamline • Text to speech • Translations (glossary) • Translations (Spanish stacked) • Turn off any universal tool(s) 	<ul style="list-style-type: none"> • American Sign Language • Audio transcript • Braille • Closed-captioning

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What's New in 2018–19 for the Test Operations Management System (TOMS)

Type	Universal Tools	Designated Support	Accommodations
Non-embedded	<ul style="list-style-type: none"> • Breaks • Scratch paper 	<ul style="list-style-type: none"> • 100s number table • Amplification • Calculator • Color contrast • Color overlay • Magnification • Medical device • Multiplication table • Noise buffers • Read aloud • Science charts • Scribe • Separate setting • Simplified test directions • Translated test directions 	<ul style="list-style-type: none"> • Abacus • Alternate response options • Print-on-demand • Speech-to-text • Word prediction

CAA for Science

The following accessibility resources can be assigned to the CAA for Science:

Type	Universal Tools	Designated Support	Accommodations
Embedded	<ul style="list-style-type: none"> • Breaks • Digital notepad • Expandable passages • Expandable items • Highlighter • Keyboard navigation • Line reader • Mark for review • Strikethrough • Zoom 	<ul style="list-style-type: none"> • Color contrast • Masking • Mouse pointer (size and color) • Streamline • Turn off any universal tools 	<ul style="list-style-type: none"> • (none)
Non-embedded	<ul style="list-style-type: none"> • Breaks • Calculator • Scratch paper 	<ul style="list-style-type: none"> • 100s number table • Amplification • Color contrast • Color overlay • Magnification • Medical device • Multiplication table (for items) • Noise buffers • Read aloud (for items) • Scribe • Separate setting 	<ul style="list-style-type: none"> • Abacus • Additional instructional supports and resources for alternate assessments • Alternate response options • Print-on-demand • Word prediction

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What's New in 2018–19 for the Test Operations Management System (TOMS)

CSA Field Test

- The following accessibility resources will be available in Spanish:
 - Closed-captioning
 - Mouse pointer
 - Braille
- The following accessibility resources can be assigned to the CSA field test:

Type	Universal Tools	Designated Support	Accommodations
Embedded	<ul style="list-style-type: none"> • Breaks • Digital notepad • Expandable items • Expandable passages • Highlighter • Keyboard navigation • Line reader • Mark for review • Strikethrough • Writing tools (i.e., bold, italic, bullets, undo/redo) • Zoom (in/out) 	<ul style="list-style-type: none"> • Color contrast • Masking • Mouse pointer • Permissive mode • Streamline • Text-to-speech (items) • Turn off any universal tool(s) 	<ul style="list-style-type: none"> • Braille (embossed and refreshable) • Closed-captioning • Text-to-speech (reading passages)

Type	Universal Tools	Designated Support	Accommodations
Non-embedded	<ul style="list-style-type: none"> • Breaks • Scratch paper • Spanish dictionary • Spanish thesaurus 	<ul style="list-style-type: none"> • Amplification • Bilingual dictionary (full write items) • Color contrast • Color overlay • Magnification • Medical device • Noise buffers • Read-aloud (items) • Scribe (nonwriting items) • Separate setting • Simplified test directions 	<ul style="list-style-type: none"> • Alternate response options • Print-on-demand • Read aloud (reading passages) • Scribe (writing items)

Operational CSA

- Unlisted resources are available starting with the operational CSA.
- The following accessibility resources will be available in Spanish:
 - Audio transcript
 - Closed-captioning
 - Mouse pointer
 - Braille

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What's New in 2018–19 for the Test Operations Management System (TOMS)

- The following accessibility resources can be assigned to the operational CSA:

Type	Universal Tools	Designated Support	Accommodations
Embedded	<ul style="list-style-type: none"> Breaks Digital notepad Expandable items Expandable passages Highlighter Keyboard navigation Line reader Mark for review Spanish glossary (for specific items) Strikethrough Writing tools (i.e., bold, italic, bullets, undo/redo) Zoom (in/out) 	<ul style="list-style-type: none"> Color contrast Masking Mouse pointer Permissive mode Print size Streamline Text-to-speech (items) Turn off any Universal Tool(s) 	<ul style="list-style-type: none"> Audio transcript Braille (embossed and refreshable) Closed-captioning Text-to-speech (reading passages)
Non-embedded	<ul style="list-style-type: none"> Breaks Scratch paper Spanish dictionary Spanish thesaurus 	<ul style="list-style-type: none"> Amplification Color contrast Color overlay Magnification Medical device Noise buffers Read-aloud (items) Scribe (nonwriting items) Separate setting Simplified test directions 	<ul style="list-style-type: none"> Alternate response options Print-on-demand Read aloud (reading passages) Scribe (writing items)

Student Score Status

- The user-entered condition codes PGE (Parent/Guardian exemption) and NTE (Not test due to medical emergency) will be available for following assessments:
 - CAST operational assessment
 - CAA for Science field test
 - Operational CSA
- Student Score Reports will be available in English and the language determined by the *Primary Language* field when the language is Filipino, Mandarin, Spanish, or Vietnamese.

File Uploads

- File upload types “Delivery Name and Delivery Code” and “Request Spanish Student Score Report” are no longer file upload options.

Reports

Student Demographics Report:

- The new columns *CEDS Language Code* and *Primary Language* have been added to the Student Demographics report.
- The *EL* field has been renamed to “English Learner (EL).”

High School Participation Report for the CAST and CAA for Science

- This new report provides tracking information on students who took a high school science assessment during the previous CAASPP administration (2017–18).

Test Assignment Report

- Two new columns, *EL Exempt* and *Student Status*, have been added.
- There are separate columns for the CSA field test and operational CSA.
- Columns for tracking administration of Smarter Balanced paper-pencil tests for English language arts/literacy and mathematics have been replaced with content-area columns for special versions materials (braille and large print).
- The column indicating whether a Spanish Student Score Report was requested for the student has been removed.

About the Test Operations Management System (TOMS)



Resources in This Section:

- California Assessment of Student Performance and Progress (CAASPP) Manuals and Instructions web page—<http://www.caaspp.org/administration/instructions/>
- CAASPP Forms web page—<http://www.caaspp.org/administration/forms/>

TOMS is a secure website that permits local educational agency (LEA) CAASPP coordinators to perform a number of tasks for the CAASPP System, which comprises the Smarter Balanced Online Summative Assessments for English language arts/literacy (ELA) and mathematics; the California Alternate Assessments (CAAs) for ELA, mathematics, and science (online field test of embedded performance tasks); the California Science Test (CAST); and the California Spanish Assessment (CSA) fall field test and spring operational assessment.

TOMS Pre-Administration Functions

Functions that support CAASPP pre-administration activities are listed in this subsection.

- **Adding and Managing Users** permits LEA CAASPP coordinators and CAASPP test site coordinators to add users, either one by one or in a batch upload, to the CAASPP Single Sign-On system, which allows users to access the following CAASPP systems:
 - Test Operations Management System (TOMS)
 - Test Administrator Interface
 - Interim Assessment Hand Scoring System
 - Online Reporting System
 - Completion Status Reports
 - Security and Test Administration Incident Reporting System (STAIRS) and Appeals System (*STAIRS is available through TOMS and Appeals is available in the Test Information Distribution Engine; both are available in January 2019. LEAs participating in the CSA fall field test will have access to the 2017–18 CAASPP STAIRS form.*)
- **Test Administration Setup** permits LEA CAASPP coordinators to set up a testing window(s) for the schools in the LEA.
- **Reports** permits LEA CAASPP coordinators and CAASPP test site coordinators to access information about data they have uploaded and/or entered into TOMS.

- **Student Test Assignment** permits LEA CAASPP coordinators to assign the alternate tests to students as well as special version test forms (braille and large print).
- **Student Test Settings** permits LEA CAASPP coordinators and CAASPP test site coordinators to assign accommodations and designated supports, either one by one or in a batch upload, to students within the LEA.
- **Unlisted Resources** permits LEA CAASPP coordinators and CAASPP test site coordinators to request use of an accessibility resource that is not otherwise available for a student who uses the resource in his or her daily instruction.
- **Score Status** permits LEA CAASPP coordinators to assign certain condition codes, either one by one or using batch upload, to students prior to or during the selected testing window.

TOMS Functionality for LEA CAASPP Coordinators

LEA CAASPP coordinators will be able to perform the following tasks in TOMS:

- ① **Manage the LEA's testing windows**
- ① **Verify contact and mailing address information, including delivery and email addresses**



Note: If your mailing address is incorrect, you need to contact your California School Directory (CSD) coordinator to update this address on the CSD.

- ① **Indicate which students are taking the CAAs for English language arts/literacy, mathematics, and the science field test**
- ① **Review the LEA's order for all Smarter Balanced special version test materials (braille and large print)**
- ① **Assign accommodations and designated supports to students for CAASPP assessments administered by computer, including both embedded and non-embedded accommodations and designated supports**
- ① **Submit requests for unlisted resource(s), if necessary, for students with individualized education programs or Section 504 plans**
- ① **Report testing irregularities, breaches, improprieties, and incidents by completing the *CAASPP Security and Test Administration Incidents Reporting System* form in TOMS and then filing an online appeal if required**
- ① **Add and manage contact information for the LEA technology coordinator and LEA special education coordinator**

Introduction | About the Test Operations Management System (TOMS)

- ❗ **Add and manage CAASPP test site coordinator, test administrator, test examiner, test administrator & text examiner, IA Administrator Only, Educator - District, Educator - Site, and Educator - Roster access to TOMS, including password resets**
- ❗ **Download secure materials and resources such as CAASPP training materials for hand scoring interim assessments; *Directions for Administration* for the CAAs for ELA and mathematics and separate *Directions for Administration* for the CAA for Science; and the installation files for the voice packs used by the test delivery system**
- ❗ **Download reports associated with student testing, such as the LEA- and school-level student test assignment reports, the LEA- and school-level student test settings reports, and the LEA- and school-level High School Participation Report for the CAST and CAA for Science**
- ❗ **Access the LEA's test results and Student Score Reports**

TOMS Requirements

TOMS supports the following web browsers:

- Internet Explorer 10 and above
- Mozilla Firefox 45 and above
- Google Chrome 51 and above
- Safari 7 and above

See the “Supported Web Browsers for Online Systems Associated with Testing” subsection of the *Technical Specifications and Configuration Guide for CAASPP Online Testing*, which is linked on the [Manuals and Instructions](#) web page on the CAASPP Portal, for additional information.

System functionality and screen displays may operate or appear differently due to different web browser and operating system capabilities. The TOMS website is optimal when viewed using a resolution of 1280 x 1024.



Important: While it is possible to open more than one web browser tab or window at a time, only one session of any module of TOMS should be open in a web browser tab or web browser application window for editing at one time.

Gaining Access to TOMS

LEA CAASPP coordinators may access this module permitting them to add and manage test site users only after the proper designation and security forms have been submitted to the California Technical Assistance Center:

- the Superintendent’s Designation of LEA CAASPP Coordinator; and
- the CAASPP Test Security Agreement for LEA CAASPP Coordinators and CAASPP Test Site Coordinators.

These electronic forms are linked on the CAASPP [Forms](#) web page.

After these forms are submitted, the LEA CAASPP coordinator will receive an email to verify his or her username (which is the user’s email address) and temporary password from caaspp@ets.org that will allow access to TOMS. During times of high volume, logon credentials may take as long as two business days to arrive.



Note: If necessary, ask your email administrator to white list the email address caaspp@ets.org to ensure you receive your logon credentials.

About This Manual

Resources in This Section:





- *California Assessment of Student Performance and Progress (CAASPP) Interim Assessment User Guide* web document—<http://www.caaspp.org/rsc/pdfs/CAASPP.interim-assessment-guide.2018-19.pdf>

1. This manual provides the instructions necessary for local educational agency (LEA) California Assessment of Student Performance and Progress (CAASPP) coordinators and CAASPP test site coordinators to manage user, test administration, and student data assignments and for LEA CAASPP coordinators to order Smarter Balanced special version testing materials (braille and large print). [Chapter 2 Passwords, Access, and Logon](#) provides instructions for users in all assigned roles to access CAASPP systems.
2. Website users may notice slight differences between what is displayed on the web page and the screen captures shown in this manual due to individual browser versions, monitor resolution, device configuration, etc.
3. Data displayed on the web pages or forms shown as examples in this manual are for demonstration purposes only and may not reflect valid data.
4. Web pages may appear slightly differently under Macintosh, using various versions of Windows, or because of differences in web browsers or web browser versions.
5. Information about how to administer Smarter Balanced Interim Assessments, access the Interim Assessment Reporting System, and adding and managing users in the Smarter Balanced Administration and Registration Tools system is found in the [CAASPP Interim Assessment User Guide](#).

Document Conventions

Table 1 lists key symbols and typographical conventions used in this manual.

Table 1. Key Symbols and Document Conventions

Element	Description
	Warning: This symbol accompanies important information regarding actions that may cause fatal errors.
	Caution: This symbol accompanies important information regarding a task that may cause minor errors.
	Note: This symbol accompanies additional information that may be of interest.
	Resources: This symbol accompanies a list of URLs for web pages and/or web documents that provide additional information.

Element	Description
<code>file name</code>	Monospaced text indicates a directory, file name, or something you enter in a field.
<code>[text]</code>	Text in brackets is used to indicate a link or button that is selectable.

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Chapter 1. Adding and Managing Users

Adding and Managing Users in the Test Operations Management System (TOMS)

Resources in This Section:

- California Assessment of Student Performance and Progress (CAASPP) Portal website—<http://www.caaspp.org/>
- *CAASPP Interim Assessment User Guide* web document—<http://www.caaspp.org/rsc/pdfs/CAASPP.interim-assessment-guide.2018-19.pdf>
- CAASPP Forms web page—<http://www.caaspp.org/administration/forms/>
- CAASPP Test Operations Management System (TOMS) Resources web page—<http://www.caaspp.org/administration/toms/>

Notes:

- Information about how to add and manage users in the Smarter Balanced Administration and Registration Tools system for interim assessments is found in the [CAASPP Interim Assessment User Guide](#).
- These instructions pertain to user roles and assignments for the CAASPP System only.
- CAASPP test site coordinators should contact their local educational agency (LEA) CAASPP coordinators if they have questions about accessing or using the Test Operations Management System (TOMS). Test administrators, test examiners, test administrators & test examiners, and other school staff should contact their CAASPP test site coordinator if they have questions about accessing or using TOMS.

Module Overview

User Roles Assigned in TOMS

- | | |
|--------------------------------------|-------------------------|
| • LEA CAASPP Coordinator | • IA Administrator Only |
| • Test Site Coordinator | • Educator - District |
| • Test Administrator | • Educator - Test Site |
| • Test Examiner | • Educator - Roster |
| • Test Administrator & Test Examiner | |

LEA CAASPP coordinators must add CAASPP test site coordinators and may add other user roles to TOMS to enable the designated users to administer, monitor, and manage the online Smarter Balanced summative and interim assessments. Table 2 contains a list of definitions

for the user roles. You should refer to the LEA's privacy policy regarding student information when making decisions about user roles.

Users may be added either individually in the TOMS user interface or in the batch upload of a .csv file.

CAASPP test site coordinators may add Test Administrators, Test Examiners, Test Administrators & Test Examiners, Interim Assessment Administrators, and Educators at the test site to TOMS.



Note: Persons occupying the roles of Test Examiner and Test Administrator & Test Examiner must be licensed or credentialed employees.

Note the following about assigning users in TOMS:

- ① A user with multiple roles across different LEAs or test sites ("sites") may use one email account.
- ① Each user can be assigned one CAASPP TOMS account, no matter how many different LEAs or sites he or she is associated with.
- ① A user's highest level of user role hierarchy applies to the assigned location only. For example a user who is a Test Site Coordinator at School A and a Test Administrator at School B does not have Test Site Coordinator privileges at School B, nor can he or she create subordinate users at School B.
- ① Additional roles for a single user can be added using the TOMS user interface or through the batch upload process.
- ① **You should not assign** an individual user to multiple roles at a single site; instead, grant the user the highest level of access among those roles at the site. For example, if Jane Alder is both Test Site Coordinator and Test Examiner at School 1, assign Ms. Alder only to the Test Site Coordinator role at School 1.

Figure 1 shows an example of a hierarchy in which one user (i.e., Jane Alder) has different roles at three locations.

Adding and Managing Users | Adding and Managing Users in the Test Operations Management System (TOMS)

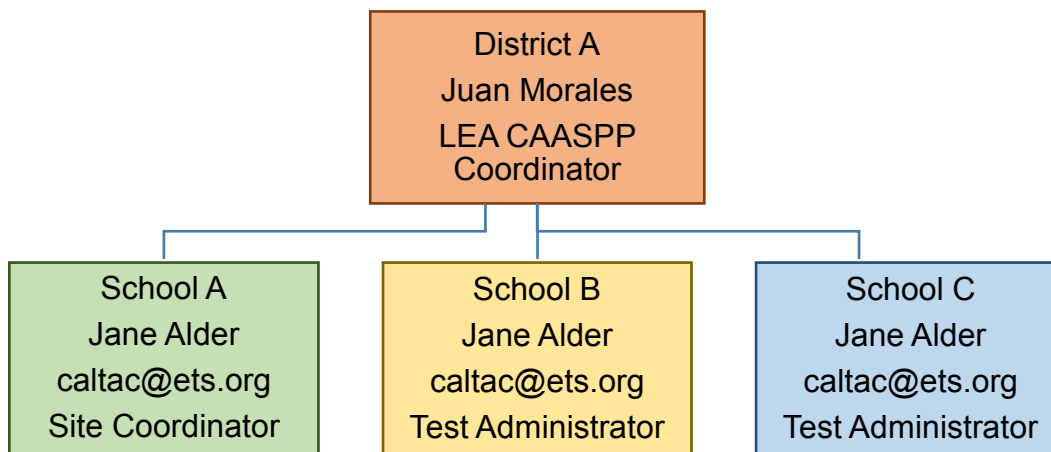


Figure 1. Sample multiple-role assignment

The LEA superintendent may add additional personnel within the LEA who will be granted LEA CAASPP coordinator–level access to TOMS by completing the *Superintendent Designation of LEA CAASPP Coordinator* web form. The secondary LEA CAASPP coordinator(s) will be added as a user after he or she submits the electronic *CAASPP Test Security Agreement for LEA CAASPP Coordinators and CAASPP Test Site Coordinators* web form. The primary LEA CAASPP coordinator will bear overall responsibility for all of the added users within his or her LEA.

The appointment of a secondary LEA CAASPP coordinator affords extended TOMS access only. While secondary LEA CAASPP coordinators do not have additional responsibilities with the California Department of Education or the California Technical Assistance Center (CaTAC), both primary and secondary coordinators receive LEA CAASPP coordinator notifications, via email, from CaTAC and TOMS.

Manage Security

It is the responsibility of the LEA CAASPP coordinators to have, on file at the LEA, a signed *CAASPP Test Security Agreement for LEA CAASPP Coordinators and Test Site Coordinators* web form from each CAASPP test site coordinator to whom access has been granted.

It is the responsibility of each CAASPP test site coordinator to have, on file at the school, a *CAASPP Test Security Affidavit* from each test administrator, test examiner, or other staff member to whom access to systems has been granted.

These forms are accessed on the CAASPP [Forms](#) web page.

Reset Passwords

LEA CAASPP coordinators can reset passwords for their CAASPP test site coordinators. CAASPP test site coordinators should contact their LEA CAASPP coordinators directly for this service.

CAASPP test site coordinators can reset passwords for the test administrators, test examiners, and other staff at their schools. Staff should contact their CAASPP test site coordinators directly for this service. Note that all users can reset their own existing passwords by following the instructions in the [“Passwords, Access, and Logon”](#) section.

Manage NPS Users

Test examiners at nonpublic, nonsectarian schools are assigned by either their LEA CAASPP coordinator or, if one is assigned, by the CAASPP test site coordinator at their school.

Adding Users

LEA CAASPP coordinators must add test site users to TOMS to enable the designated users to administer, monitor, and manage the online CAASPP assessments.

Once CAASPP test site coordinators are added by their LEA CAASPP coordinator and receive access to TOMS, they will have the ability to add test administrators, test examiners, and other school staff members for their assigned site using the same methods in this section.

There are two methods LEA CAASPP coordinators and CAASPP test site coordinators can use to add users to TOMS:

1. One by one
2. Using a template (either blank or modifying a file of previous users)

Method 1—One by One



Notes:

- When you are reactivating an existing user, you must select the **[Reset Password]** button. This will cause the system to send the reset password email to the reactivated user.
- When you are adding users to TOMS using the one-by-one method, please allow up to two hours for the system to process the request and grant access to the added user.
- If the user exists but is inactive, the *View & Edit Users* screen appears instead of the *Add Users* screen. Continue by using the [Viewing and Editing Users](#) or [Reactivating a User](#) process.

1. Use an internet browser to go to the [CAASPP Portal](#) and select the **[Test Operations Management System (TOMS)]** button to access the TOMS *Logon* web form to open TOMS.
2. When TOMS has opened, select the **[Users]** button—shown in Figure 2—in the left navigation bar to open the *Create Users* web form.

Adding and Managing Users | Adding and Managing Users in the Test Operations Management System (TOMS)

Logged in as : LEA CAASPP COORD at Sample Unified

Organizations

Users ← 2

← 3 Add

View & Edit

Upload Users

Students

Test Administrations

Orders

Reports

STAIRS/Appeals

Secure Materials

Completion Status Reports

Online Reporting System

Test Delivery System

Digital Library

CAASPP.org

Switch to ELPAC

Create Users

Users > Add User

Use this form to create a new user. You must add at least one role for the new user. If you would like to add more roles, select another role and then select the [ADD ROLE] button again. When you are finished, select the [SAVE] button. Once you have submitted the form, the user you created will receive an e-mail about how to access the system. Required fields are denoted by an asterisk (*).

Create Users ?

Demographic Information ?

First Name * Last Name * E-mail * ← 4

Phone Number * Fax Number

() Number Ext () Number

Roles ?

1 SELECT ORGANIZATION 2 SELECT ROLE

Select the organization that the user's role should be associated with this system. *

Sample Unified School District [00000000000000] 🔍 ✕ ← 5

Select the user's role. For more detailed information regarding user role access and requirements, see the *Test Operations Management System (TOMS) Pre-Administration Guide for California Assessment of Student Performance and Progress (CAASPP) Testing*, which is available on the CAASPP TOMS Web page.

<<http://www.caaspp.org/administration/toms/index.html>>

Test Site Coordinator ← 6

Test Administrator

Test Examiner

Test Administrator & Test Examiner

IA Administrator Only

Educator - Test Site

Educator - Roster

7 → ADD ROLE

Roles in the System ?

There are 0 roles associated with this user.

To delete a role for a single user, check the box next to the role and then select the [Delete] (trash can) icon in the *Actions* column. To delete roles for multiple users, check the box next to the role for those users and then select the [DELETE SELECTED] button.

#	✓	Role	Organization	Actions
No roles found.				

CLEAR SAVE ← 9

Figure 2. Create Users web form

3. Select the [Add] button.

4. In the “Demographic Information” section, enter the following information for the user being added:

- first name
- last name
- email address
- phone number
- fax number (optional)

Note that the email domain extension portion of an email address—the portion after the dot, (e.g., “.edu” or “.org”)—is limited to 10 characters.

5. Select the LEA or school the user is associated with by selecting the [Select Organization] link. You also can perform this step as step 5.

- a. To view the LEA’s information, type at least five characters of the LEA’s name (including spaces) or the County-District-School (CDS) code for the LEA.
- b. To view a school’s information that is in your organization, type at least five characters of the school’s name (including spaces) or the CDS code of the school.

6. Based on the selected organization, select the radio button corresponding with the user’s role. Roles that can be assigned by the LEA CAASPP coordinator are shown in Table 2. Test site coordinators can assign only user roles that are lower in the hierarchy than theirs.

Table 2. User Roles in TOMS

Role	Description
Test Site Coordinator	Identifies and trains all relevant site staff; assigns and manages the site user roles of Test Administrator, Test Examiner, and Test Administrator & Test Examiner; assigns and verifies student test settings and condition codes; and coordinates test site security. Manages the Interim Assessment Hand Scoring System, accesses Completion Status Reports, and accesses the Online Reporting System (ORS) for assessment results for all the students in that site. Creates and assigns ORS rosters to site users and is able to administer all summative, interim, practice, and training tests.

Adding and Managing Users |
Adding and Managing Users in the Test Operations Management System (TOMS)

Role	Description
Test Administrator	<p>Administers standard summative, interim, practice, and training tests to students, confirms student test settings in the Test Administrator Interface, and ensures test session security. Accesses the Interim Assessment Hand Scoring System, Completion Status Reports, and ORS assessment results for students in an associated student roster. Rosters of students are created and assigned to the test administrator user by the LEA CAASPP coordinator or test site coordinator.</p> <p>Note that unless the test administrator has been assigned to a student roster, he or she cannot see any student results in the ORS.</p>
Test Examiner (must be a credentialed or licensed employee)	<p>Administers alternate summative assessments and interim, practice, and training tests to students, confirms student test settings in the Test Administrator Interface, and ensures test session security. Accesses the Interim Assessment Hand Scoring System, Completion Status Reports, and ORS assessment results for students in an associated student roster. Rosters of students are created and assigned to the test examiner user by the LEA CAASPP coordinator or test site coordinator.</p> <p>Note that unless the test examiner has been assigned to a student roster, he or she cannot see any results in the ORS.</p>
Test Administrator & Test Examiner (must be a credentialed or licensed employee)	<p>Administers both standard and alternate summative assessments and interim, practice, and training tests to students, confirms student test settings in the Test Administrator Interface, and ensures test session security. Accesses the Interim Assessment Hand Scoring System, accesses Completion Status Reports, and ORS assessment results for students in an associated student roster. Rosters of students are created and assigned to the test administrator/test examiner by the LEA CAASPP coordinator or test site coordinator.</p> <p>Note that unless the test administrator/test examiner has been assigned to a student roster, he or she cannot see any results in the ORS. May administer practice and training tests to students.</p>
IA Administrator Only	<p>Administers only the interim assessments to students. Includes access to Interim Assessment Hand Scoring System and Interim Assessment Completion Status Reports.</p> <p>Note that access to Interim Assessment results are available through the Interim Assessment Reporting System logon.</p>

Role	Description
Educator – District	Allows access to assessment results in the ORS for the entire LEA. This role is assigned by the LEA CAASPP coordinator.
Educator – Test Site	Allows access to assessment results in the ORS for the entire school. This role is created and assigned to the user by the LEA CAASPP coordinator or test site coordinator.
Educator – Roster	<p>Allows access to assessment results for students in an associated student roster in the ORS. Rosters of students are created and assigned to the user by the LEA CAASPP coordinator or test site coordinator.</p> <p>Note that unless this user has been assigned to a student roster, he or she cannot see any results in the ORS.</p>

7. Select **[Add Role]**. You must add a role to successfully create a new user profile.
8. Select **[Close]** on the *Save User* confirmation box.
9. Select **[Save]** when you are finished adding users.
10. Select **[Close]** on the *Add a user* confirmation box.

Method 2—Adding Users via Template Upload

LEA CAASPP coordinators and CAASPP test site coordinators also have the option to upload TOMS users via batch upload of a file in .csv format. These users can either edit the file of assigned users from the previous-year’s CAASPP administration or download a template from TOMS and then manually enter users.

A file of your organization’s users assigned during the previous CAASPP administration is available for download. You can manually add, update, and delete users from it and then upload the updated file into TOMS. These users, while included in the previous-year’s version of TOMS, are considered inactive after TOMS transitions from one school year test administration to the next until you activate them either via batch upload or using the one-by-one method.



Notes:

- LEA CAASPP coordinators should coordinate with CAASPP test site coordinators to decide who will be uploading user information because if a user has already been assigned a role or made an active user within an organization, that role may be overridden in a subsequent upload of users within that organization.
- When you are adding staff to TOMS using the template upload method, please allow up to two business days for the system to process the file and grant access to the added users.

Adding and Managing Users | Adding and Managing Users in the Test Operations Management System (TOMS)

- Users who were assigned to two roles associated with one user account during the previous administration are included on the template twice. You must remove one of the user roles (lines) for the user or enter another user email address for one of the user roles or else the file will not validate. For example, if an LEA CAASPP coordinator uploads a file in which active School B test site coordinator Jane Alder (in Figure 1) is assigned a test administrator role at School A, the file will not validate. Either delete one of the lines for Ms. Alder or enter a different email address for one of her user roles.
- LEA CAASPP coordinators can submit only user information for schools within their LEA. CAASPP test site coordinators can submit only user information for their school.

Step 1. Access TOMS.

1. Open an internet browser.
2. Go to the [CAASPP Portal](#) and select the **[Test Operations Management System (TOMS)]** button to access the TOMS *Logon* web form to open TOMS.


Step 2. Download a file.

Download the file of past users or a blank template in TOMS. Note that the blank template includes a worksheet that contains the file specifications. See the “[LEA User List Report](#)” section of this manual for more information about the file of past users.

Download the previous year’s file

1. Open TOMS.
2. Select the **[Reports]** button in the left navigation bar to open the *LEA Reports* web form.
3. In the “LEA User List Report” section, select your organization and *Previous School Year* from the *School Year* drop-down list.
4. Select the **[DOWNLOAD REPORT]** button in this section. You will be prompted to open or download the .csv file and save it locally.

Download the blank template

1. Open TOMS.
2. Select the **[Users]** button in the left navigation bar.
3. Select the **[Upload Users]** button in the left navigation bar.
4. Select the **[Download Spreadsheet Template]** down-arrow  icon to download the Excel template.

or

5. Download the TOMS user upload .csv template from the [TOMS Resources](#) web page.
6. Save the template locally.

Step 3. Edit the users.

While the downloaded .csv file is best updated using Notepad or another plain-text editor, you can update it in Microsoft Excel provided you:

1. save the .csv file into an Excel format such as .xlsx, and then
2. save it as a .csv file when you are finished editing your user information.

When you are going to create the list of users in a blank template, you can copy or enter the user information into the template. You do not need to copy the users if you downloaded your LEA's user file.

The specifications for each record in the template, including maximum length, required or not, and acceptable value for the field, are described in the **[User Upload File Specifications]** tab of the user upload template. You must enter data in every field, columns A–F.



Notes:

- If you choose to copy the contents of a .csv file into a spreadsheet, make sure that the format applied to the *CDS Code* column in the alternate spreadsheet is “Number with no decimal places” or else the contents may show in scientific notation (e.g., 1.2408E+12).
- If you choose to edit the contents of the .csv file in a plain-text editor, be careful that your data does not include commas, which are used to separate data fields within comma-delimited records.

Step 4. Upload the file.

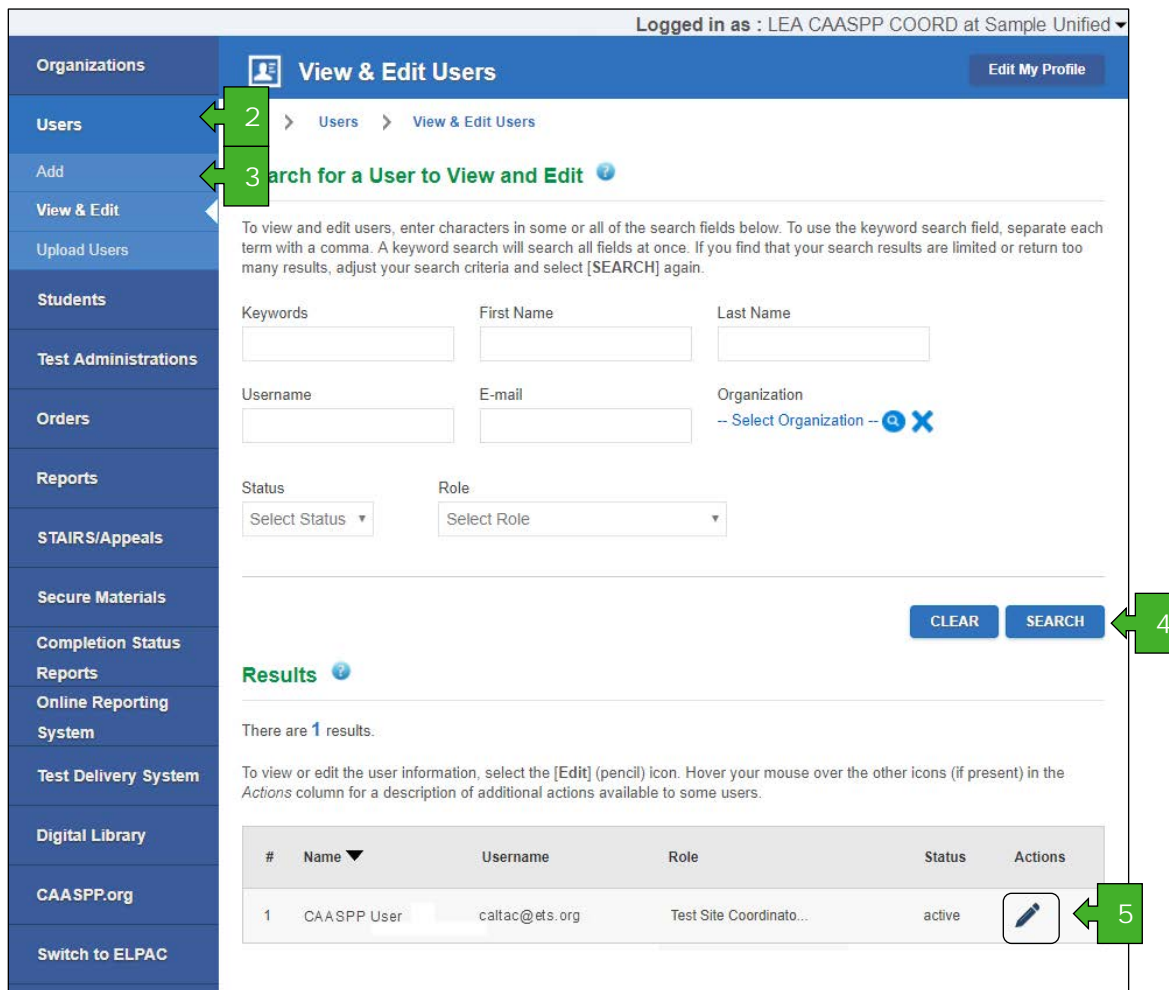
When you are finished, save as a .csv file, validate the file, and upload the file using the processes in [Chapter 8 File Uploads](#).

Viewing and Editing Users

On the *View & Edit Users* web form, shown in Figure 3, you can search, view, edit, and deactivate roles from other users.

1. Open TOMS.
2. Select the **[Users]** button in the left navigation bar.
3. Select the **[View & Edit]** button in the left navigation bar.

Adding and Managing Users | Adding and Managing Users in the Test Operations Management System (TOMS)



Logged in as : LEA CAASPP COORD at Sample Unified

View & Edit Users Edit My Profile

Users > Users > View & Edit Users

Search for a User to View and Edit

To view and edit users, enter characters in some or all of the search fields below. To use the keyword search field, separate each term with a comma. A keyword search will search all fields at once. If you find that your search results are limited or return too many results, adjust your search criteria and select [SEARCH] again.

Keywords First Name Last Name

Username E-mail Organization

Status Role

CLEAR SEARCH

Results

There are 1 results.

To view or edit the user information, select the [Edit] (pencil) icon. Hover your mouse over the other icons (if present) in the *Actions* column for a description of additional actions available to some users.



#	Name	Username	Role	Status	Actions
1	CAASPP User	callac@ets.org	Test Site Coordinato...	active	


Figure 3. Search for a User web form

- To find a user, enter criteria in the different search fields in the “Search for a User to View and Edit” section and select **[SEARCH]**; or just select **[SEARCH]**.
- To edit a user, select the **[Edit]** pencil  icon in the *Actions* column in the row for the user (circled in Figure 3). The *Demographic Information (User)* web form, shown in Figure 4, appears.

Adding and Managing Users | Adding and Managing Users in the Test Operations Management System (TOMS)

6. You can take the following actions in Table 3 on the *Demographic Information* web form:

Table 3. *Demographic Information* Web Form Actions

Action	Select....
Edit the user's Demographic Information; you must select [SAVE] to save updated information	[SAVE]
Deactivate a user	[DEACTIVATE]
Reset a user's password (which activates an inactive user)	[RESET PASSWORD]
Add a user (follow the instructions in the " Adding Users One by One " subsection)	[ADD ROLE]
Remove a role from a user's profile	[DELETE SELECTED]
Remove a user	[DELETE] 

Reactivating a User

You can reactivate a user by either including that user in the .csv file using the [batch upload process](#), following the steps to add a user using the [one-by-one process](#), or, if the user is present but with a status of "inactive," assigning a role and selecting the **[Reset Password]** button on the *Edit Demographic Information (User)* web form (Figure 4).


Resetting a User's Password

Local educational agency (LEA) California Assessment of Student Performance and Progress (CAASPP) coordinators can reset any temporary or existing password for CAASPP test site coordinators and other LEA and school staff. CAASPP test site coordinators can reset passwords for school staff. Additionally, a password reset for an inactive user reactivates that user. Active users can also reset their own password on the *Logon* web form.



Note: Users will receive an email with a link to a secure website where they can create a new password. The link expires in 30 minutes.

To reset a password in the Test Operations Management System (TOMS):

1. Open TOMS.
2. Select the [**Users**] button in the left navigation bar to open the *Search for a User to View and Edit* web form.
3. Follow the instructions in the "[Viewing and Editing Users](#)" subsection of this manual.
or
Scroll to the bottom of the web form to the "Results" section to see a list of users with whom you are associated.
4. Select the [**Edit**] pencil icon  in the *Actions* column in the row of the user whose password you will be resetting. The *Demographic Information (User)* web form, shown in Figure 5, opens.

Adding and Managing Users | Resetting a User's Password

Logged in as : LEA CAASPP COORD at Sample Unified

View & Edit Users [Back to Results](#)

Users > View & Edit Users

CAASPP User (caltac@ets.org)

Create Users

Demographic Information

Edit a user's information and then select [SAVE] when you are finished.

First Name * Last Name * E-mail

Phone Number * Number Ext Fax Number Number

[SAVE](#)

Select the appropriate button to deactivate (suspend) the account for a user or reset the user's password. Before you deactivate the user, you can enter a comment in the *Deactivation Comment* field. This comment will be visible when you review the deactivated user's profile.

Deactivation Comment

This account is active.

[DEACTIVATE](#)

5 [RESET PASSWORD](#)

Roles

1 SELECT ORGANIZATION 2 SELECT ROLE

Select the organization that the user's role should be associated with in the system. *

Select Organization

[ADD ROLE](#)

Roles in the System

There are 1 roles associated with this user.

To delete a role for a single user, check the box next to the role and then select the [Delete] (trash can) icon in the *Actions* column. To delete roles for multiple users, check the box next to the role for those users and then select the [DELETE SELECTED] button.

#	<input type="checkbox"/>	Role	Organization	Actions
1	<input type="checkbox"/>	Test Site Coordinator	000000000000000000:PennElementary	

[DELETE SELECTED](#)

Figure 5. *Demographic Information (User)* web form

5. If this user does not currently have a role associated with him or her, you must first assign a user role.
6. Select the [**RESET PASSWORD**] button to reset the password; select [**Close**] to confirm.

The user will receive an email with a secure link to the *Reset Password* web form.

This page is left blank intentionally.

Chapter 2. Passwords, Access, and Logon

Accessing California Assessment of Student Performance and Progress (CAASPP) Systems

Resources in This Section:

- California Assessment of Student Performance and Progress (CAASPP) Portal website—<http://www.caaspp.org/>
- CAASPP Forms web page—<http://www.caaspp.org/administration/forms/>
- CAASPP User Roles in the Test Operations Management System (TOMS) web page—<http://www.caaspp.org/administration/toms/toms-users.html>



Warning: Neither primary local educational agency (LEA) CAASPP coordinators nor secondary LEA CAASPP coordinators can log on to TOMS until the California Technical Assistance Center (CaTAC) has received the signed *Superintendent’s Designation of LEA CAASPP Coordinator* form (from the superintendent or charter school administrator) and the electronically signed *2018–19 CAASPP Test Security Agreement for LEA CAASPP Coordinators and CAASPP Test Site Coordinators* from the primary LEA CAASPP coordinator (and the secondary LEA CAASPP coordinator, if needed). These forms can be accessed on the CAASPP [Forms](#) web page.

User Roles Assigned in TOMS

- LEA CAASPP Coordinator
- Test Site Coordinator
- Test Administrator
- Test Examiner
- Test Administrator & Test Examiner
- IA Administrator Only
- Educator – District
- Educator – Test Site
- Educator – Roster

All primary LEA CAASPP coordinators will receive an email from CA-Assessments@ets.org with a link to a secure website to create a password, but only if CaTAC has received the CAASPP designation form signed electronically by the superintendent and the security form signed by the LEA CAASPP coordinator. Secondary LEA CAASPP coordinators will receive an email from CA-Assessments@ets.org with a secure link after their primary LEA CAASPP coordinator has received his or hers. All other users receive user assignments from either their LEA CAASPP coordinator or CAASPP test site coordinator.

Users accessing the following applications will use the instructions in this chapter to create or renew passwords and then to log on to CAASPP assessment systems:

- Test Operations Management System (TOMS)
- Test Administrator Interface
- Interim Assessment Hand Scoring System
- Online Reporting System
- Completion Status Reports, Roster Management, and Appeals
- Security and Test Administration Incident Reporting System

Note that the system(s) to which you have access depends on your assigned user role. The user roles listed on the previous page are described on the CAASPP [User Roles in TOMS](#) web page.

Two-Step Authentication

The CAASPP Assessment System logon process provides an additional level of security through a process called two-step authentication. It requires that a user enter an emailed code when TOMS does not recognize the user's browser. You will be required to enter the code once per browser and device, although if the browser's cache has been cleared recently, you will be required to reauthenticate.

Note the following about the two-step authentication process:

- 1 Logging on to TOMS for the first time will trigger a second page to be loaded that asks for a verification code.
- 1 An email with a six-digit verification code is generated and sent to the user's email address.
- 1 The code must be retrieved and entered within 15 minutes. If it is not, request a new code by logging on again.
- 1 Logging on using a different browser or device—for example, if a user logged on first using Firefox but is now using Chrome, or first on a desktop computer but now on a Chromebook—will prompt the user to be redirected to the second verification page again.
- 1 Deleting specific browser history/cache and cookies requires reauthentication.
- 1 Having multiple instances of TOMS open on separate browsers or devices is not affected by the implementation of this new process.

Passwords, Access, and Logon | Accessing California Assessment of Student Performance and Progress (CAASPP) Systems

General Steps to Log On

1. Use an internet browser to go to the [CAASPP Portal](#) and select the button representing the system you wish to access. Systems accessible using this username and password are circled in Figure 6. Note that the [STAIRS], [Practice & Training Tests], and [Smarter Balanced Interim Assessments] buttons are linked to caaspp.org web pages that offer more options.



Figure 6. Buttons on caaspp.org

2. The *Logon* web form, shown in Figure 7, appears.

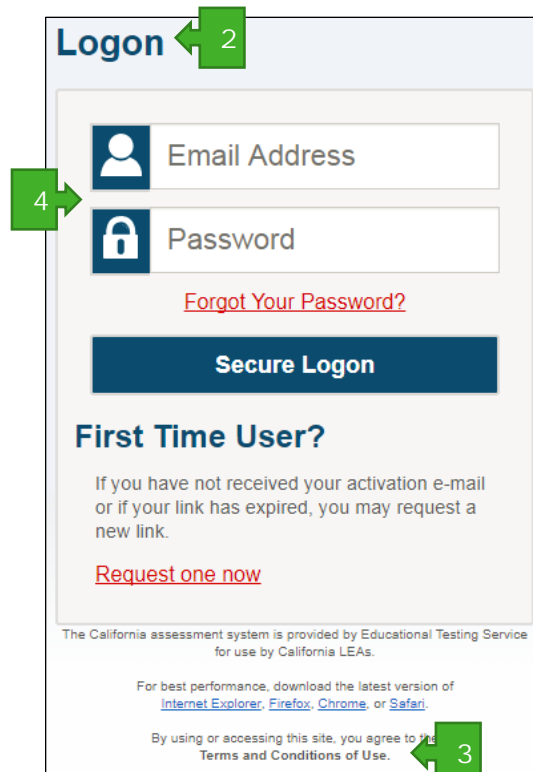



Figure 7. *Logon* web form

3. By using or accessing this site you agree to the terms and conditions of use. Select the [Terms and Conditions of Use] link to read the full text.
4. Enter your username—which is your email address—in the username field next to the [Email Address] person [person icon] and your password in the *Password* field next to the

[**Password**] lock [] icon in the *Logon* web form, and then select the [**Secure Logon**] button. Note that the username and password are case sensitive.

- All users should follow the process to request a new temporary password if the one you were sent has expired. This process is described in the subsection “[Existing Users—Resetting a Password](#).”
5. If this is the first time you are logging on to TOMS using a particular web browser or device, the *Enter Code* web form appears (see Figure 8). *This form appears the first time a particular web browser/device combination is used for logon.*

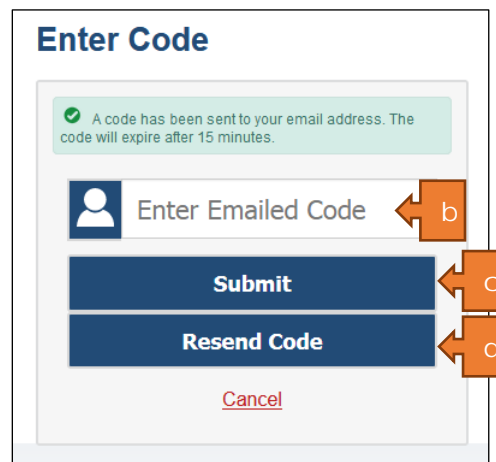


Figure 8. *Enter Code* web form

- Retrieve the code included in the system email that was sent.
 - Enter the code in the *Enter Emailed Code* field. This step must be taken within 15 minutes of the email’s receipt. If it is not taken within 15 minutes, skip to step d.
 - Select the [**Submit**] button to enter TOMS.
 - If the code expired, select the [**Resend Code**] button for a new code and repeat these steps to enter the new code.
6. When you log on to TOMS, you will proceed first to the *Welcome to TOMS* screen, shown in Figure 9.

Passwords, Access, and Logon |
Accessing California Assessment of Student Performance and Progress (CAASPP) Systems

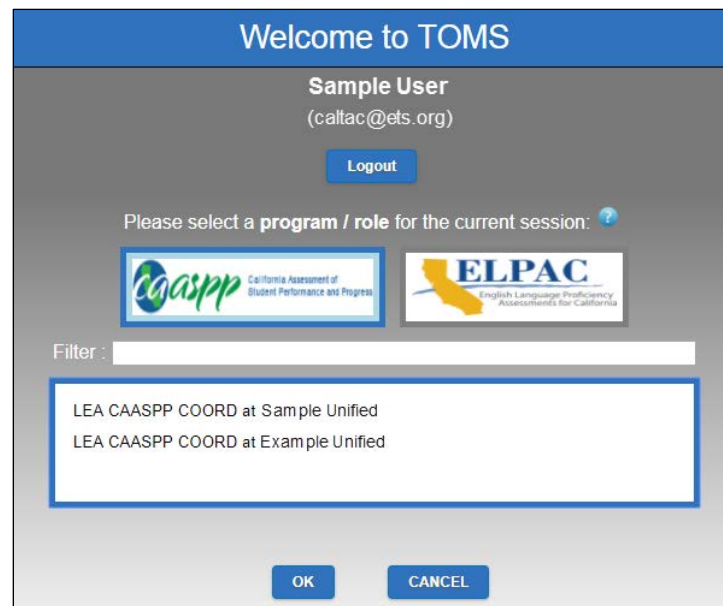


Figure 9. Welcome to TOMS screen

7. If you have a user role(s) in both CAASPP and the English Language Proficiency Assessments for California (ELPAC) testing programs, you will see two buttons, one for each program. The version of TOMS that is the default for the URL is highlighted with a thick, blue border around it. Only select a program button if you want to switch to the other program's version of TOMS. Otherwise, proceed to the next step.
8. Select a user role from the list and then select **[OK]** to enter TOMS.
9. When TOMS opens, the Dashboard web page, shown in Figure 10, appears.
 - The Dashboard default is the **[News & Announcements]** tab. This feature will keep you informed of important announcements.
 - LEA CAASPP coordinators also can use this feature to set announcements for the users in your organization.
 - You can return to the Dashboard at any time by selecting the **[Dashboard]** button near the center of the application window (indicated in Figure 10).

Accessing California Assessment of Student Performance and Progress (CAASPP) Systems | Passwords, Access, and Logon |

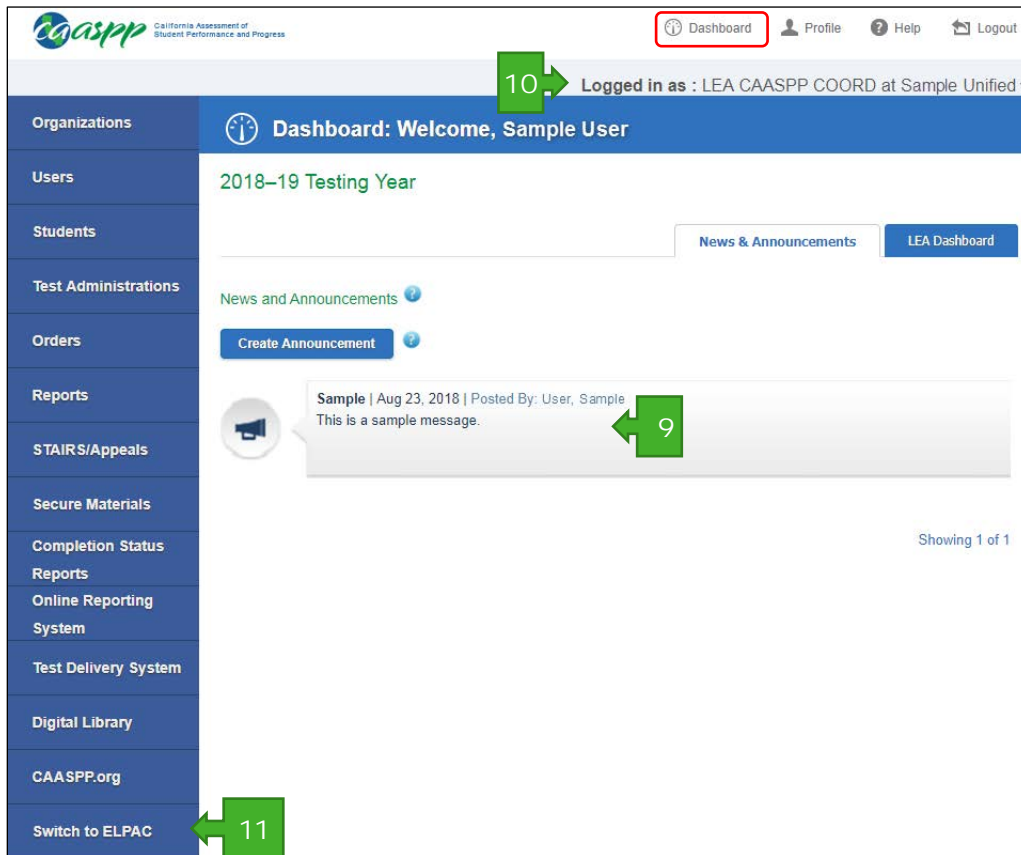


Figure 10. The TOMS Dashboard

10. Your user role displays under the navigation icons in the upper-right corner of all TOMS screens (see Figure 10). Use the drop-down list to select a different role if you have one assigned.
11. Use the [**Switch to ELPAC**] button to move to ELPAC TOMS (see Figure 10).

New Users—Setting a New Password



Resources in This Section:

- California Assessment of Student Performance and Progress (CAASPP) Portal website—<http://www.caaspp.org/>

Users who are new to CAASPP and the California assessment systems must establish their user credentials by creating a password to gain access to the 2018–19 California assessment systems. They will receive an email from CA-Assessments-DoNotReply@ets.org that contains a link to a secure web form where a password can be created. The link is found within the email text, “To begin, visit the secure Web site to create a password.” This step must be taken within 30 minutes of the email’s receipt.

Additionally, users will be asked to enter an authentication code as part of the two-step authentication process upon first use of a particular web browser/device. This code also is sent from the CA-Assessments-DoNotReply@ets.org email address. This step must be taken within 15 minutes of the email’s receipt.



Warning: A free email program such as Gmail or Yahoo! might forward the email from CA-Assessments-DoNotReply@ets.org directly to a spam or junk mail folder. If you requested an updated secure link email but do not see it in the application’s default Inbox, be sure to check automated folder destinations to make sure the email was not routed incorrectly.

1. Select the secure link in the email; the *Reset Your Password* web form appears (Figure 11).

Note: The link in the email is valid for 30 minutes. If the link is not used within 30 minutes, when you do select it, you will be prompted to enter your email address in the *E-mail Address* field and select [**Submit**] to request a link.

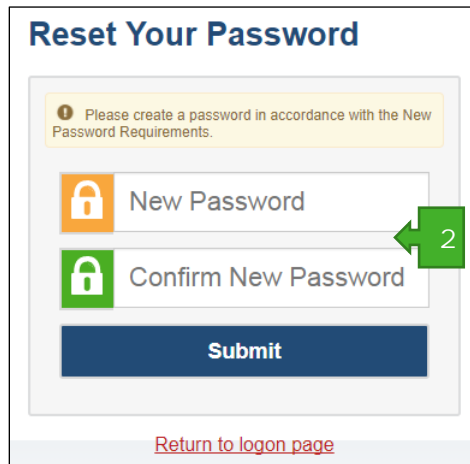


Figure 11. *Reset Your Password* web form

2. When you select the secure link, the *Reset Your Password* web form appears; enter a password in the *New Password* field and reenter it in the *Confirm New Password* field (shown in Figure 11). The password must contain the following characteristics:
 - minimum of 8 characters
 - maximum of 16 characters
 - at least 3 of the following:
 - minimum of one uppercase letter
 - minimum of one lowercase letter
 - minimum of one number
 - minimum of one special character such as:
~ ! @ # \$ % ^ & * () - _ = + [] | ; : , . < > / ?

You will see an error message if your new password does not match the confirmation password or if your password does not meet the password criteria. Try again.

3. When have successfully entered your password twice, select the **[Submit]** button. The *Enter Code* web form appears (see Figure 12). *This form appears the first time a particular web browser/device combination is used for logon.*

Passwords, Access, and Logon | New Users—Setting a New Password

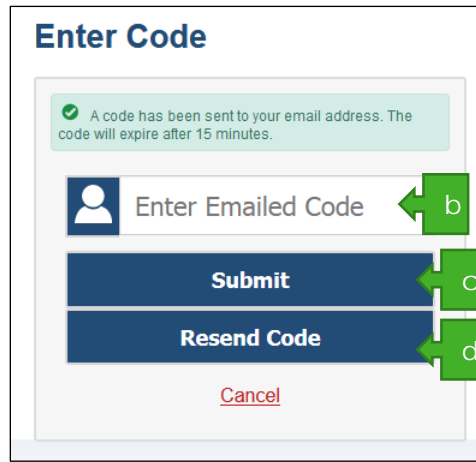


Figure 12. Enter Code web form

- a. Retrieve the code included in the system email that was sent.
 - b. Enter the code in the *Enter Emailed Code* field. This step must be taken within 15 minutes of the email's receipt. If it is not taken within 15 minutes, skip to step d.
 - c. Select the [**Submit**] button to enter TOMS.
 - d. If the code expired, select the [**Resend Code**] button for a new code and repeat these steps to enter the new code.
4. When you log on to TOMS, you will proceed first to the *Welcome to TOMS* screen, shown in Figure 13.

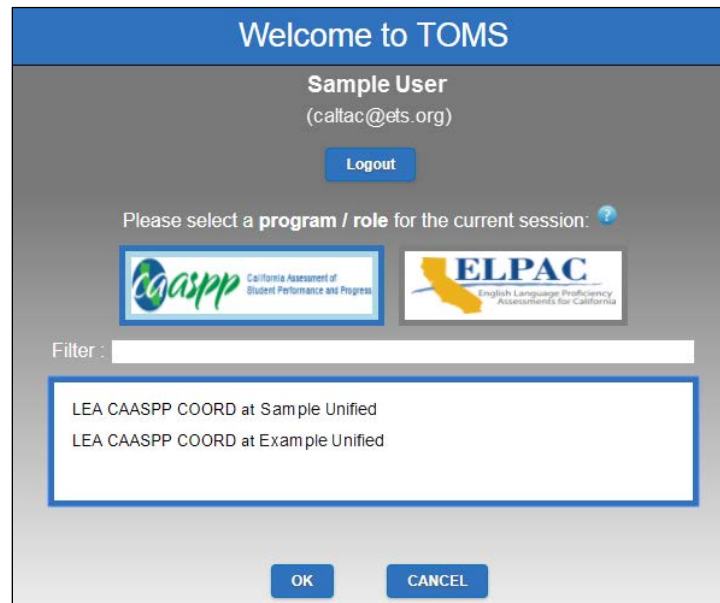


Figure 13. Welcome to TOMS screen

5. If you have a user role(s) in both CAASPP and the English Language Proficiency Assessments for California (ELPAC) testing programs, you will see two buttons, one for each program. The version of TOMS that is the default for the URL is highlighted with a thick, blue border around it. Only select a program button if you want to switch to the other program’s version of TOMS. Otherwise, proceed to the next step.
6. Select a user role from the list and then select [**OK**] to enter TOMS.
7. When TOMS opens, the Dashboard web page, shown in Figure 14, appears.
 - The Dashboard default is the [**News & Announcements**] tab. This feature will keep you informed of important announcements.
 - LEA CAASPP coordinators also can use this feature to set announcements for the users in your organization.
 - You can return to the Dashboard at any time by selecting the [**Dashboard**] button near the center of the application window (indicated in Figure 14).

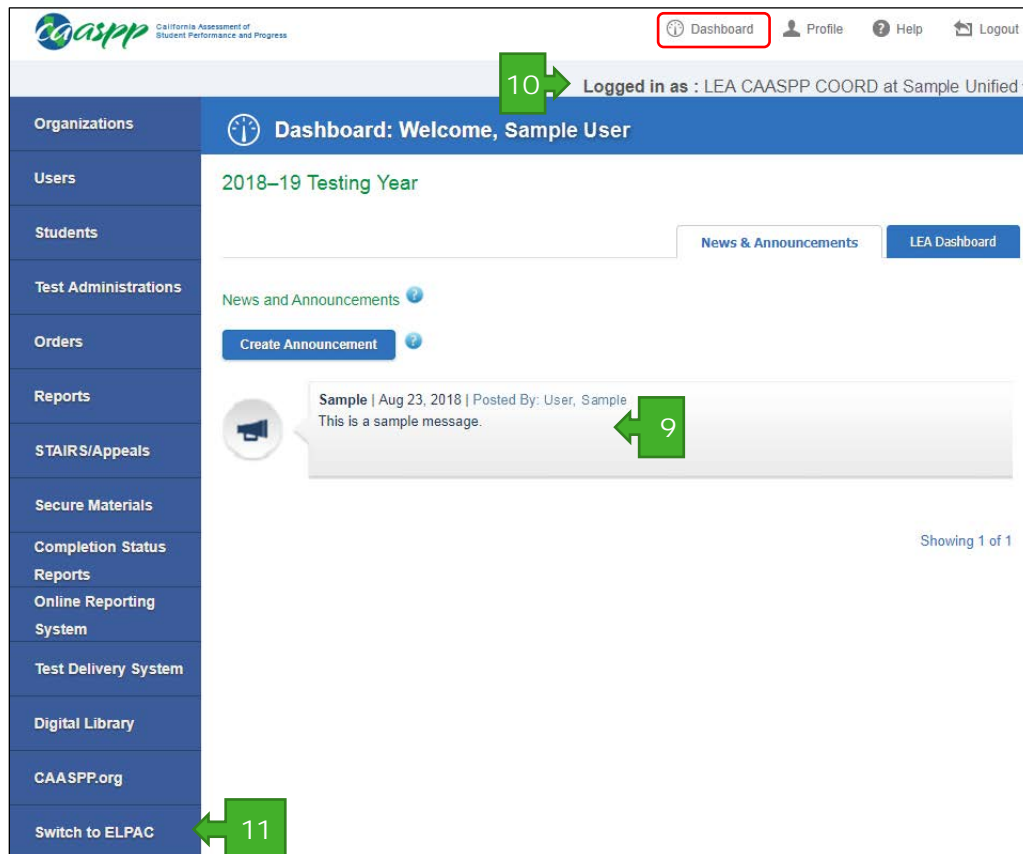


Figure 14. The TOMS Dashboard

Passwords, Access, and Logon | New Users—Setting a New Password

8. Your user role displays under the navigation icons in the upper-right corner of all TOMS screens (see Figure 10). Use the drop-down list to select a different role if you have one assigned.
9. Use the [**Switch to ELPAC**] button to move to ELPAC TOMS (see Figure 10).

Existing Users—Resetting a Password

Resources in This Section:

- California Assessment of Student Performance and Progress (CAASPP) Portal website—<http://www.caaspp.org/>

Existing users—those who have had user roles during a previous CAASPP administration—must reset their password to gain access to the 2018–19 California assessment systems. They will receive an email from CA-Assessments-DoNotReply@ets.org that contains a link to a secure web form where a password can be created. The link is found within the email text, “[secure verification link](#).”

However, if the link is not used within 30 minutes, you will be prompted to enter your email address in the *E-mail Address* field and select [**Submit**] to request a link.

Additionally, users will be asked to enter an authentication code as part of the two-step authentication process upon first use of a particular web browser/device. This code also is sent from the CA-Assessments-DoNotReply@ets.org email address. This step must be taken within 15 minutes of the email’s receipt.



Warning: A free email program such as Gmail or Yahoo! might forward the email from CA-Assessments-DoNotReply@ets.org directly to a spam or junk mail folder. If you requested an updated secure link email but do not see it in the application’s default Inbox, be sure to check automated folder destinations to make sure the email was not routed incorrectly.

Obtain the Secure Link for a Forgotten Password

If you have forgotten your password, first access TOMS to request the password reset email. If you are responding directly to the email notification, follow the instructions in the next subsection, “[Reset the Password](#).”

1. Use an internet browser to go to the [CAASPP Portal](#) and select the button representing the system you wish to access. Systems accessible using this username and password are circled in Figure 15.



Figure 15. Buttons on caaspp.org

Passwords, Access, and Logon | Existing Users—Resetting a Password

- The *Logon* web form, shown in Figure 16, appears.

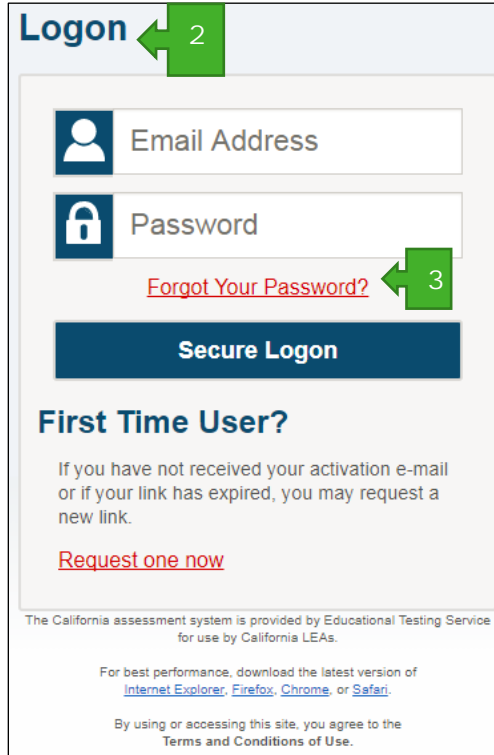


Figure 16. *Logon* web form

- Select the [Forgot Your Password?] link on the *Logon* web form.
- Enter your email address in the *E-mail Address* field on the *Reset Your Password* web form shown in Figure 17, and then select the [**Submit**] button.

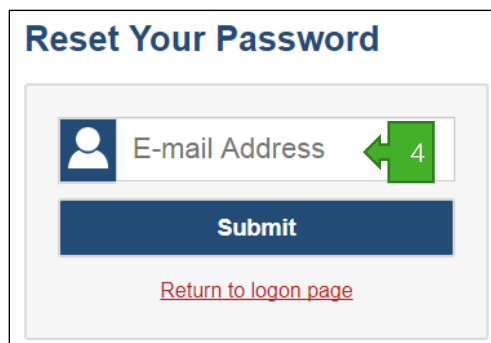


Figure 17. *E-mail Address* field on the *Reset Your Password* web form

Reset the Password

1. Check your email account that is used as your username for an email from caaspp@ets.org that contains the secure link you will use to reset your password. **Note that the secure link will expire in 30 minutes.** If you are notified of an expired link by a message displayed on the *Reset Your Password* web form, enter your password and then select the **[Submit]** button to request a new secure link.
2. When you select the secure link, the *Reset Your Password* web form appears; enter a password in the *New Password* field and reenter it in the *Confirm New Password* field (shown in Figure 18). The password must contain the following characteristics:
 - minimum of 8 characters
 - maximum of 16 characters
 - at least 3 of the following:
 - minimum of one uppercase letter
 - minimum of one lowercase letter
 - minimum of one number
 - minimum of one special character such as:
~ ! @ # \$ % ^ & * () - _ = + [] | ; : , . < > / ?

You will see an error message if your new password does not match the confirmation password or if your password does not meet the password criteria. Try again.

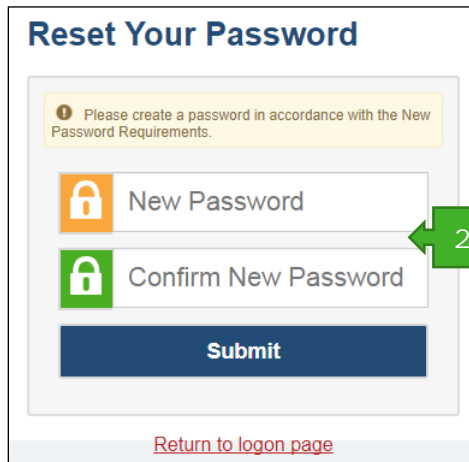


Figure 18. Password fields on the *Reset Your Password* web form

3. When you log on to TOMS, you will proceed first to the *Welcome to TOMS* screen, shown in Figure 19.

Passwords, Access, and Logon | Existing Users—Resetting a Password

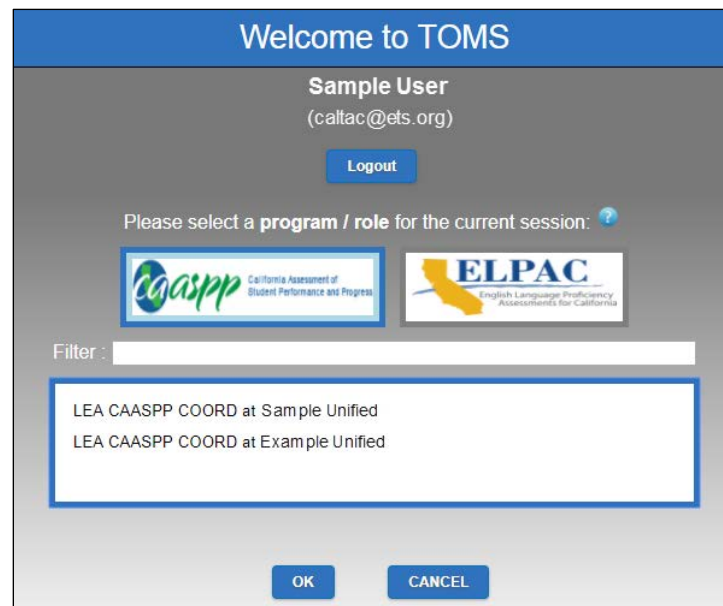


Figure 19. Welcome to TOMS screen

4. If you have a user role(s) in both CAASPP and the English Language Proficiency Assessments for California (ELPAC) testing programs, you will see two buttons, one for each program. The version of TOMS that is the default for the URL is highlighted with a thick, blue border around it. Only select a program button if you want to switch to the other program's version of TOMS. Otherwise, proceed to the next step.
5. Select a user role from the list and then select [**OK**] to enter TOMS.
6. When TOMS opens, the Dashboard web page appears.

Chapter 3. Test Administration Setup

Using the Test Operations Management System (TOMS) for CAASPP Test Administration Setup

Resources in This Section:

- California Assessment of Student Performance and Progress (CAASPP) Planned System Downtime web page—<http://www.caaspp.org/system-status/>

Use the Test Operations Management System (TOMS) Test Administration Setup module to determine and calculate dates for the local educational agency's (LEA's) 2018–19 administration of the following tests:

- Smarter Balanced Summative Assessments for English language arts/literacy (ELA) and mathematics (online, special version) in grades three through eight and grade eleven
- California Alternate Assessments (CAAs) for ELA and mathematics in grades three through eight and grade eleven; and the science field test in grades five and eight and once in either grade ten, eleven, or twelve
 - All grade twelve students will take the CAA for Science who have not already taken the science assessment. Additionally, LEAs have the option to test any grade ten or eleven student.
 - Only eligible students may participate in the administration of the CAAs.
 - The end of the testing window for the CAA for Science is the final day of the LEA's instructional calendar or July 15, 2019, whichever comes first.
- California Science Test (CAST) in grades five and eight and once in either grade ten, eleven, or twelve
 - All grade twelve students will take the CAST who have not already taken the science assessment. Additionally, LEAs have the option to test any grade ten or eleven student.
- California Spanish Assessment (CSA) fall field test in grades four through twelve during the fixed testing window (September 17 through October 12, 2018)
- The operational CSA (spring 2019) in grades three through twelve
 - The CSA testing window begins on April 1, 2019, and ends on July 15, 2019.

Administrations should be entered before December 1, 2018. Changes to calendars or the testing window after this date can only be made by contacting the California Technical Assistance Center (CaTAC).

About Test Administration Dates

Test administrations should be entered once the local educational agency (LEA) has finalized its instructional schedule and prior to December 1, 2018. Test administration dates must be finalized before tests are assigned to individual students in TOMS. Changes to calendars or the testing window after December 1, 2018, can only be made by contacting CalTAC.

Multiple Tracks

Schools within an LEA may have a variety of beginning and ending dates of instruction because of multiple tracks. This means an LEA may have more than one test administration window for each test group (Smarter Balanced, CAA, CAST, operational CSA); up to six administrations can be configured. LEAs that have assigned students to nonpublic, nonsectarian schools (NPSs) on the basis of individualized education program (IEP) team recommendations may need specific test administration windows to accommodate the NPSs.

For LEAs that have schools with multiple tracks, LEA CAASPP coordinators should create separate test administration windows to accommodate each track schedule. For each test administration, the schedules will vary for delivery of testing materials, actual testing dates, pickup of materials, and reporting.

If school or track schedules are slightly different but the appropriate percent-of-instructional-days date (described in the next section) is within a day or so for schools within the LEA and if the LEA intends to test all schools during the same test window, the LEA should set up a single test administration period. LEAs should **not** set up multiple test windows with the same dates.

Adding Windows



Notes:

- The selected testing window for the Smarter Balanced, CAA for ELA and mathematics, and CAST assessments must include at least 25 consecutive instructional days.
- While the general CAST will be available starting January 8, 2019, the braille version will not be available until April 2019.
- The fixed testing window for the California Spanish Assessment (CSA) field test is from September 17 to October 12, 2018.
- The operational CSA is available from April 1 through July 15, 2019.
- The CAA for Science field testing window is from January 8 through the final day of the LEA's instructional calendar or July 15, 2019, whichever comes first.

Test Administration Setup | Using the Test Operations Management System (TOMS) for CAASPP Test Administration Setup

The LEA can add new test administration windows at any time or change dates related to a testing window up to the time the LEA CAASPP coordinator (or CalTAC) approves any special version testing materials order for that particular test administration. Dates can be changed up to the day before testing begins. After this approval, only CalTAC can edit the test dates. Some dates may not be changed.

The Test Administration Setup module on the TOMS website calculates the LEA testing windows automatically.

Nonpublic, Nonsectarian Schools

LEA CAASPP coordinators for each LEA that has assigned students to NPSs on the basis of IEP team recommendations will continue to be responsible for ordering special version testing materials (braille and large print), sending them to the NPSs, receiving the special version materials back from the NPSs, and returning the materials to the contractor.

The testing windows for NPSs are determined using the same criteria as for LEAs. If the NPS's testing window coincides with another LEA test administration, include it in that window. If it does not, separate test windows must be entered for the NPS in TOMS.



Note: It is the LEA CAASPP coordinator's responsibility to communicate with NPSs at which students within the LEA are enrolled to determine whether the NPS will be assigned to an existing testing window or whether a separate testing window will be created.

Take the following steps to set up the test administration windows for NPSs in which the LEA has enrolled students:

1. Contact all NPSs in which the LEA has enrolled students and request copies of their 2018–19 instructional calendars. These will be needed to set up the test administration windows for the NPSs.
2. Request that each NPS provide the LEA with the dates for its proposed 25-day window. The schools' proposed windows will need to be verified through the Test Administration Setup module of TOMS. *California Education Code* Section 56366(a)(8)(B) states that, "Each nonpublic, nonsectarian school shall notify the district of residence of a pupil enrolled in the school of its testing period."
3. For all NPSs that fit into a test administration window being used for an LEA's schools, notify the NPSs of the testing window.
4. For any NPS that does not fit into a test administration window being used for an LEA's schools or that has a student or students who is testing outside of that window, first verify with the NPS that all students in the school are on the same instructional calendar, and then use the instructional calendar provided by the NPS to set up a test administration period for them.

Spring Break

If spring break occurs within the testing window(s), dates for testing may be scheduled before and after the break. The 25-day window may not be changed.

LEAs are encouraged to schedule all testing, including makeups, either before or after the spring break, if possible. If it is necessary to schedule some tests before and some tests after the break, schools should take extra precautions with the security of testing materials over spring break.



Note: Because performance tasks for the Smarter Balanced Summative Assessments and the CAST have an expiration date of 10 calendar days, and a formal appeal is required to reopen a performance task, LEAs are strongly encouraged to administer the performance task test either *before* or *after* a spring break.

Scheduled CAASPP Downtime

The system downtime dates known as of September 4, 2018, are included on the noninstructional dates calendar and will be combined with the LEA's noninstructional dates when the selected testing window is calculated. Refer to the CAASPP [Planned System Downtime](#) web page for an updated list of dates on which CAASPP systems will be down. Note that the LEA's noninstructional calendar will not be recalculated when additional system downtime dates become known and that testing cannot occur on system downtime dates, whether or not they are included in the noninstructional calendar.

Late Testers

Late testers are LEAs that have approved State Board of Education waivers to operate nonstandard school years that span fiscal years. The testing windows for some students in these LEAs may be open until (but no later than) July 15, 2019.

Dates for the Smarter Balanced Summative Assessments, CAST, CAAs for ELA and Mathematics, and Operational CSA

Pursuant to the *California Code of Regulations, Title 5 (5 CCR)*, Sections 855(b)(1), 855(b)(2), and 855(c), the rules for the establishment of the testing windows for the Smarter Balanced assessments, the CAAs for ELA and mathematics, the CAST, and the operational CSA are as follows:

- Testing shall not begin until the day of completion of 66 percent of a school's annual instructional days, and
- Testing may continue up to and including the last day of school, although so long as a selected testing window has been established in TOMS, LEAs no longer need to administer tests through the last day of school.

Test Administration Setup | Using the Test Operations Management System (TOMS) for CAASPP Test Administration Setup

Please note, however, that the CSA will not be available until April 1, 2019. If your selected testing window starts before this date, you have until July 15 or the final day of the instructional calendar at the LEA, whichever comes first, to administer this assessment.

Sixty-six percent of a school year occurs on the 118th instructional day in a 180-day school year, leaving a 12-week window for testing. Table 4 shows typical testing periods for a sample of school-year lengths (in number of instructional days).

Table 4. Typical testing periods, CAASPP assessments

# Instructional Days	Test Days
175	115th–175th day
176	116th–176th day
180	118th–180th day



Note: The testing window for Smarter Balanced special version tests (braille and large print) is the same as for the online assessments so long as a carton containing test booklets has not been opened. Were a carton to be opened, Smarter Balanced special version tests must be administered within three weeks.

Dates for the CAA for Science

Test examiners may administer all three required CAA for Science performance tasks within the test delivery system at any time during the normal course of instruction between January 8, 2019, and the final day of the LEA's instructional calendar or July 15, whichever comes first.

Dates for the CSA Field Test

The optional CSA field test will be administered during a fixed testing window during fall 2018, from September 17 to October 12, 2018. The field test may be given to students from grades four through high school.

Configuring Test Administrations



Resources in This Section:

- California Assessment of Student Performance and Progress (CAASPP) Portal website—<http://www.caaspp.org/>
- CAASPP Planned System Downtime web page—<http://www.caaspp.org/system-status/>



Notes:

- The California Alternate Assessment (CAA) for Science field test *Directions for Administration* will be available after January 8, 2019.
- The end of the testing window for the CAA for Science is the final day of the LEA's instructional calendar or July 15, 2019, whichever comes first.
- The fixed testing window for the California Spanish Assessment field test is from September 17 to October 12, 2018.
- These steps may be repeated to add new or additional administrations once you have set up the first administration.

The following is a list of the roles and features of the Test Administration area in the Test Operations Management System (TOMS):

- View, add, or edit nondelivery dates
- Create the instructional calendar
- Edit the instructional calendar
- View the instructional calendar summary
- View the test administrations

Each test administration you configure includes a window for Smarter Balanced for grades three through eight and grade eleven for English language arts/literacy (ELA) and mathematics; the CAAs in grades three through eight and grade eleven for ELA and mathematics and for science (field test) in grades five, eight, and twelve and students selected by the local educational agency (LEA) in grades ten and eleven; and the CAST in grades five, eight, and twelve and LEA-selected students in grades ten and eleven.

Before you begin, consider gathering the LEA's nondelivery/nonworking dates and instructional calendar(s) to facilitate entry of dates.

Take these steps to enter the Test Administration area of TOMS:

Test Administration Setup | Configuring Test Administrations

1. Using an internet browser, go to the [CAASPP Portal](#) and select the [**Test Operations Management System (TOMS)**] button to access the TOMS *Logon* web form to open TOMS.
2. When TOMS has opened, select the [**Test Administrations**] button from the left navigation bar to open the *Set Nondelivery Dates/Nonworking Dates* web form that is shown in Figure 20.

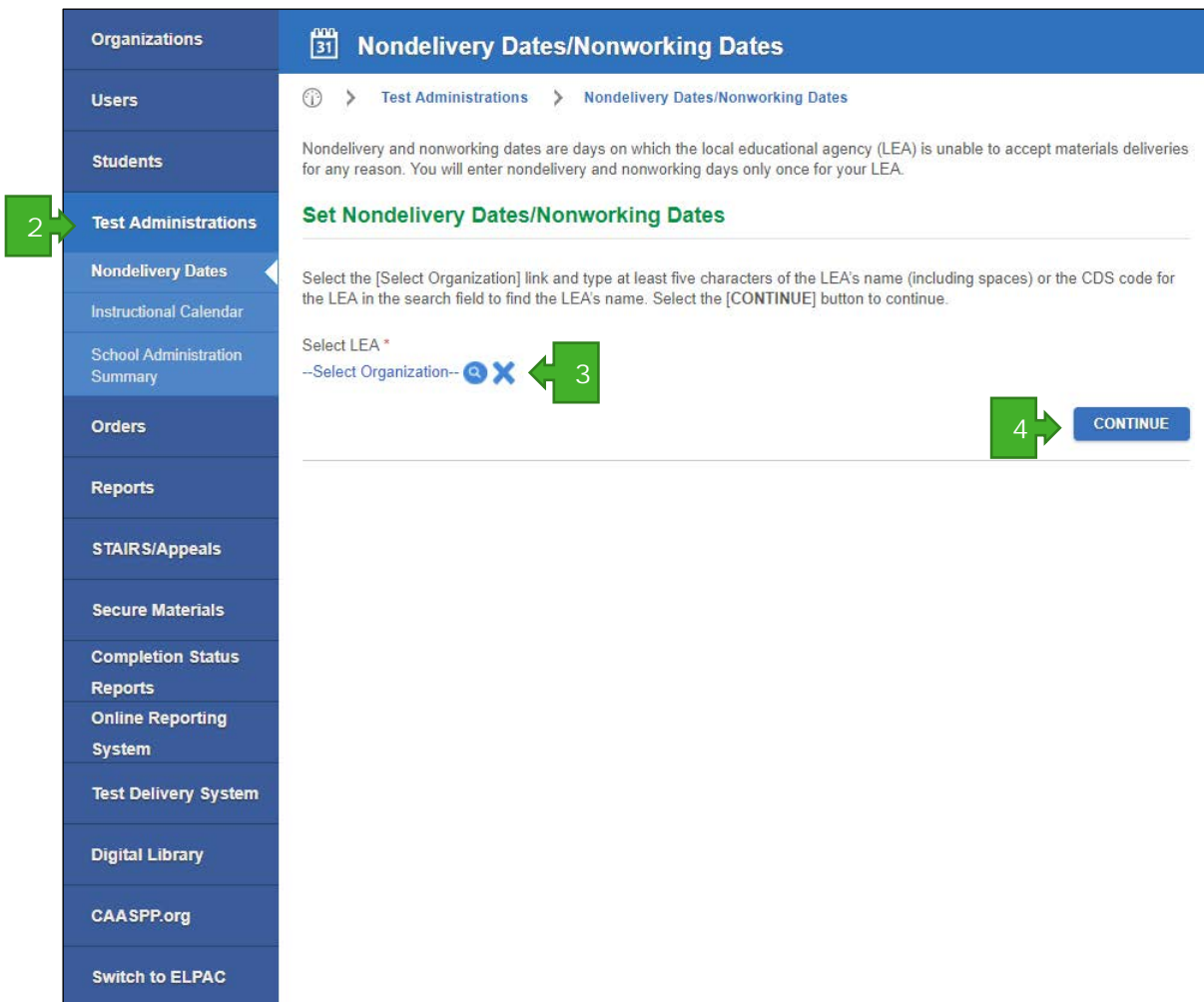


Figure 20. Set Nondelivery Dates/Nonworking Dates web form

3. In the *Select LEA* field, type at least five characters of the LEA's name (including spaces) or the County-District-School code for the LEA in the search field; select the name of your LEA when it appears under the search field.
4. Select [**CONTINUE**].

Step 1. Set Nondelivery/Nonworking Dates.



Note: These steps are required whether or not your LEA intends to order special version test materials (braille and large print).

Nondelivery and nonworking days are days on which the LEA is closed or unable to accept deliveries of special version materials for any other reason. Choose dates for nondelivery and nonworking days between December 2018 and August 2019 to calculate the date(s) when any test materials can be delivered.

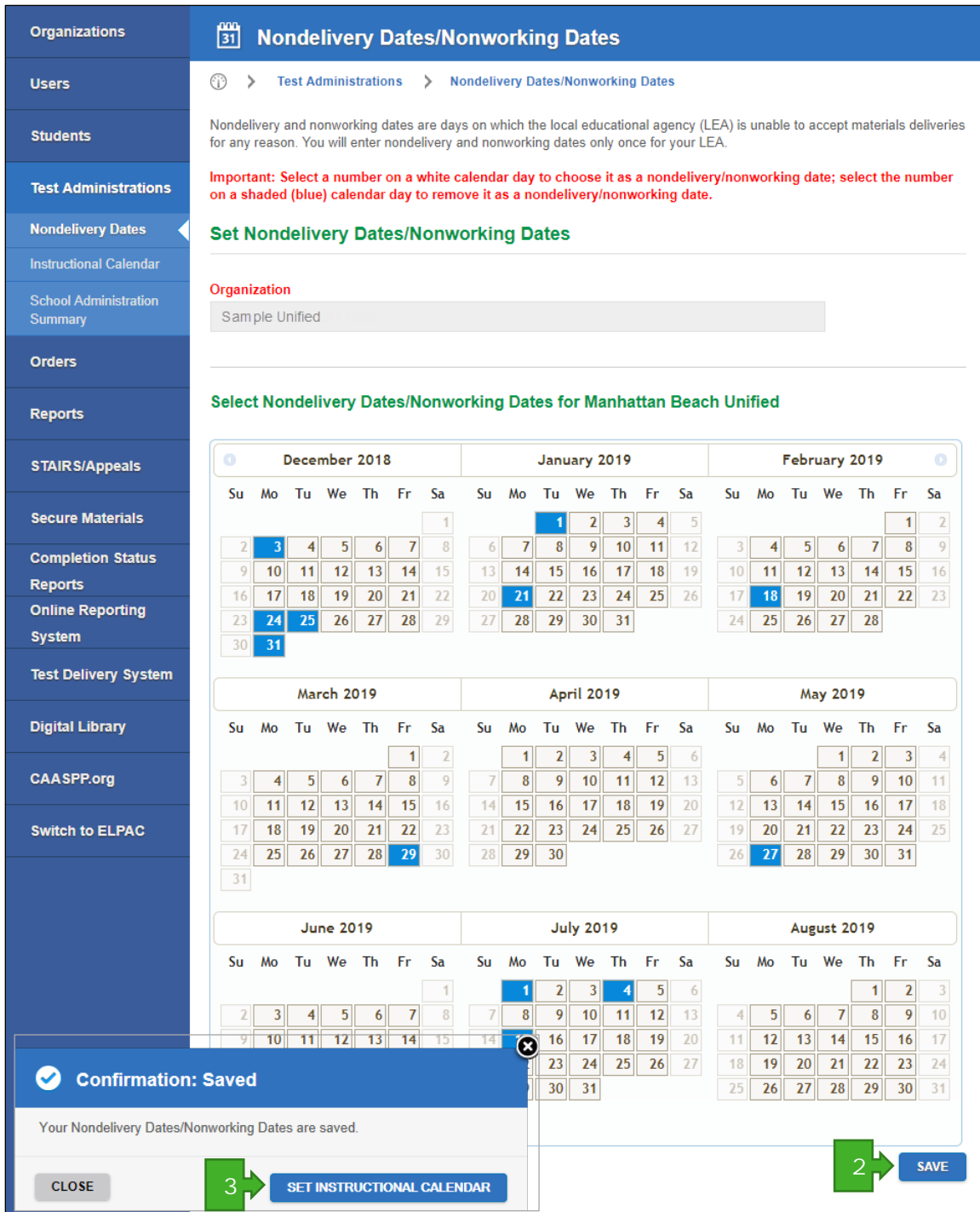
Remember the following:

- Mark nondelivery and nonworking days only.
- Nondelivery and nonworking days do not impact the instructional dates calendar.
- The noninstructional days used to calculate test administrations may not necessarily coincide with the LEA's nondelivery or nonworking days.
- Weekend days are assumed to be nondelivery, nonworking days and **cannot** be changed from blue (nondelivery/nonworking) to white (delivery/working).
- Noninstructional dates, also set up using the Test Administration Setup module, **cannot** be changed from this calendar web form. However, those dates can be marked as nondelivery/nonworking days or kept as delivery/working days, as appropriate.
- The LEA CAASPP coordinator must contact the California Technical Assistance Center (CalTAC) after December 1, 2018, to make changes to the nondelivery/nonworking dates calendar as the calendars are locked to edits after this date.

Take the following steps to set nondelivery/nonworking dates:

1. Configure the nondelivery/nonworking dates on the calendar shown in Figure 21 by selecting the number on a **white calendar day to choose it** as a nondelivery or nonworking date; selecting the number on a **blue-shaded calendar day removes it** as a nondelivery/nonworking date.

Test Administration Setup | Configuring Test Administrations



Organizations 31 **Nondelivery Dates/Nonworking Dates**

Users ⓘ > Test Administrations > Nondelivery Dates/Nonworking Dates

Students

Test Administrations

Nondelivery Dates **Set Nondelivery Dates/Nonworking Dates**

Instructional Calendar

School Administration Summary

Orders

Reports

STAIRS/Appeals

Secure Materials

Completion Status Reports

Online Reporting System

Test Delivery System

Digital Library

CAASPP.org

Switch to ELPAC

Organization
Sample Unified

Select Nondelivery Dates/Nonworking Dates for Manhattan Beach Unified

December 2018 January 2019 February 2019

March 2019 April 2019 May 2019

June 2019 July 2019 August 2019

Confirmation: Saved
Your Nondelivery Dates/Nonworking Dates are saved.

CLOSE **3** SET INSTRUCTIONAL CALENDAR **2** SAVE

Figure 21. Set Nondelivery Dates/Nonworking Dates calendar web form and confirmation alert box

- When you are finished configuring your dates, select [**SAVE**].

3. A confirmation alert box, also shown in Figure 21, will display. Select [**SET INSTRUCTIONAL CALENDAR**] to continue or [**CLOSE**] to close the calendar.

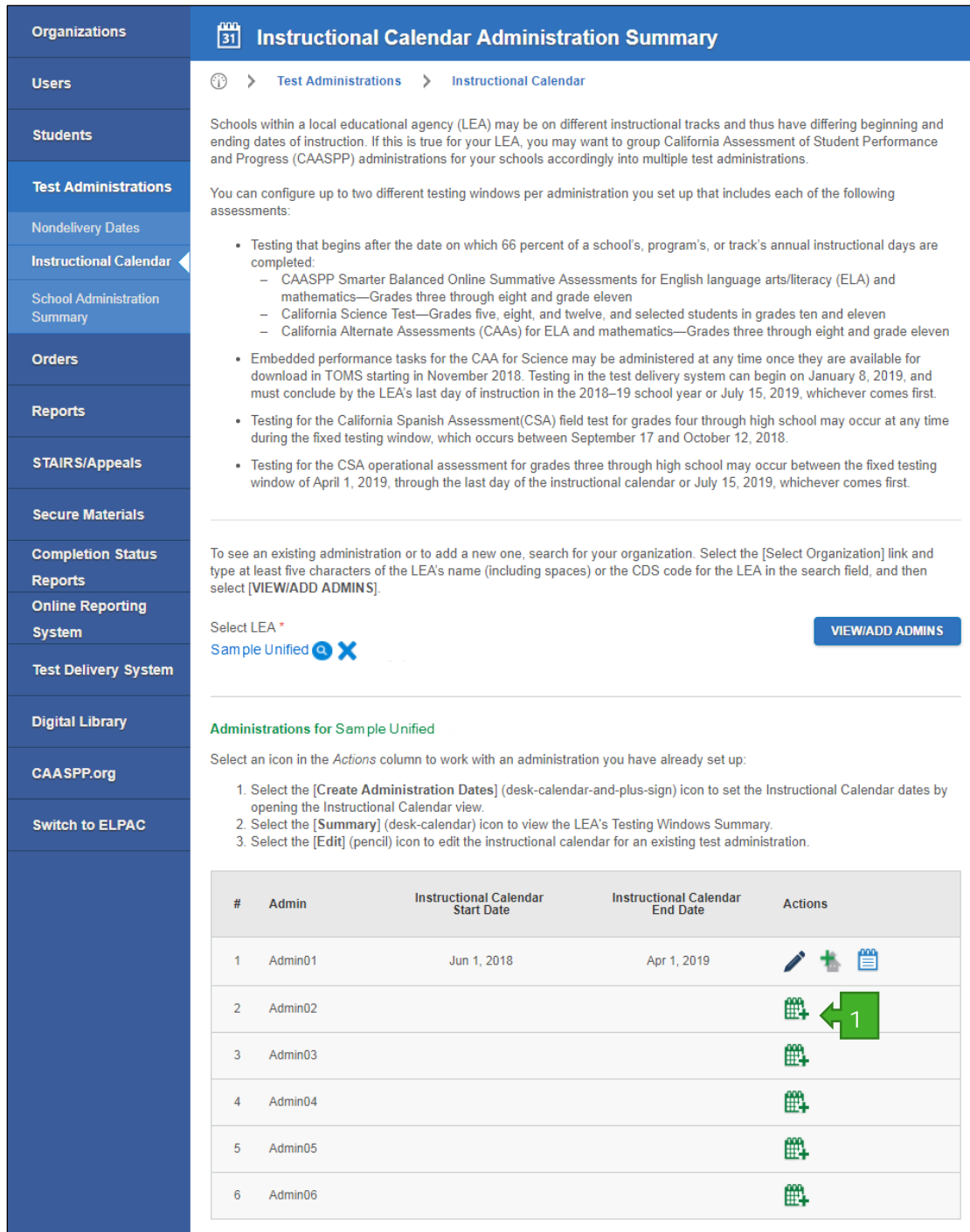
Step 2. Set the Instructional Calendar.



Notes:

- If you are returning to the administration setup process after setting up your nonworking/nondelivery days (but before setting the instructional calendar), follow the instructions in the “[Viewing and Editing Test Administrations](#)” subsection to access the function and continue configuring dates for the test administration.
- The *Parent/Guardian Addresses* check box on the *Instructional Calendar* web form is selected by default because all Student Score Reports will include a parent/guardian address. There is no charge associated with this service. This check box is not selectable.

Test Administration Setup | Configuring Test Administrations



Instructional Calendar Administration Summary

Test Administrations > Instructional Calendar



Schools within a local educational agency (LEA) may be on different instructional tracks and thus have differing beginning and ending dates of instruction. If this is true for your LEA, you may want to group California Assessment of Student Performance and Progress (CAASPP) administrations for your schools accordingly into multiple test administrations.

You can configure up to two different testing windows per administration you set up that includes each of the following assessments:

- Testing that begins after the date on which 66 percent of a school's, program's, or track's annual instructional days are completed:
 - CAASPP Smarter Balanced Online Summative Assessments for English language arts/literacy (ELA) and mathematics—Grades three through eight and grade eleven
 - California Science Test—Grades five, eight, and twelve, and selected students in grades ten and eleven
 - California Alternate Assessments (CAAs) for ELA and mathematics—Grades three through eight and grade eleven
- Embedded performance tasks for the CAA for Science may be administered at any time once they are available for download in TOMS starting in November 2018. Testing in the test delivery system can begin on January 8, 2019, and must conclude by the LEA's last day of instruction in the 2018–19 school year or July 15, 2019, whichever comes first.
- Testing for the California Spanish Assessment(CSA) field test for grades four through high school may occur at any time during the fixed testing window, which occurs between September 17 and October 12, 2018.
- Testing for the CSA operational assessment for grades three through high school may occur between the fixed testing window of April 1, 2019, through the last day of the instructional calendar or July 15, 2019, whichever comes first.

To see an existing administration or to add a new one, search for your organization. Select the [Select Organization] link and type at least five characters of the LEA's name (including spaces) or the CDS code for the LEA in the search field, and then select [VIEW/ADD ADMINIS].

Select LEA * VIEW/ADD ADMINIS

Sample Unified  

Administrations for Sample Unified

Select an icon in the *Actions* column to work with an administration you have already set up:

- Select the [Create Administration Dates] (desk-calendar-and-plus-sign) icon to set the Instructional Calendar dates by opening the Instructional Calendar view.
- Select the [Summary] (desk-calendar) icon to view the LEA's Testing Windows Summary.
- Select the [Edit] (pencil) icon to edit the instructional calendar for an existing test administration.















#	Admin	Instructional Calendar Start Date	Instructional Calendar End Date	Actions
1	Admin01	Jun 1, 2018	Apr 1, 2019	  
2	Admin02			   1
3	Admin03			 
4	Admin04			 
5	Admin05			 
6	Admin06			 

Figure 22. Instructional Calendar Administration Summary screen

- In the *Instructional Calendar Administration Summary* screen displayed in Figure 22, select the desk-calendar-and-plus-sign [**Create Administration Dates**] icon in the

“Administrations” section of the *Instructional Calendar Administration Summary* screen to set the Instructional Calendar dates.

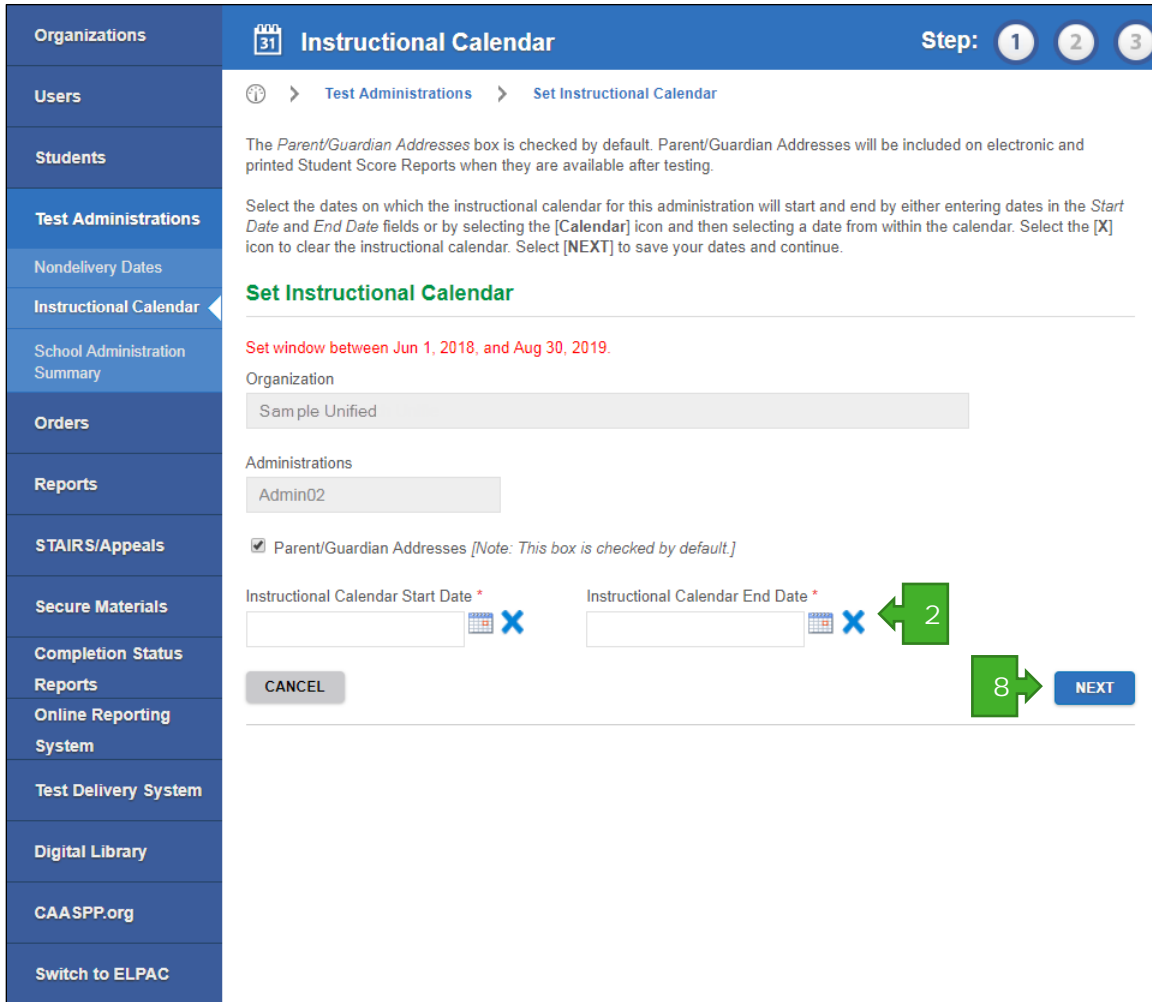
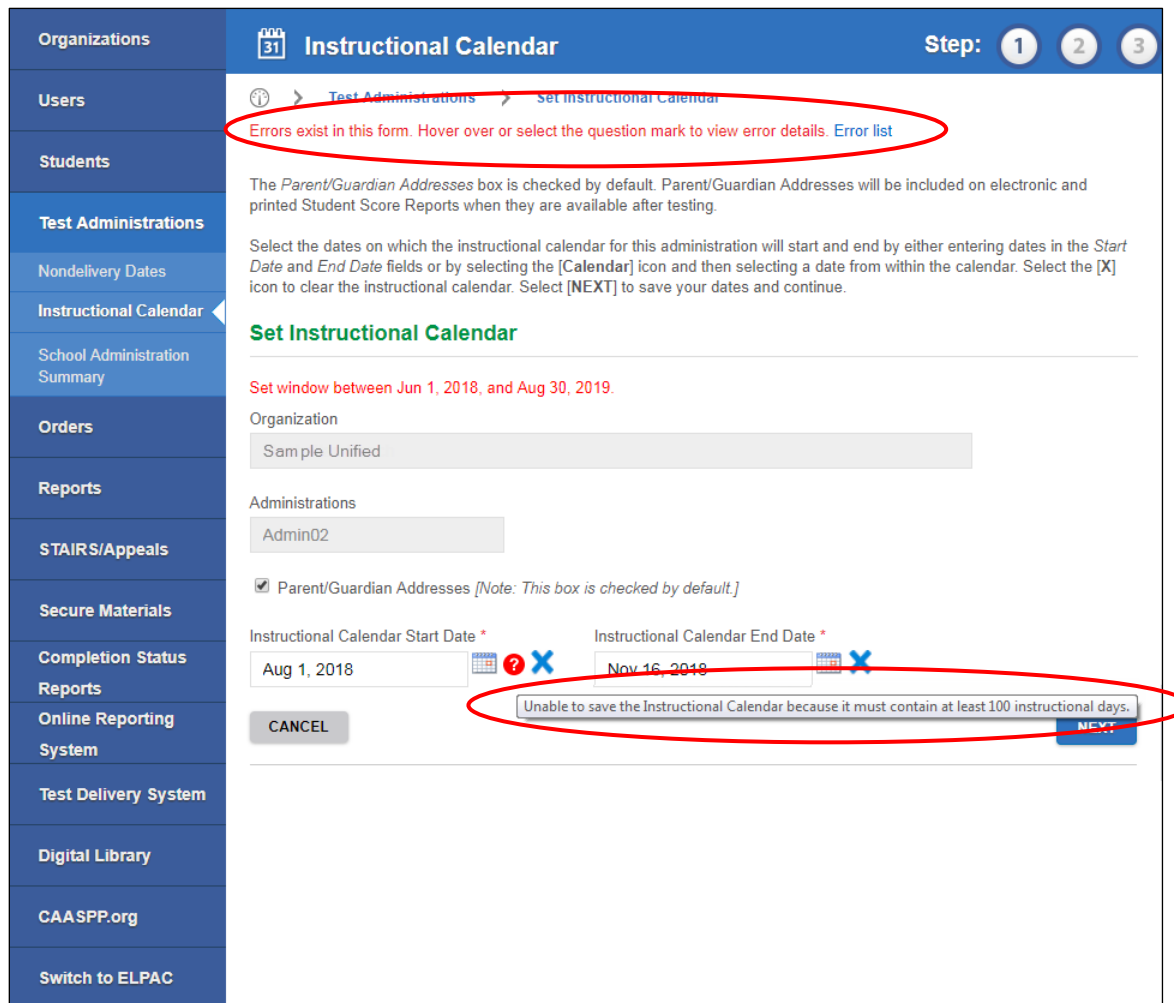


Figure 23. Set Instructional Calendar web form

2. Select dates from the Instructional Calendar Start Date and Instructional Calendar End Date calendars.
 - a. Select the [X] icon to clear the calendar.
3. Select [NEXT]. (Selecting [CANCEL] will exit to the *Instructional Calendar Summary* web form without saving data from this web form.)
 - a. To see why the form would not save, either hover over the [Question Mark] [?] icon (circled in Figure 24) or select the [Error list] link where it says, “Errors exist in form. Hover over or click on the red question mark to view error details. Error list” (also circled in Figure 24).

Test Administration Setup | Configuring Test Administrations



Organizations | **31** | **Instructional Calendar** | Step: 1 2 3

Users > Test Administrations > Set Instructional Calendar

Errors exist in this form. Hover over or select the question mark to view error details. [Error list](#)

The *Parent/Guardian Addresses* box is checked by default. Parent/Guardian Addresses will be included on electronic and printed Student Score Reports when they are available after testing.

Select the dates on which the instructional calendar for this administration will start and end by either entering dates in the *Start Date* and *End Date* fields or by selecting the [Calendar] icon and then selecting a date from within the calendar. Select the [X] icon to clear the instructional calendar. Select [NEXT] to save your dates and continue.

Set Instructional Calendar

Set window between Jun 1, 2018, and Aug 30, 2019.

Organization
Sample Unified

Administrations
Admin02

Parent/Guardian Addresses [Note: This box is checked by default.]

Instructional Calendar Start Date *
Aug 1, 2018

Instructional Calendar End Date *
Nov 16, 2018

Unable to save the Instructional Calendar because it must contain at least 100 instructional days.

CANCEL | NEXT

Figure 24. Instructional Calendar errors

- Select [NEXT] to continue and open the “Set Noninstructional Dates” section. If you select the [CANCEL] button, any data you have entered will not be saved.

Create Noninstructional Dates



Notes:

- The system downtime dates known as of September 4, 2018, are included on the noninstructional dates calendar and will be combined with the LEA’s noninstructional dates when the available testing window is calculated. Refer to the CAASPP [Planned System Downtime](#) web page for an updated list of dates on which CAASPP systems will be down.

- The LEA’s noninstructional calendar will not be recalculated if additional system downtime dates become known.
- Testing cannot occur on system downtime dates, whether or not they are included in the noninstructional calendar.

1. Set your calendar when the “Select Noninstructional Dates” section of the *Set Instructional Dates* web form shows the calendar, as seen in Figure 25.
 - Select a number on a white calendar day to choose it as a noninstructional date.
 - Select the number on a blue-shaded calendar day to remove it as a noninstructional date.
 - Calendar dates that are outlined with a bold red line and contain an asterisk are known system downtime dates; if you select one of these dates as a noninstructional date, it will become blue-shaded.
2. When you are finished configuring your dates, select [**NEXT**]. If you exit this web form without continuing to the next step, your noninstructional dates will not be saved.

Test Administration Setup | Configuring Test Administrations

- Secure Materials
- Completion Status
- Reports
- Online Reporting System
- Test Delivery System
- Digital Library
- CAASPP.org
- Switch to ELPAC

Select Noninstructional Dates 1

Important: Select a number on a white calendar day to choose it as a noninstructional date; select the number on a shaded (blue) calendar day to remove it as a noninstructional date.

The dates shown on this calendar are for demonstration purposes only and may not reflect actual downtime or noninstructional dates. System downtime dates are colored blue on this calendar. System downtime dates are colored blue on this calendar. System downtime dates are colored blue on this calendar.

Note: Dates shown are for demonstration purposes only and may not reflect actual downtime or noninstructional dates.

Select dates between Aug 16, 2018, and Jun 5, 2019, for this testing program.

August 2018							September 2018							October 2018							
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	
			1	2	3	4		2	3	4	5	6	7	8		1	2	3	4	5	6
5	6	7	8	9	10	11	9	10	11	12	13	14	15	7	8	9	10	11	12	13	
12	13	14	15	16	17	18	16	17	18	19	20	21	22	14	15	16	17	18	19	20	
19	20	21	22	23	24	25	23	24	25	26	27	28	29	21	22	23	24	25	26	27	
26	27	28	29	30	31		30							28	29	30	31				

January 2019							February 2019							March 2019							April 2019							
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	
				1	2	3															1	2	3	4	5	6		
4	5	6	7	8	9	10	4	5	6	7	8	9	10	2	3	4	5	6	7	8	9	7	8	9	10	11	12	13
11	12	13	14	15	16	17	11	12	13	14	15	16	17	9	10	11	12	13	14	15	16	14	15	16	17	18	19	20
18	19	20	21	22	23	24	18	19	20	21	22	23	24	16	17	18	19	20	21	22	23	20	21	22	23	24	25	26
25	26	27	28	29	30		25	26	27	28	29	30	31	23	24	25	26	27	28	29	27	28	29	30	31			

May 2019							June 2019							July 2019							
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	
				1	2	3	4														
5	6	7	8	9	10	11	2	3	4	5	6	7	8	1	2	3	4	5	6		
12	13	14	15	16	17	18	9	10	11	12	13	14	15	7	8	9	10	11	12	13	
19	20	21	22	23	24	25	16	17	18	19	20	21	22	14	15	16	17	18	19	20	
26	27	28	29	30	31		23	24	25	26	27	28	29	21	22	23	24	25	26	27	

August 2019							September 2019							October 2019						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3														
4	5	6	7	8	9	10	1	2	3	4	5	6	7	1	2	3	4	5		
11	12	13	14	15	16	17	8	9	10	11	12	13	14	6	7	8	9	10	11	12
18	19	20	21	22	23	24	15	16	17	18	19	20	21	13	14	15	16	17	18	19
25	26	27	28	29	30	31	22	23	24	25	26	27	28	20	21	22	23	24	25	26

CANCEL
PREVIOUS
NEXT 2

Figure 25. Set Noninstructional Dates web form

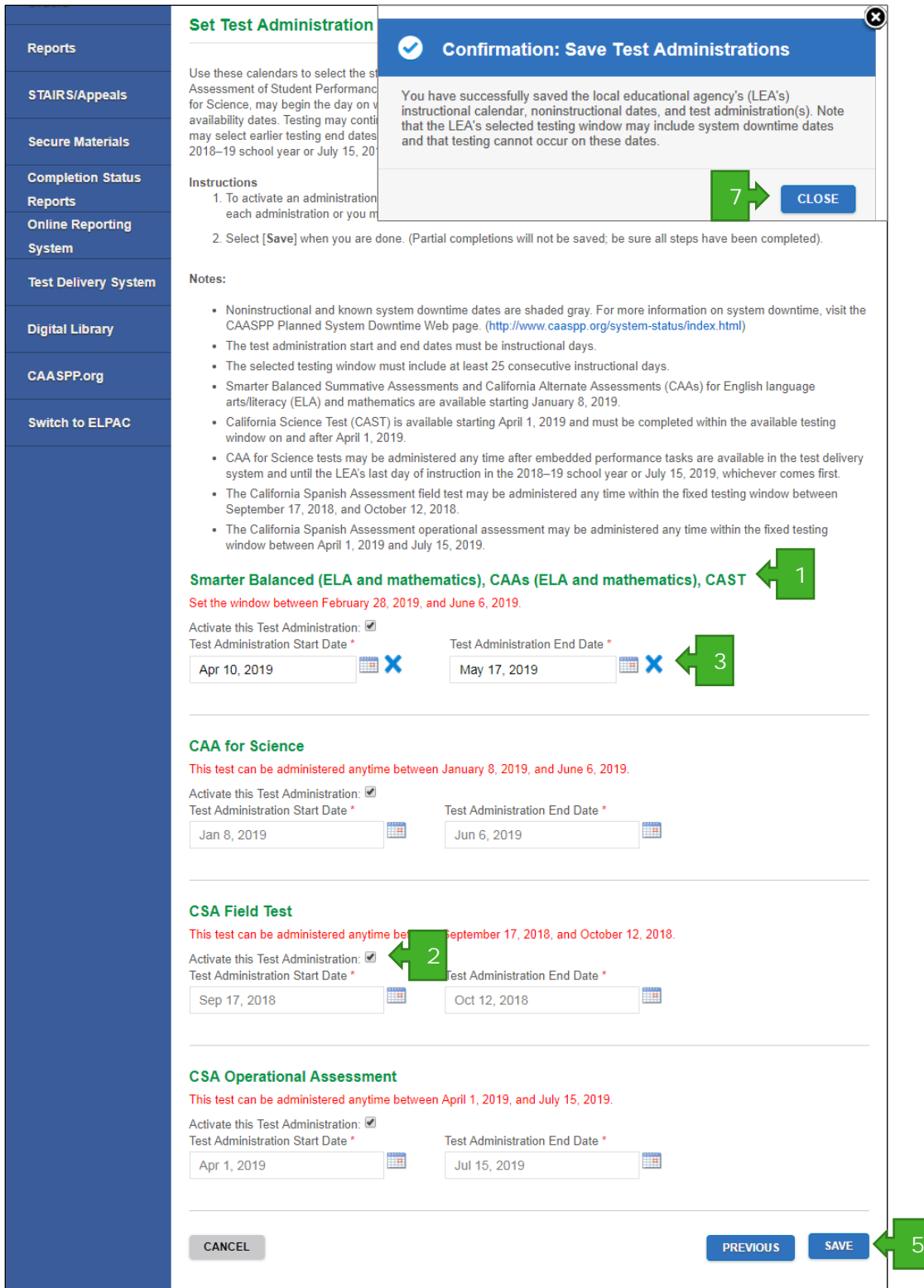
Step 3. Set Testing Windows Within an Administration.

- 1. Noninstructional and known system downtime dates are shaded gray. For more information on system downtime, visit the CAASPP [Planned System Downtime](#) web page.
- 2. **The selected testing window start and end dates must be instructional days and must include at least 25 consecutive instructional days.**
- 3. All CAASPP testing, with the exceptions of the CAA for Science and the CSA field test, must conform to the 66 percent testing window.
- 4. All Smarter Balanced Summative Assessments for ELA and mathematics—online and special version forms (braille and large print)—are available starting January 8, 2019.
- 5. CAAs for ELA and mathematics are available starting January 8, 2019.
- 6. The grade-level *Directions for Administration* PDFs for the CAA for Science field test will be made available online when the CAA for Science is available in the test delivery system, on January 8, 2019. Test examiners will administer the CAA for Science one on one with students. Testing is completed when student responses for each embedded performance task are entered in the test delivery system before the final day of the instructional calendar in the LEA or July 15, 2019, whichever comes first.
- 7. While the general version of the CAST is available starting January 8, 2019, the braille version will be available in April 2019.
- 8. Operational CSA assessments must be completed within the available testing window which starts on April 1 and ends on the LEA’s final day of instruction or July 15, 2019, whichever comes first.
- 9. The CSA field test must be administered within the fixed testing window, which is from September 17 to October 12, 2018.

Follow these steps to set the testing window within an administration:

1. When the “Set Test Administration” area of the *Test Administrations Calendar* web form opens, as shown in Figure 26, find the listing for the test administration you would like to set—your choices are as follows:
 - Smarter Balanced (ELA and mathematics), CAAs (ELA and mathematics), CAST
 - CAA for Science (testing window from January 8, 2019, through the final day of the instructional calendar in the LEA or July 15, 2019, whichever comes first)
 - CSA Field Test (fixed testing window from September 17 through October 12, 2018)
 - CSA Operational Assessment (available testing window from April 1 through July 15, 2019)

Test Administration Setup | Configuring Test Administrations



Confirmation: Save Test Administrations

You have successfully saved the local educational agency's (LEA's) instructional calendar, noninstructional dates, and test administration(s). Note that the LEA's selected testing window may include system downtime dates and that testing cannot occur on these dates.

Instructions

- To activate an administration, select the **Activate this Test Administration** checkbox for each administration or you may select **Save** when you are done.
- Select **Save** when you are done. (Partial completions will not be saved; be sure all steps have been completed).

Notes:

- Noninstructional and known system downtime dates are shaded gray. For more information on system downtime, visit the CAASPP Planned System Downtime Web page. (<http://www.caaspp.org/system-status/index.html>)
- The test administration start and end dates must be instructional days.
- The selected testing window must include at least 25 consecutive instructional days.
- Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics are available starting January 8, 2019.
- California Science Test (CAST) is available starting April 1, 2019 and must be completed within the available testing window on and after April 1, 2019.
- CAA for Science tests may be administered any time after embedded performance tasks are available in the test delivery system and until the LEA's last day of instruction in the 2018–19 school year or July 15, 2019, whichever comes first.
- The California Spanish Assessment field test may be administered any time within the fixed testing window between September 17, 2018, and October 12, 2018.
- The California Spanish Assessment operational assessment may be administered any time within the fixed testing window between April 1, 2019 and July 15, 2019.

Smarter Balanced (ELA and mathematics), CAAs (ELA and mathematics), CAST

Set the window between February 28, 2019, and June 6, 2019.

Activate this Test Administration:

Test Administration Start Date *

Test Administration End Date *

CAA for Science

This test can be administered anytime between January 8, 2019, and June 6, 2019.

Activate this Test Administration:

Test Administration Start Date *

Test Administration End Date *

CSA Field Test

This test can be administered anytime between September 17, 2018, and October 12, 2018.

Activate this Test Administration:

Test Administration Start Date *

Test Administration End Date *

CSA Operational Assessment

This test can be administered anytime between April 1, 2019, and July 15, 2019.

Activate this Test Administration:

Test Administration Start Date *

Test Administration End Date *

CANCEL **PREVIOUS** **SAVE**


Figure 26. Set Test Administrations web form and confirmation message

2. Check the *Activate this Test Administration* box to choose the test administration to set.
 - a. Skip to step 5 if you accept the default test window.
 - b. Go on to step 3 if you wish to set dates that differ from the default dates, that is, if you wish to set a smaller selected testing window within the default testing window.
 - c. A box may be checked when the LEA is participating in the CSA fall field test; another is checked for the operational CSA.
3. Note that the testing window cannot be shorter than 25 instructional days (5 CCR 855[b][3]). You will see an error message if you attempt to set a testing window that is shorter than 25 instructional days.
 - a. Select the calendar.
 - b. Select a number on a white calendar day to choose it; select a number on a blue-shaded calendar day to remove it as a start or end date.



Notes:

- Changes to the testing window after December 1 can be made only by contacting CalTAC.
- Calendars are preset with the testing window; you cannot set a date outside the testing window or on a noninstructional day.
- Test administration start and end dates cannot be changed for the CSA field test and operational assessment.
- Test administration start and end dates cannot be changed for the CAA for Science. The start date is January 8, 2019, and the end date is the LEA's final instructional day or July 15, 2019, whichever comes first.

4. Repeat as necessary.
5. When you are finished, select [**SAVE**].
6. Select [**YES**] in the confirmation box and then set a test administration. If not, select [**No**] and continue.
7. Select [**CLOSE**] to close the *Save Test Administrations* confirmation box (shown in Figure 26).
8. If there are errors on the form, hover over a [**Question Mark**]  icon to discover why. Fix your error and try again to save.
9. See also the "[View the Details of the Windows Summary](#)" section for details of the Windows Summary and instructions on how to open the summary outside of this process.

Extend a Testing Window

LEAs may be granted a onetime extension to the selected testing window of 10 consecutive days (excluding downtime and noninstructional days) so long as the extension is requested by contacting CalTAC at least **two days prior to the last day of the selected testing window**.



Warning: An extension can be granted only if the testing window is still open *and* the extension does not exceed the final day of the instructional calendar at the LEA.

Assigning Schools to Test Administrations

After you have successfully set up your test administration(s) in the Test Operations Management System (TOMS), you must assign schools within your local educational agency (LEA) to the test administration(s). This step *must* be completed using the TOMS online interface. If the LEA has received approval to order Smarter Balanced special version test materials (braille and large print) for one or more schools in the LEA, **this step will ensure that any special version test materials orders are shipped in the appropriate time frame.**



Note: If you set up only one test administration for your LEA, you still will need to assign schools within your LEA to that test administration.

Add Schools

1. Select the [**Test Administrations**] button from the left navigation bar.
2. Select the [**Instructional Calendar**] button to open the *Instructional Calendar Administration Summary* web form that is shown in Figure 27.

Test Administration Setup | Assigning Schools to Test Administrations

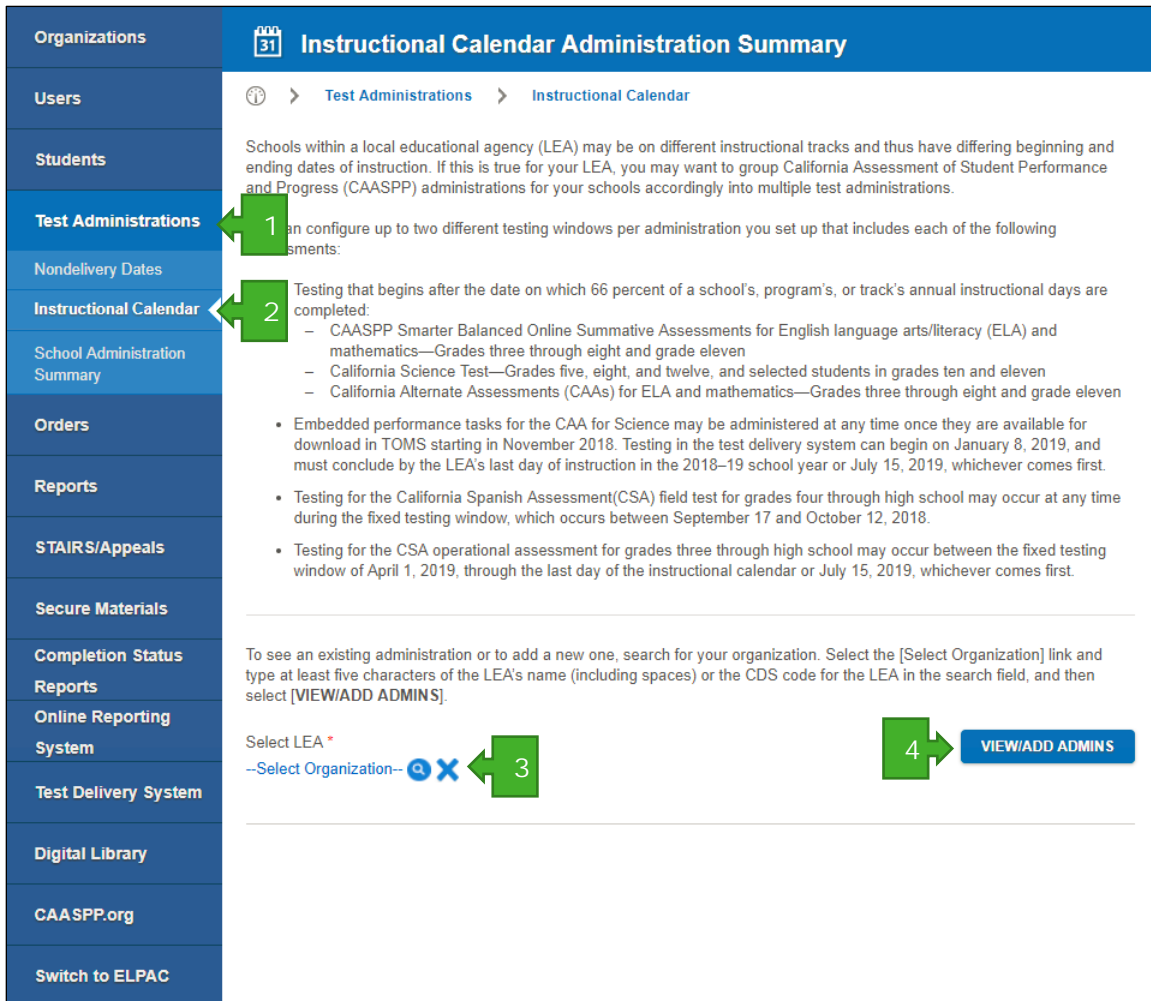



Figure 27. Instructional Calendar Administration Summary web form

3. Select the [Select Organization] link and type at least five characters of the LEA's name (including spaces) or the County-District-School code for the LEA in the search field.
4. After selecting the LEA, select [**VIEW/ADD ADMINIS**].
5. A table of the test administrations you have set up will appear under the *Select LEA* field (Figure 28).

Organizations
 **Instructional Calendar Administration Summary**

Users
> Test Administrations > Instructional Calendar

Students

Test Administrations

Nondelivery Dates

Instructional Calendar

School Administration Summary

Orders

Reports

STAIRS/Appeals

Secure Materials

Completion Status Reports

Online Reporting System

Test Delivery System

Digital Library

CAASPP.org




Switch to ELPAC

Schools within a local educational agency (LEA) may be on different instructional tracks and thus have differing beginning and ending dates of instruction. If this is true for your LEA, you may want to group California Assessment of Student Performance and Progress (CAASPP) administrations for your schools accordingly into multiple test administrations.

You can configure up to two different testing windows per administration you set up that includes each of the following assessments:

- Testing that begins after the date on which 66 percent of a school's, program's, or track's annual instructional days are completed:
 - CAASPP Smarter Balanced Online Summative Assessments for English language arts/literacy (ELA) and mathematics—Grades three through eight and grade eleven
 - California Science Test—Grades five, eight, and twelve, and selected students in grades ten and eleven
 - California Alternate Assessments (CAAs) for ELA and mathematics—Grades three through eight and grade eleven
- Embedded performance tasks for the CAA for Science may be administered at any time once they are available for download in TOMS starting in November 2018. Testing in the test delivery system can begin on January 8, 2019, and must conclude by the LEA's last day of instruction in the 2018–19 school year or July 15, 2019, whichever comes first.
- Testing for the California Spanish Assessment(CSA) field test for grades four through high school may occur at any time during the fixed testing window, which occurs between September 17 and October 12, 2018.
- Testing for the CSA operational assessment for grades three through high school may occur between the fixed testing window of April 1, 2019, through the last day of the instructional calendar or July 15, 2019, whichever comes first.

To see an existing administration or to add a new one, search for your organization. Select the [Select Organization] link and type at least five characters of the LEA's name (including spaces) or the CDS code for the LEA in the search field, and then select [VIEW/ADD ADMIN].

Select LEA * Sample Unified    5 VIEW/ADD ADMIN

Administrations for Sample Unified

Select an icon in the *Actions* column to work with an administration you have already set up:

- Select the [Create Administration Dates] (desk-calendar-and-plus-sign) icon to set the Instructional Calendar dates by opening the Instructional Calendar view.
- Select the [Summary] (desk-calendar) icon to view the LEA's Testing Windows Summary.
- Select the [Edit] (pencil) icon to edit the instructional calendar for an existing test administration.
















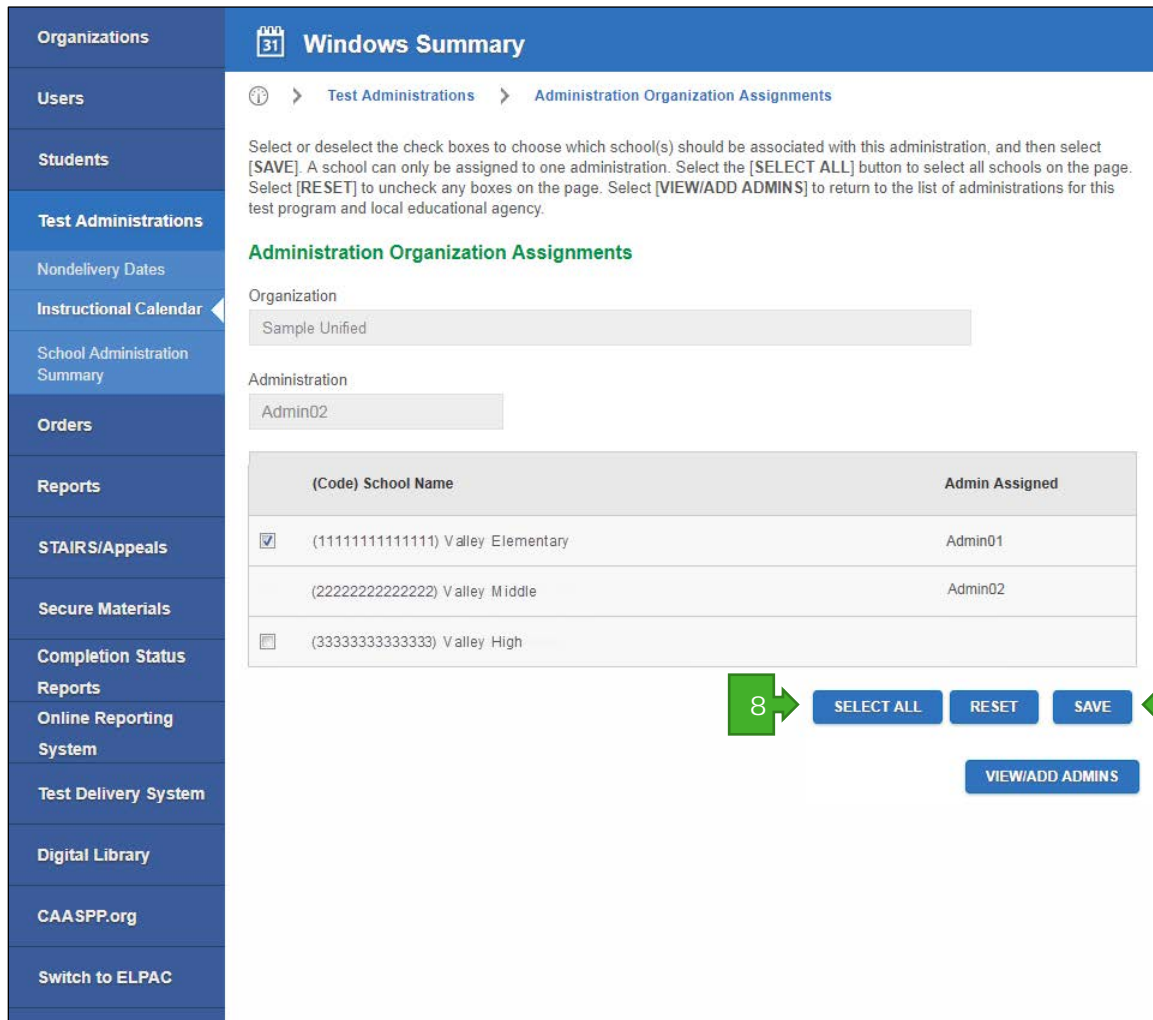
#	Admin	Instructional Calendar Start Date	Instructional Calendar End Date	Actions
1	Admin01	Jun 1, 2018	Apr 1, 2019	  
2	Admin02			    6
3	Admin03			
4	Admin04			
5	Admin05			
6	Admin06			

Figure 28. Test administrations, with dates

- Select the [Org/Administration Assignment] schoolhouse-plus  icon in the same row of the administration to which you would like to assign schools. Select the [Org/Administration Assignment] in row 1 if you are assigning schools to Admin01, row 4 if you are assigning schools to Admin04, etc. Additional icons are as follows:

Test Administration Setup | Assigning Schools to Test Administrations

- a. Select the [**Create Administration Dates**] desk-calendar-and-plus-sign  icon to set the Instructional Calendar dates by opening the Instructional Calendar view.
 - b. Select the [**Summary**] desk-calendar  icon to view the LEA's Testing Windows Summary.
 - c. Select the [**Edit**] pencil  icon to edit the instructional calendar for an existing test administration. Use the instructions in the "[Set the Instructional Calendar](#)" subsection for guidance in editing the instructional calendar.
 - d. Select the [**VIEW/ADD ADMINS**] button to return to the list of test administrations.
7. After you select the [**Org/Administration Assignment**] icon, a page with a list of schools associated with your LEA, like the one shown in Figure 29, will populate.
- Schools that are assigned to the chosen administration will have a check mark in the check box.
 - Schools that are assigned to a different administration have no check box; the currently assigned administration is in the Admin Assigned column.
 - Schools that are not yet assigned to an administration have a selectable check box.



Windows Summary

Test Administrations > Administration Organization Assignments

Select or deselect the check boxes to choose which school(s) should be associated with this administration, and then select [SAVE]. A school can only be assigned to one administration. Select the [SELECT ALL] button to select all schools on the page. Select [RESET] to uncheck any boxes on the page. Select [VIEW/ADD ADMINS] to return to the list of administrations for this test program and local educational agency.

Administration Organization Assignments

Organization
Sample Unified

Administration
Admin02

(Code)	School Name	Admin Assigned
<input checked="" type="checkbox"/>	(111111111111111) Valley Elementary	Admin01
<input type="checkbox"/>	(222222222222222) Valley Middle	Admin02
<input type="checkbox"/>	(333333333333333) Valley High	

Buttons: **SELECT ALL**, **RESET**, **SAVE**, **VIEW/ADD ADMINS**

Figure 29. Administration Organization Assignments web form

8. From the list of schools, check the boxes of the school sites you would like to add to the selected administration. You can check the boxes individually or use the [**SELECT ALL**] button to select all school sites. Use the [**RESET**] button to uncheck all the boxes that were checked during this session.
9. Upon selecting the desired schools, select the [**SAVE**] button to assign the chosen administration to the school(s) and then the [**CLOSE**] button in the confirmation box to confirm the assignment.
10. To reassign a school's administration:
 - a. Select the [**Org/Administration Assignment**] icon in the row for the school's current administration.
 - b. Uncheck the box next to the school's name on the *Administration Organization Assignments* web form.

Test Administration Setup | Assigning Schools to Test Administrations

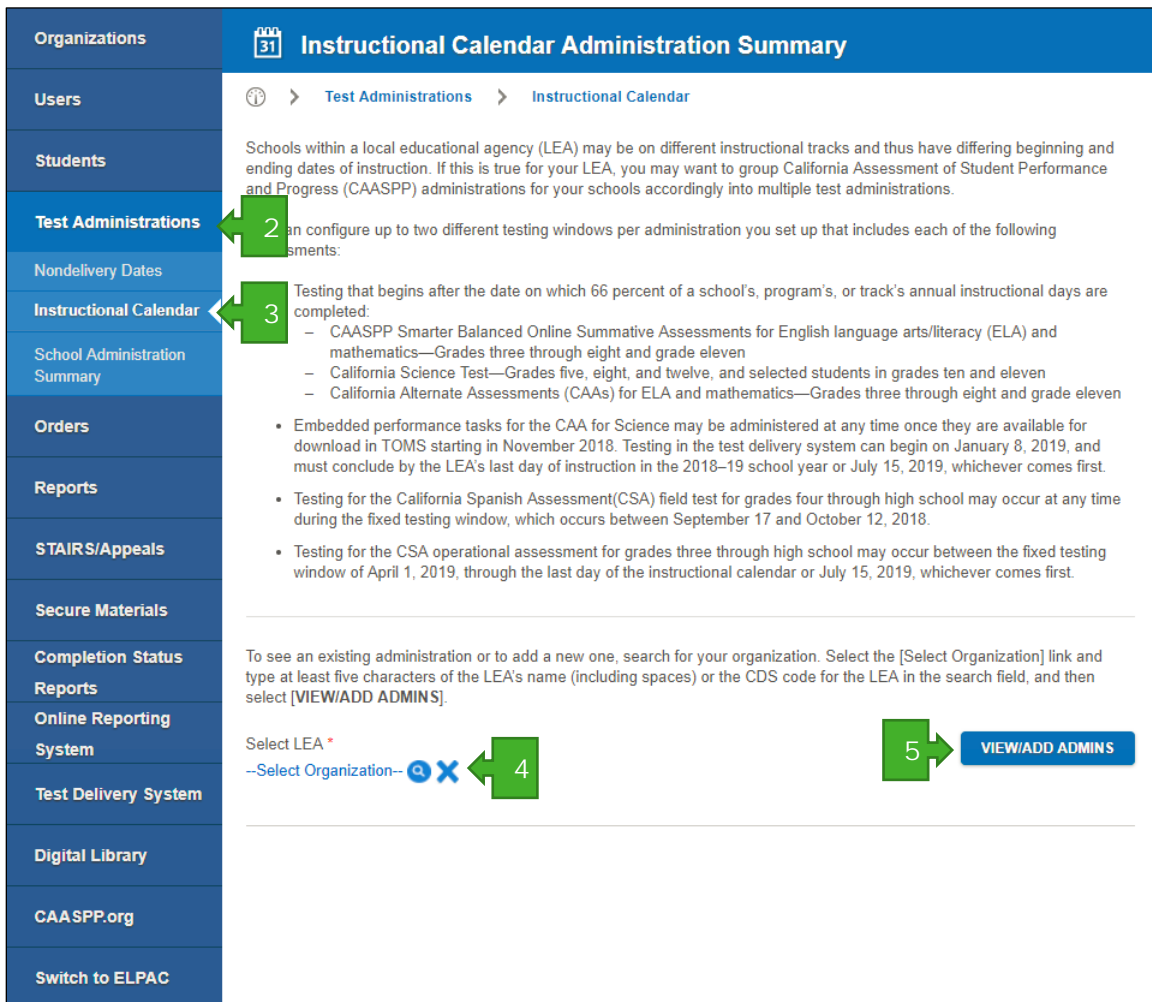
- c. Repeat for the schools whose administration you are changing.
- d. Select [**SAVE**] and then the [**CLOSE**] button in the confirmation box to confirm the reassignment.
- e. Select a different administration (see step 6).
- f. Check the box for the school you are reassigning.

Viewing and Editing Test Administrations

You may view and/or edit your test administrations once you have set them up in the Test Operations Management System (TOMS).

View and Edit the Instructional Calendar Administration Summary

1. Open TOMS.
2. Select **[Test Administrations]** from the left navigation bar.
3. Select **[Instructional Calendar]** from the left navigation bar to open the *Instructional Calendar Administration Summary* web form, shown in Figure 30.



Organizations ADD 31 **Instructional Calendar Administration Summary**

Users ⓘ > Test Administrations > Instructional Calendar

Students

Test Administrations ← 2

Nondelivery Dates

Instructional Calendar ← 3

School Administration Summary

Orders

Reports

STAIRS/Appeals

Secure Materials

Completion Status

Reports

Online Reporting System

Test Delivery System

Digital Library

CAASPP.org

Switch to ELPAC

Schools within a local educational agency (LEA) may be on different instructional tracks and thus have differing beginning and ending dates of instruction. If this is true for your LEA, you may want to group California Assessment of Student Performance and Progress (CAASPP) administrations for your schools accordingly into multiple test administrations.

← 2 You can configure up to two different testing windows per administration you set up that includes each of the following elements:

← 3 Testing that begins after the date on which 66 percent of a school's, program's, or track's annual instructional days are completed:

- CAASPP Smarter Balanced Online Summative Assessments for English language arts/literacy (ELA) and mathematics—Grades three through eight and grade eleven
- California Science Test—Grades five, eight, and twelve, and selected students in grades ten and eleven
- California Alternate Assessments (CAAs) for ELA and mathematics—Grades three through eight and grade eleven

- Embedded performance tasks for the CAA for Science may be administered at any time once they are available for download in TOMS starting in November 2018. Testing in the test delivery system can begin on January 8, 2019, and must conclude by the LEA's last day of instruction in the 2018–19 school year or July 15, 2019, whichever comes first.
- Testing for the California Spanish Assessment(CSA) field test for grades four through high school may occur at any time during the fixed testing window, which occurs between September 17 and October 12, 2018.
- Testing for the CSA operational assessment for grades three through high school may occur between the fixed testing window of April 1, 2019, through the last day of the instructional calendar or July 15, 2019, whichever comes first.

To see an existing administration or to add a new one, search for your organization. Select the [Select Organization] link and type at least five characters of the LEA's name (including spaces) or the CDS code for the LEA in the search field, and then select [VIEW/ADD ADMIN'S].

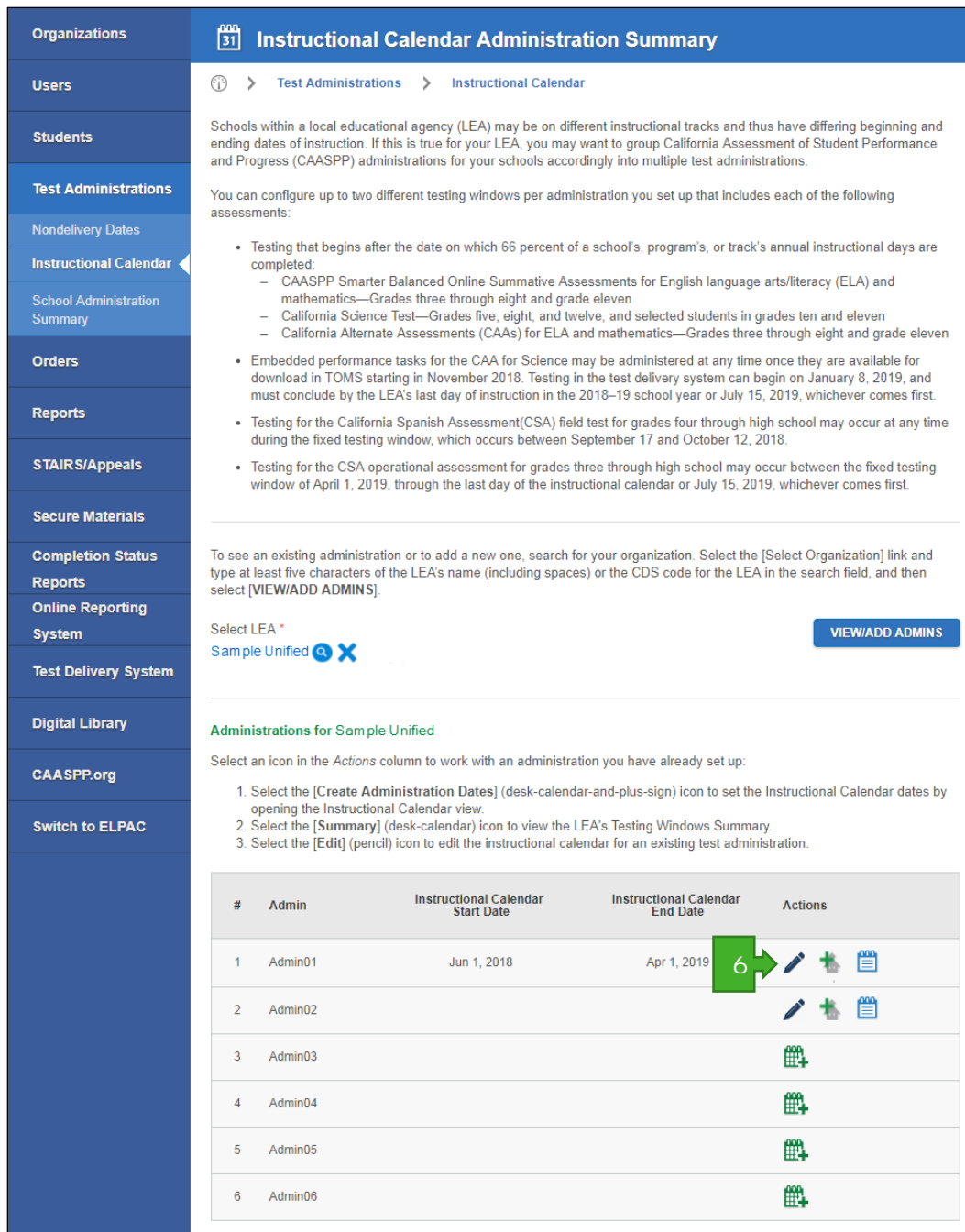
Select LEA * VIEW/ADD ADMIN'S ← 5

--Select Organization-- 🔍 ✕ ← 4

Figure 30. Instructional Calendar Administration Summary web form

Test Administration Setup | Viewing and Editing Test Administrations

- Select the [Select Organization] link and type at least five characters of the local educational agency's (LEA's) name (including spaces) or the County-District-School (CDS) code for the LEA in the search field.
- After selecting the name of your LEA, select the [**VIEW/ADD ADMINS**] button to open the *Instructional Calendar Administration Summary* web form, shown in Figure 31.



Instructional Calendar Administration Summary

Test Administrations > Instructional Calendar

Schools within a local educational agency (LEA) may be on different instructional tracks and thus have differing beginning and ending dates of instruction. If this is true for your LEA, you may want to group California Assessment of Student Performance and Progress (CAASPP) administrations for your schools accordingly into multiple test administrations.

You can configure up to two different testing windows per administration you set up that includes each of the following assessments:

- Testing that begins after the date on which 66 percent of a school's, program's, or track's annual instructional days are completed:
 - CAASPP Smarter Balanced Online Summative Assessments for English language arts/literacy (ELA) and mathematics—Grades three through eight and grade eleven
 - California Science Test—Grades five, eight, and twelve, and selected students in grades ten and eleven
 - California Alternate Assessments (CAAs) for ELA and mathematics—Grades three through eight and grade eleven
- Embedded performance tasks for the CAA for Science may be administered at any time once they are available for download in TOMS starting in November 2018. Testing in the test delivery system can begin on January 8, 2019, and must conclude by the LEA's last day of instruction in the 2018–19 school year or July 15, 2019, whichever comes first.
- Testing for the California Spanish Assessment(CSA) field test for grades four through high school may occur at any time during the fixed testing window, which occurs between September 17 and October 12, 2018.
- Testing for the CSA operational assessment for grades three through high school may occur between the fixed testing window of April 1, 2019, through the last day of the instructional calendar or July 15, 2019, whichever comes first.

To see an existing administration or to add a new one, search for your organization. Select the [Select Organization] link and type at least five characters of the LEA's name (including spaces) or the CDS code for the LEA in the search field, and then select [VIEW/ADD ADMINS].

Select LEA * VIEW/ADD ADMINS

Sample Unified 🔍 ✕

Administrations for Sample Unified

Select an icon in the *Actions* column to work with an administration you have already set up:

- Select the [Create Administration Dates] (desk-calendar-and-plus-sign) icon to set the Instructional Calendar dates by opening the Instructional Calendar view.
- Select the [Summary] (desk-calendar) icon to view the LEA's Testing Windows Summary.
- Select the [Edit] (pencil) icon to edit the instructional calendar for an existing test administration.






















#	Admin	Instructional Calendar Start Date	Instructional Calendar End Date	Actions
1	Admin01	Jun 1, 2018	Apr 1, 2019	   
2	Admin02			   
3	Admin03			  
4	Admin04			  
5	Admin05			  
6	Admin06			  


Figure 31. Choose a summary to view

6. Select the pencil [**Edit**] pencil  icon to edit the instructional calendar for an existing test administration. Use the instructions in the “[Set the Instructional Calendar](#)” subsection for guidance in editing the instructional calendar.

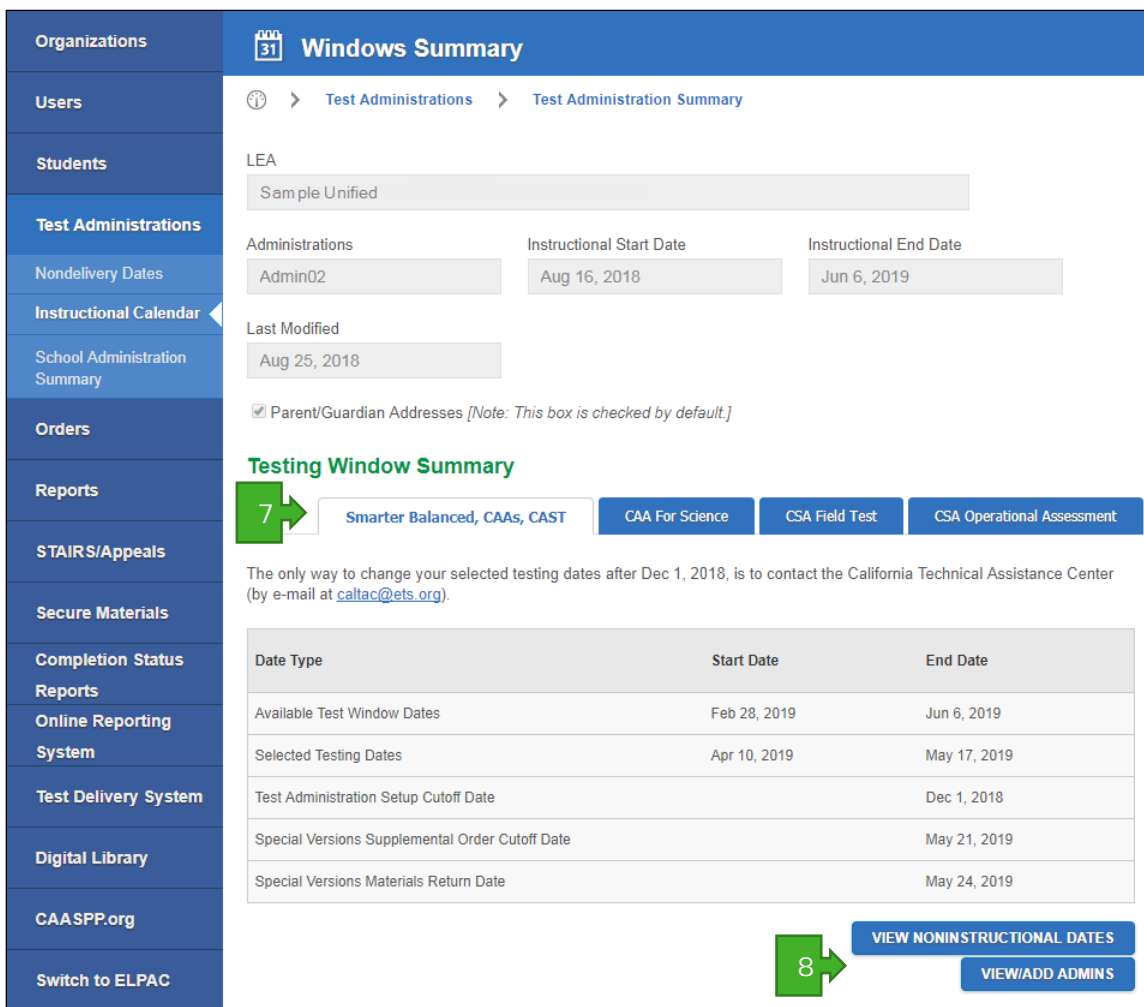
View and Edit the Nondelivery/Nonworking Dates

1. Open TOMS.
2. Select the [**Test Administrations**] button from the left navigation bar.
3. Select the [**Nondelivery Dates**] button from the left navigation bar.
4. Select the [Select Organization] link and type at least five characters of the LEA’s name (including spaces) or the CDS code for the LEA in the search field.
5. After selecting the name of your LEA, select [**Continue**].
6. Select the dates on the calendar to set or unset the dates, using the instructions in the “[Set Nondelivery/Nonworking Dates](#)” subsection for guidance in editing these dates.

View the Details of the Windows Summary

1. Open TOMS.
2. Select [**Test Administrations**] from the left navigation bar.
3. Select [**Instructional Calendar**] in the left navigation bar.
4. Select the [Select Organization] link and type at least five characters of the LEA’s name (including spaces) or the CDS code for the LEA in the search field.
5. After selecting the name of your LEA, select [**VIEW/ADD ADMINS**].
6. Select the [**Summary**] desk-calendar  icon to view the LEA’s Testing Window Summary, which is shown in Figure 32.

Test Administration Setup | Viewing and Editing Test Administrations



Windows Summary

Test Administrations > Test Administration Summary

LEA
Sample Unified

Administrations: Admin02 Instructional Start Date: Aug 16, 2018 Instructional End Date: Jun 6, 2019

Last Modified: Aug 25, 2018

Parent/Guardian Addresses [Note: This box is checked by default.]

Testing Window Summary

7 → Smarter Balanced, CAAs, CAST CAA For Science CSA Field Test CSA Operational Assessment

The only way to change your selected testing dates after Dec 1, 2018, is to contact the California Technical Assistance Center (by e-mail at callac@ets.org).

Date Type	Start Date	End Date
Available Test Window Dates	Feb 28, 2019	Jun 6, 2019
Selected Testing Dates	Apr 10, 2019	May 17, 2019
Test Administration Setup Cutoff Date		Dec 1, 2018
Special Versions Supplemental Order Cutoff Date		May 21, 2019
Special Versions Materials Return Date		May 24, 2019

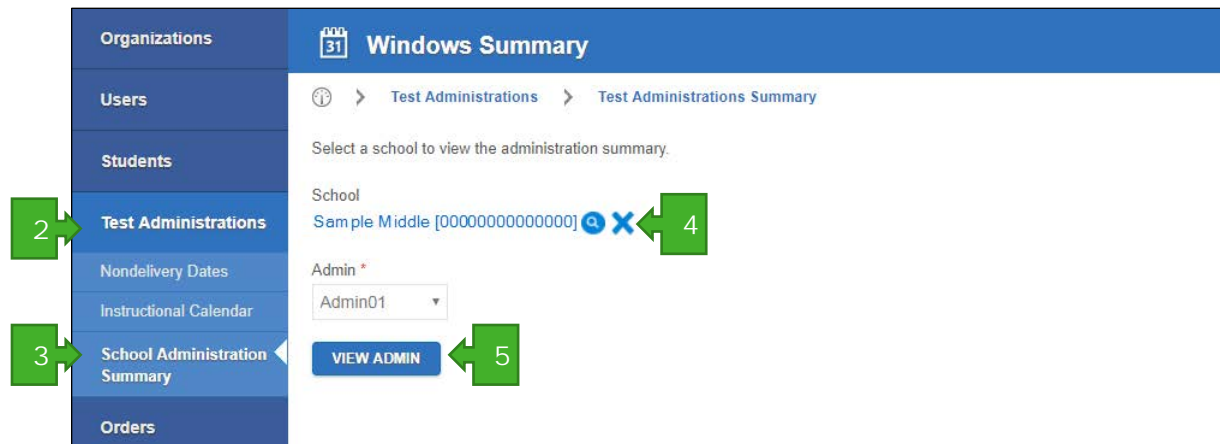
8 → VIEW NONINSTRUCTIONAL DATES VIEW/ADD ADMINS

Figure 32. Testing Window Summary web page

7. Select a test window tab in the “Testing Window Summary” section to view the dates for the testing window; your choices are [**Smarter Balanced, CAAs, CAST**], [**CAA for Science**], [**CSA Field Test**], and [**CSA Operational Assessment**].
8. Select the [**VIEW/ADD ADMINS**] button to return to the Instructional Calendar Track Summary area or the [**VIEW NONINSTRUCTIONAL DATES**] button to view noninstructional dates.

View a School Administration Summary

1. Open TOMS.
2. Select the [Test Administrations] button from the left navigation bar.
3. Select the [School Administration Summary] button from the left navigation bar to search for a school using the web form shown in Figure 33.



The screenshot shows a web application interface. On the left is a vertical navigation menu with items: Organizations, Users, Students, Test Administrations (highlighted with a green arrow and number 2), Nondelivery Dates, Instructional Calendar, School Administration Summary (highlighted with a green arrow and number 3), and Orders. The main content area has a blue header with a calendar icon and the text 'Windows Summary'. Below the header is a breadcrumb trail: 'Test Administrations > Test Administrations Summary'. The main content area contains the text 'Select a school to view the administration summary.' followed by a search form. The search form has a 'School' label and a text input field containing 'Sample Middle [00000000000000]' with a magnifying glass icon (4) and a close 'X' icon. Below the search field is an 'Admin *' label and a dropdown menu showing 'Admin01'. A blue 'VIEW ADMIN' button (5) is located below the dropdown menu.

Figure 33. Search for a school's administration summary

4. Select the [Select School] link and type at least five characters of a school name (including spaces) or the CDS code for the school in the search field (shown in Figure 33).
5. Select a test administration from the *Select Admin* drop-down list (shown in Figure 33).
6. Select the [VIEW ADMIN] button to show the *Windows Summary* screen for the school (shown in Figure 34).

Test Administration Setup | Viewing and Editing Test Administrations

Organizations
Windows Summary

- Users
- Students
- Test Administrations**
- Nondelivery Dates
- Instructional Calendar
- School Administration Summary
- Orders
- Reports
- STAIRS/Appeals
- Secure Materials
- Completion Status Reports
- Online Reporting System
- Test Delivery System
- Digital Library
- CAASPP.org
- Switch to ELPAC

Test Administrations > Test Administration Summary

School
Sample Middle

LEA
Sample Unified

Administrations	Instructional Start Date	Instructional End Date
Admin01	Jun 1, 2018	Apr 1, 2019

Last Modified
Jul 30, 2018

Parent/Guardian Addresses [Note: This box is checked by default.]

Testing Window Summary

Smarter Balanced, CAAs, CAST
CAA For Science
CSA Field Test
CSA Operational Assessment

The only way to change your selected testing dates after Dec 1, 2018, is to contact the California Technical Assistance Center (by e-mail at callac@ets.org).

Date Type	Start Date	End Date
Available Test Window Dates	Dec 18, 2018	Apr 1, 2019
Selected Testing Dates	Dec 18, 2018	Apr 1, 2019
Test Administration Setup Cutoff Date		Dec 1, 2018
Special Versions Supplemental Order Cutoff Date		Apr 3, 2019
Special Versions Materials Return Date		Apr 8, 2019

VIEW NONINSTRUCTIONAL DATES

Figure 34. School Windows Summary screen

Chapter 4. Student Test Assignment

Assigning Students for the California Alternate Assessment (CAA), California Spanish Assessment (CSA), and Smarter Balanced Special Test Versions



Resources in This Section:

- California Department of Education (CDE) California Longitudinal Pupil Achievement Data System (CALPADS) System Documentation web page—
<http://www.cde.ca.gov/ds/sp/cl/systemdocs.asp>
- California Assessment of Student Performance and Progress (CAASPP) Test Operations Management System (TOMS) Resources website—
<http://www.caaspp.org/administration/toms/>

Local educational agency (LEA) CAASPP coordinators can assign students for alternate assessments, special version (braille and large print) Smarter Balanced assessments, the CSA field test, and the operational CSA in a student assignment file that is uploaded into TOMS. Alternately, test assignments can be configured in the TOMS user interface. This is the first step in ensuring students receive the proper test assignments.

An .xlsx template that includes file specifications can be downloaded through TOMS or from the CAASPP [TOMS Resources](#) web page. The completed file that is uploaded must be in .csv format (see the [instructions on how to save a file in the .csv format](#) for more information). LEAs can submit more than one file.

Student demographic data from CALPADS is uploaded daily into TOMs so LEA CAASPP coordinators can manage their CAASPP administrations. This data can be edited in CALPADS only. Because this is an automatic process, no manual intervention on the part of the LEA CAASPP coordinator is required.

By default, students in grades three through eight and grade eleven are already assigned to take the Smarter Balanced Online Summative Assessments for English language arts/literacy (ELA) and mathematics. Students in grades five, eight, and twelve will be assigned to take the California Science Test (CAST) if they have not tested previously in high school. Students in grades ten and eleven can be assigned to take the CAST at the discretion of the LEA to satisfy their participation requirement for all of high school; verify student participation by downloading a participation report, either the [LEA-Level High School Participation Report for the CAST and CAA for Science](#) or the [School-Level High School Participation Report for the CAST and CAA for Science](#).

Default tests are shown in Table 5. Students in grade twelve will be required to test in science if they did not test in grade ten or eleven.

Table 5. Default CAASPP Tests

Test Type	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 10	Gr 11	Gr 12
Smarter Balanced for ELA (grade level)	✓	✓	✓	✓	✓	✓	NA	✓	NA
Smarter Balanced for Mathematics (grade level)	✓	✓	✓	✓	✓	✓	NA	✓	NA
California Science Test	NA	NA	✓	NA	NA	✓	NA	NA	✓*

The asterisk (*) indicates a student in grade twelve must test only if he or she has not tested in science previously.

Use TOMS for individual test assignments or the batch upload process for a large number of students when you need to assign tests that are not the default test. This means you will specifically assign the California Alternate Assessment (CAA) to students instead of the default tests. Please note the following important points about using the Student Test Assignment function in TOMS:

- ① **Student test assignments do not carry over from year to year in TOMS.**
- ① **Student data in CALPADS, including education program (e.g., special education or Section 504 plan program), must be kept current to ensure that students remain eligible to take the correct test with the appropriate test settings.**
- ① **Include all students in the student test assignment file in grades three through eight and grade eleven who will participate in the CAAs for ELA and mathematics; and students in grades five, eight, and a high school grade of ten, eleven, or twelve. Students in grade twelve must take the CAA for Science online field test if they have not taken a science assessment previously. The following must be true in order to participate in the CAAs:**
 - CALPADS settings must indicate the student’s individualized education program (IEP) status to enable selection of this assessment in TOMS.
 - The student’s IEP must indicate that the student is to take the alternate assessment for ELA and mathematics (Title 1, Part A, Subpart 1, Sec. 1111(b) (2) (D) (ii) (I)—Every Student Succeeds Act, 2015).
 - The CALPADS education program Field 3.13 must be set for “special education” (value 144) and provide a primary disability category (field 3.21).
 - See the CALPADS Code Sets downloadable spreadsheet, linked on the CDE [CALPADS System Documentation](#) web page, for more information about CALPADS code values.
- ① **Students taking the CAAs (ELA, mathematics, science) do not take the Smarter Balanced Summative Assessments or the CAST assessments.**

Student Test Assignment | Assigning Students for the California Alternate Assessment (CAA), California Spanish Assessment (CSA), and Smarter Balanced Special Test Versions

- ④ **Note the following about the CAA grade-level assessments:**
 - The CAAs for ELA and mathematics mirror the grades of the Smarter Balanced Summative Assessments.
 - The CAA for Science mirrors the grades of the CAST.
- ④ **LEAs participating in the CSA field test in fall 2018 should assign students in grades four through twelve who are Spanish-speaking English learners or seeking a measure that recognizes their Spanish reading, writing, and listening skills to take this field test.**
- ④ **For the operational CSA in spring 2019, LEAs should assign students in grades three through twelve who are Spanish-speaking English learners or seeking a measure that recognizes their Spanish reading, writing, and listening skills.**
- ④ **Include all students in the student test assignment file who need a special version of the Smarter Balanced Summative Assessments for ELA and mathematics. This includes the following special versions:**
 - Braille
 - Large print



Note: Order special versions of the Smarter Balanced assessments only if the LEA has received the CDE's approval to administer the Smarter Balanced special version assessments.

- ④ **To place supplemental and/or late orders for special version tests (braille and large print), the LEA CAASPP coordinator should contact the California Technical Assistance Center (CaTAC) by phone at 800-955-2954 or by email at caltac@ets.org.**
- ④ **See [Chapter 6 Orders for Special Version Materials](#) for instructions on how to approve the orders for Smarter Balanced special version materials. Note that this should be done as soon as you can after uploading or making the assignment.**

Enter the following test assignment details for students:

- Test assignment
 - CAAs for ELA and mathematics in grades three through eight and grade eleven; students in grades five and eight also will be assigned to take the CAA for Science field test as well as students in grade eleven who have been assigned to participate in this field test.

Student Test Assignment | Assigning Students for the California Alternate Assessment (CAA), California Spanish Assessment (CSA), and Smarter Balanced Special Test Versions

- Students in grade ten who have been assigned to take the CAA for Science field test.
- Students in grade twelve who must take the CAA for Science field test if they have not taken a science assessment previously.
- Special version assignments (Smarter Balanced only)
 - Braille
 - Large print

Create and Submit a Student Test Assignment File

Use student Statewide Student Identifiers (SSIDs) to assign tests to students in your LEA by uploading a .csv file to TOMS. Use the specifications in the template when you create your file. The completed file **must be** converted to a .csv file and then uploaded to TOMS. You may upload as many files as you wish. SSIDs in the test assignment file are matched with CALPADS data that has been imported into TOMS.



Notes:

- The template includes information and instructions in the **[Information]** tab and the file specifications in the **[Test Assignment File Spec]** tab.
- The student test assignment template is in .xlsx format; convert it to .csv before uploading to TOMS.
- When student records are uploaded in more than one file, students will be assigned the test in the most recent file uploaded.
- Instructions for downloading the template, saving the completed file in the .csv format, validating the file, and uploading the file can be found in [Chapter 8 File Uploads](#).

Reviewing and Updating Student Assignments and Settings



Resources in This Section:

- California Department of Education (CDE) California Longitudinal Pupil Achievement Data System (CALPADS) System Documentation web page—
<http://www.cde.ca.gov/ds/sp/cl/systemdocs.asp>

View Students

In the *View & Edit Students* web form, you can search, view, and edit individual student data.

1. Select the **[Students]** button on the left navigation bar (Figure 35).

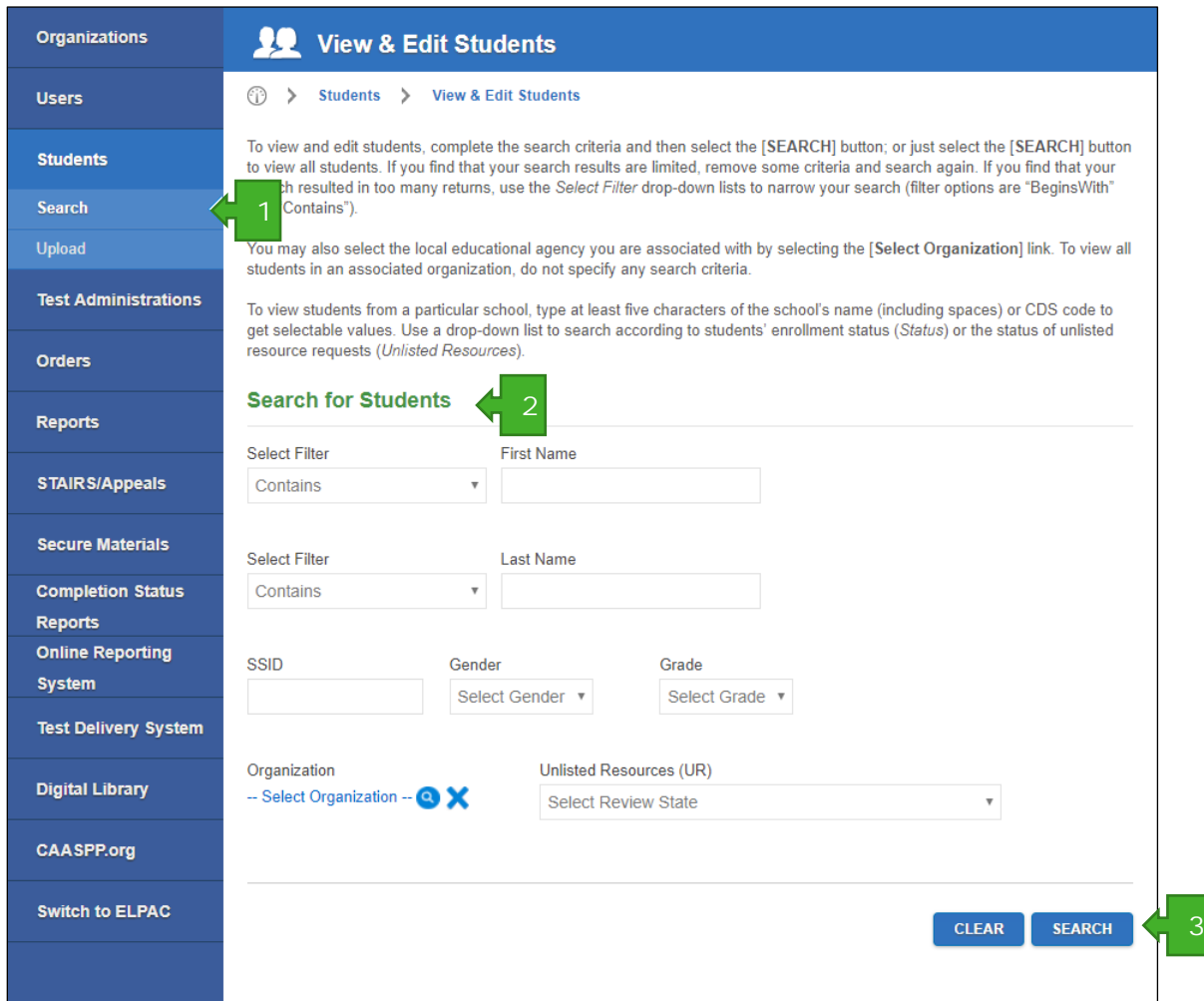


Figure 35. Search for Students web form

2. Enter details about the student in the search fields in the “Search for Students” section (shown in Figure 35); use the *Select Filter* drop-down lists to narrow your search (options are *BeginsWith* and *Contains*).
or
Select the local educational agency (LEA) you are associated with by selecting the [Select Organization] link.
 - a. To pull up all students in an associated organization, do not specify any search criteria.
 - b. To view students from a particular school, type at least five characters of the school’s name (including spaces) or County-District-School code to get selectable values.
3. Select the [SEARCH] button.











Student Test Assignment | Reviewing and Updating Student Assignments and Settings



Note: Check your CALPADS student records if students are not listed.


We found 7 entries matching your search criteria. Results Per Page 20

To view or edit the student information, select the [View] (magnifying glass) icon. Hover your mouse over the other icons (if present) in the *Actions* column for a description of additional actions available to some users.

#	Name	SSID	School	Grade	Actions	Unlisted Resources	UR Submitted Date
1	XXXXX, XXXXX	0000000000	Demo School A (9999999999999999)	03			
2	XXXXX, XXXXX	0000000000	Demo School A (9999999999999999)	10			
3	XXXXX, XXXXX	0000000000	Demo School A (9999999999999999)	11			
4	XXXXX, XXXXX	0000000000	Demo School A (9999999999999999)	07			
5	XXXXX, XXXXX	0000000000	Demo School A (9999999999999999)	07			
6	XXXXX, XXXXX	0000000000	Demo School A (9999999999999999)	09			
7	XXXXX, XXXXX	0000000000	Demo School A (9999999999999999)	03	 		

Showing 1 of 1

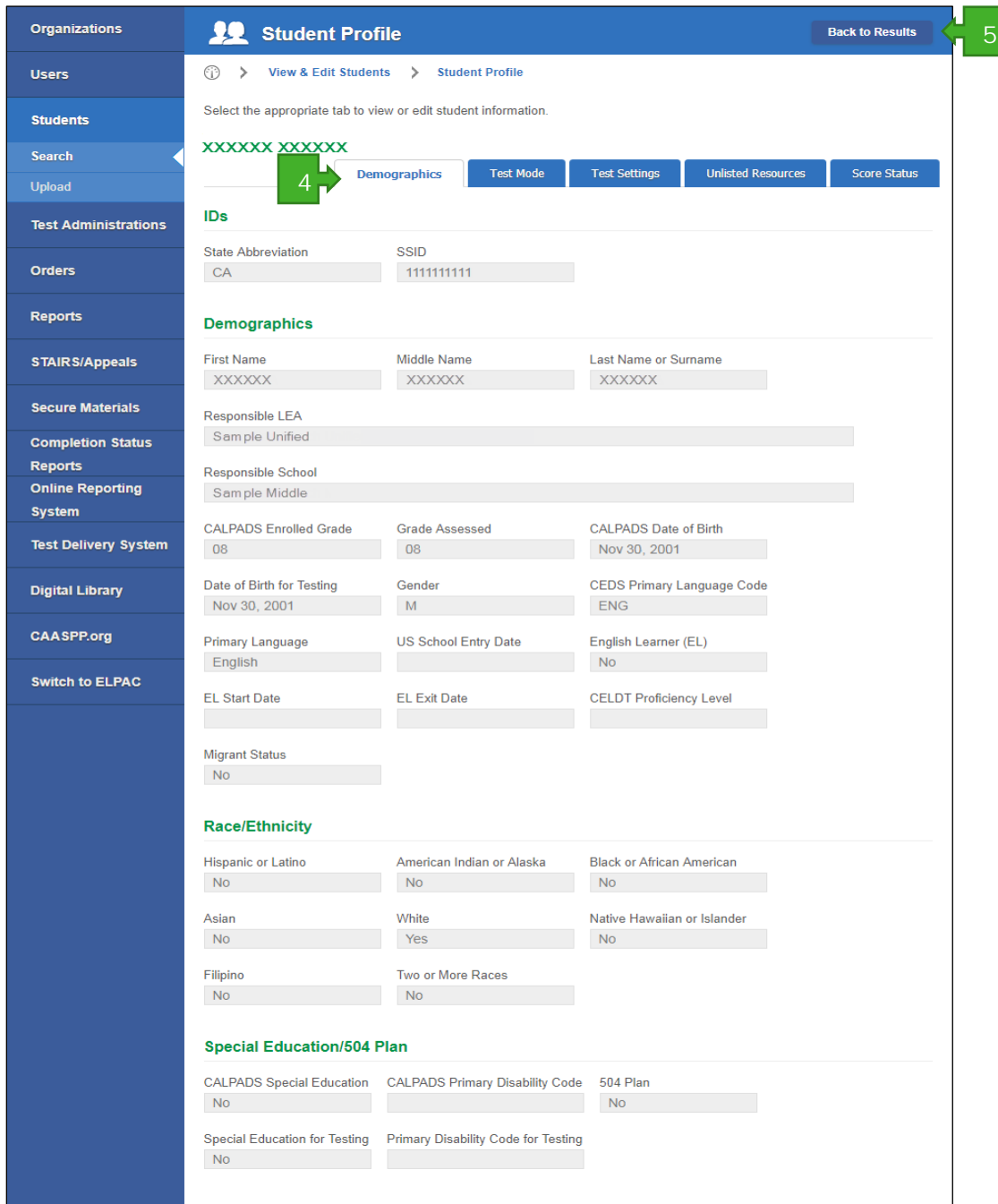
Figure 36. Student search results

- Select a [View] magnifying glass  icon in the *Actions* column shown in Figure 36 to access the *Student Profile* screen in Figure 37. The Student Profile opens with the [Demographics] tab selected.



Note: Student demographic data is imported from CALPADS on a daily basis and cannot be edited in the Test Operations Management System (TOMS). Any change to student demographic data must be made in CALPADS. Data updates should show up in TOMS on the morning of the second business day after the data was changed in CALPADS. See the CALPADS Code Sets downloadable spreadsheet, linked on the CDE [CALPADS System Documentation](#) web page, for more information about CALPADS code values.

- Use the [Back to Results] button, indicated in Figure 37, to return to the *Search* screen.



Organizations **Student Profile** [Back to Results](#)

Users [View & Edit Students](#) > [Student Profile](#)

Select the appropriate tab to view or edit student information.

XXXXXX XXXXXX

4 [Demographics](#) [Test Mode](#) [Test Settings](#) [Unlisted Resources](#) [Score Status](#)

IDs

State Abbreviation: CA SSID: 1111111111

Demographics

First Name: XXXXXX Middle Name: XXXXXX Last Name or Surname: XXXXXX

Responsible LEA: Sample Unified

Responsible School: Sample Middle

CALPADS Enrolled Grade: 08 Grade Assessed: 08 CALPADS Date of Birth: Nov 30, 2001

Date of Birth for Testing: Nov 30, 2001 Gender: M CEDS Primary Language Code: ENG

Primary Language: English US School Entry Date: English Learner (EL): No

EL Start Date: EL Exit Date: CELDT Proficiency Level:

Migrant Status: No

Race/Ethnicity

Hispanic or Latino: No American Indian or Alaska: No Black or African American: No

Asian: No White: Yes Native Hawaiian or Islander: No

Filipino: No Two or More Races: No

Special Education/504 Plan

CALPADS Special Education: No CALPADS Primary Disability Code: 504 Plan: No

Special Education for Testing: No Primary Disability Code for Testing:

Figure 37. Student Profile—[Demographics] tab

6. Select the **[Test Mode]** tab in the *Student Profile* to see the student’s assigned tests, shown in Figure 38. Use this web form to assign or change tests manually for the selected student.

Student Test Assignment | Reviewing and Updating Student Assignments and Settings

Figure 38. Student Profile—[Test Mode] tab



Note: Assigning a student to take the CAA will cancel the student’s assignment of the Smarter Balanced and CAST online assessments. The “General Assessments” section will become blank after enrollment data is updated for TOMS in a background process that happens every few hours.

7. Select the **[Update]** button in the **[Test Mode]** tab to save any changes made. Note that it may take up to 24 hours for the student’s test assignment to process.
8. Select a different tab to perform a different function or use the **[Back to Results]** button, indicated in Figure 38, to return to the *Search* screen.

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Chapter 5. Student Test Settings

Important Information about Student Test Settings for Designated Supports and Accommodations

Resources in This Section:

- California Assessment of Student Performance and Progress (CAASPP) Individual Student Assessment Accessibility Profile (ISAAP) Tool web file—
http://www.caaspp.org/rsc/pdfs/CAASPP_ISAAP_Tool_2018-2019.xlsm
- CAASPP Online Student Test Settings Template for Batch Upload web file—
http://www.caaspp.org/rsc/pdfs/CA_Upload_Stu_Accom_Template_2018-2019_v1.xlsx

Note the following about student test settings in the Test Operations Management System (TOMS):

- ① **Student settings do not carry over from year to year in TOMS. Designated supports and accommodations must be reassigned for the 2018–19 California Assessment of Student Performance and Progress (CAASPP) administration.**
- ① **Designated supports and accommodations requested in the Test Administrator Interface for the Smarter Balanced Interim Assessments for English language arts/literacy and mathematics are for that test session only and are not assigned in TOMS for the student’s use in online assessments. The only way to assign these settings for the summative assessments is for the local educational agency (LEA) CAASPP coordinator or CAASPP test site coordinator to make the assignment in TOMS.**
- ① **Keep student data in the California Longitudinal Pupil Achievement Data System current—including participation in a special education or Section 504 plan program—to ensure that students remain eligible to take the correct test with the appropriate test settings. (The education program code [field 3.13] must be set for “special education” [value 144] and provide a primary disability category [field 3.21] or “504 Plan” [field 3.13 value 101].)**
- ① **Test administrators cannot assign any test settings in TOMS.**

Note the following about using accessibility resources in online assessments:

- ① **Print-on-demand for summative assessments must be set by contacting the California Technical Assistance Center. (See the “[User Support](#)” section for instructions on how to request help.) Print-on-demand for interim assessments can be set in the Test Administrator Interface.**

- ④ **Stacked translations and translated test directions for Smarter Balanced mathematics items, which provides translations of both items and onscreen directions in Spanish, must be set in the “Embedded Designated Supports” section in the [Test Settings] tab on the TOMS *Student Profile* web form or uploaded into TOMS using the CAASPP 2018–19 Individual Student Assessment Accessibility Profile ([ISAAP Tool](#)) or [Excel template](#).**
- ④ **While the reminder is set in TOMS by the LEA CAASPP coordinator or the CAASPP test site coordinator, turning off universal tools must be done by the test administrator in the Test Administrator Interface only. The assignment of the reminder, as well as any other universal tool assignments, are found in the TOMS test setting reports available through the [Reports] button in the left navigation bar.**
- ④ **When setting a Filipino language for the Smarter Balanced online assessments, select “Filipino” for students requiring Ilokano and/or Tagalog glossaries. For CAST, select “Tagalog.” These students can subsequently select the Filipino glossary in the test delivery system and receive each of the available translations in the Tagal family of languages.**
- ④ **If a designated support or accommodation as required by individualized education program or Section 504 plan was incorrectly set—including a translation designated support (stacked or glossary)—and needs to be changed after a student has begun testing, take the following steps:**
 - a. File a *Security and Test Administration Incident Reporting System* form to receive approval to file an appeal to reset the test.
 - b. Once you have been instructed to do so, submit an appeal to reset the test.
 - c. Correct the setting(s) in TOMS.
 - d. Restart the test.


Assigning Student Test Settings for Designated Supports, Accommodations, and Unlisted Resources



Resources in This Section:

- California Department of Education (CDE) California Longitudinal Pupil Achievement Data System (CALPADS) System Documentation web page—<http://www.cde.ca.gov/ds/sp/cl/systemdocs.asp>
- CDE Matrix One: California Assessment of Student Performance and Progress (CAASPP) System Accessibility Resources web page—<http://www.cde.ca.gov/ta/tq/ai/caasppmatrix1.asp>
- CDE Student Accessibility Resources web page—<http://www.cde.ca.gov/ta/tq/ca/accesssupport.asp>
- CAASPP Student Accessibility Resources and Test Settings web page—<http://www.caaspp.org/administration/accessibility/>
- CAASPP Test Operations Management System (TOMS) Resources web page—<http://www.caaspp.org/administration/toms/>

The online CAASPP System uses technology to deliver assessments that fit the needs of individual students. Student data from CALPADS is automatically loaded into TOMS so local educational agency (LEA) CAASPP coordinators and CAASPP test site coordinators can manage their CAASPP administration. A variety of embedded designated supports and accommodations can be delivered to students automatically based on their profile configured in TOMS. In addition, TOMS tracks non-embedded resources for online testing.



Note: To ensure a student remains eligible to receive accommodations and/or unlisted resources, the CALPADS education program code field must be set for “special education” (value 144) and provide a primary disability category or “504 Plan” (value 101). See the CALPADS Code Sets downloadable spreadsheet, linked on the CDE [CALPADS System Documentation](http://www.cde.ca.gov/ds/sp/cl/systemdocs.asp) web page, for more information about CALPADS code values. Disability codes are listed in [Appendix A](#).

Configuring online student test settings in TOMS ensures that students receive the assigned accessibility resources for the online assessments.

There are three methods LEA CAASPP coordinators and CAASPP test site coordinators can use to set embedded and non-embedded designated supports and accommodations for students in TOMS:

1. [The CAASPP 2018–19 Individual Student Assessment Accessibility Profile \(ISAAP\) Tool](#);
2. [The spreadsheet template](#); or
3. [One by one](#).

Method 1: Assign Settings for Online Tests by Uploading a Spreadsheet Created Using the CAASPP 2018–19 ISAAP Tool

LEA CAASPP coordinators and CAASPP test site coordinators can use the California version of the ISAAP Tool to facilitate the decision-making process for assigning accessibility resources to students for the online Smarter Balanced assessments, the California Science Test (CAST) and the California Alternate Assessment (CAA). The CAASPP 2018–19 ISAAP Tool is a spreadsheet with specially designed formulas that facilitate selection of the designated supports and accommodations that match student access needs for the online CAASPP assessments. The CAASPP 2018–19 ISAAP Tool can be used to produce an online student test settings file that can be uploaded directly to TOMS.



Note: Use the CAASPP 2018–19 ISAAP Tool that is linked on the [TOMS Resources](#) web page to assign designated supports and accommodations to students. Do NOT use a previous year’s version of the CAASPP ISAAP Tool or the version available on the Smarter Balanced website. The name of this year’s CAASPP 2018–19 ISAAP Tool file is “CAASPP_ISAAP_Tool_2018-2019.xlsm.”

Method 2: Assign Settings for Online Tests by Uploading a Spreadsheet Template

LEA CAASPP coordinators and CAASPP test site coordinators can assign designated supports and accommodations for multiple students in TOMS by uploading an Excel file. Use the template when you do not require the assistance of the CAASPP 2018–19 ISAAP Tool to identify appropriate designated supports and accommodations.

There is a spreadsheet template available on the [TOMS Resources](#) web page as well as on TOMS itself that can be used to enter data; the completed online student test settings assignment file can be uploaded into TOMS.

Student Test Settings | Assigning Student Test Settings for Designated Supports, Accommodations, and Unlisted Resources



Caution: Do NOT use a previous year's version of the CAASPP test settings assignment template because this year's template is different than last year's. The name of this year's CAASPP test settings assignment template file is "CA_Upload_Stu_Accom_Template_2018-2019_v1.xlsx."

Method 3: Assign Settings for Online Tests One by One

LEA CAASPP coordinators and CAASPP test site coordinators can manually configure or edit the online test settings for designated supports and accommodations in a Student Profile in TOMS.

For accessibility resources that are required by a student individualized education program and are not included in [Matrix One](#), LEA CAASPP coordinators and CAASPP test site coordinators may request approval for these unlisted resources by filling out a web form in the [**Unlisted Resources**] tab for a student's Profile.

Further Information about Available Designated Supports and Accommodations

For information about the available universal tools, designated supports, and accommodations for the CAASPP assessments, please refer to [Matrix One: CAASPP](#), which is linked along with other related resources on the CDE [Student Accessibility Resources](#) web page.

For details of recommended use of each universal tool, designated support, and accommodation, refer to the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines* that is linked on the CAASPP [Student Accessibility Resources and Test Settings](#) web page. This web page includes links to manuals (including the *Accessibility Guide for CAASPP Testing*), tools, instructions, and other resources associated with online student test settings and accessibility resources.


Using the California Assessment of Student Performance and Progress (CAASPP) 2018–19 Individual Student Assessment Accessibility Profile (ISAAP) Tool to Assign Test Settings for Designated Supports and Accommodations



Resources in This Section:

- California Department of Education (CDE) Matrix One: California Assessment of Student Performance and Progress (CAASPP) System Accessibility Resources web page—<http://www.cde.ca.gov/ta/tg/ai/caasppmatrix1.asp>
- California Assessment of Student Performance and Progress (CAASPP) Individual Student Assessment Accessibility Profile (ISAAP) Tool web file—http://www.caaspp.org/rsc/pdfs/CAASPP_ISAAP_Tool_2018-2019.xlsm
- CAASPP Student Accessibility Resources and Test Settings web page—<http://www.caaspp.org/administration/accessibility/>
- CAASPP Test Operations Management System (TOMS) Resources web page—<http://www.caaspp.org/administration/toms/>

Background



Note: The CAASPP 2018–19 ISAAP Tool has been specially adapted to meet the needs of the CAASPP System in coordination with the CDE [Matrix One](#).

Smarter Balanced developed the **ISAAP Tool** to facilitate selection of the accessibility resources that match student access needs for the Smarter Balanced assessments, as supported by the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines (UAAG)* that is linked on the CAASPP [Student Accessibility Resources and Test Settings](#) web page. The CAASPP ISAAP Tool should be used in conjunction with the *UAAG* as well as with state regulations and policies (see [Matrix One](#)) related to assessment accessibility as a part of the ISAAP process. Local educational agency (LEA) personnel, including individualized education program (IEP) and Section 504 plan teams, can use the CAASPP 2018–19 ISAAP Tool to facilitate the selection of designated supports and accommodations a student will need for the online assessments.

Student Test Settings | Using the California Assessment of Student Performance and Progress (CAASPP) 2018–19 Individual Student Assessment Accessibility Profile (ISAAP) Tool to Assign Test Settings for Designated Supports and Accommodations

Instructions for downloading the CAASPP 2018–19 ISAAP Tool and creating an upload file from the tool are included in this section.

About the CAASPP 2018–19 ISAAP Tool

- The CAASPP 2018–19 ISAAP Tool is a macros-enabled Excel workbook containing formulas that assist in identifying appropriate designated supports and accommodations for up to 15 students at a time. The tool requires Microsoft® Excel® 2010 or newer.
 - You may need to enable macros. If you have multiple files, they can be opened or closed when you begin this process. Make sure you have saved your files before you begin, as this process will close them after it has finished extracting the needed data from each file.
 - Mac users: If you have multiple files, you will be prompted to enable macros for each workbook unless you set Excel to trust all macro-enabled workbooks. To trust all macro-enabled workbooks, open Excel preferences, select *Security*, and uncheck the box that reads *Warn before opening a file that contains macros*.
 - To enable the macros that permit the corner content in columns D and F to be seen when you hover over the corners, you must select any row in column E.
- When opening the file, choose the [**Enable Content**] button or other enabling prompt to view the “recommended use” language included for the different resources. You also will need to enable macros.
- The CAASPP 2018–19 ISAAP Tool file is locked to prevent errant changes to the formulas that determine the functionality of the CAASPP 2018–19 ISAAP Tool.

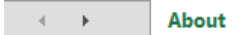


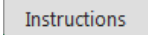
Caution: While you may change the name of the file when using the Save As function, the file name must contain “isaap” and “2018-2019.” In addition, **the file must be saved in .xlsm format**—saving to another Excel file format, such as .xls or .xlsx, may result in corrupting or disabling many of the functionalities and features of the CAASPP 2018–19 ISAAP Tool.

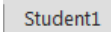
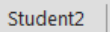
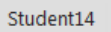
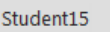
- The CAASPP 2018–19 ISAAP Tool can be downloaded from the [TOMS Resources](#) web page or [directly](#).
- Do not use a previous year’s CAASPP ISAAP Tool or the file(s) generated by a previous year’s CAASPP ISAAP Tool.
- Assign a student to take the California Alternate Assessment (CAA) either by using the batch upload process or individually in the [**Test Mode**] tab of the Student Profile.

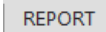
CAASPP 2018–19 ISAAP Tool Components

The following are the worksheet tabs found in the ISAAP Tool:

[About] tab—Description of the CAASPP 2018–19 ISAAP Process and CAASPP 2018–19 ISAAP Tool: 

[Instructions] tab—Instructions for using the CAASPP 2018–19 ISAAP Tool: 

Fifteen individual **[Student #]** tabs—Facilitate creation of and store data for up to 15 ISAAPs:   ...  

[Report] tab—A spreadsheet of the student data entered: 

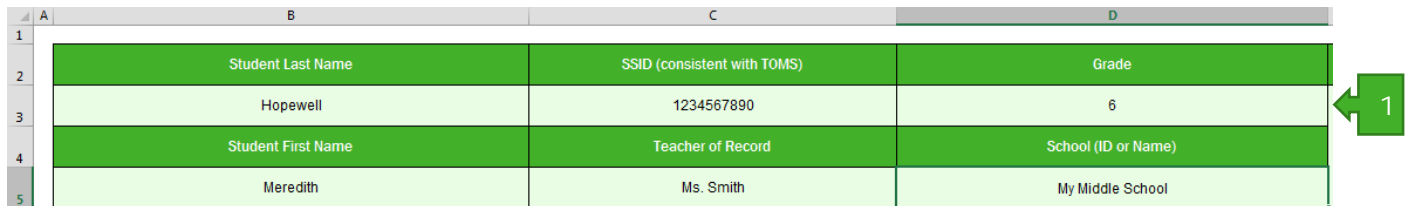
Assign Designated Supports and Accommodations in the CAASPP 2018–19 ISAAP Tool

Step 1. Download the CAASPP 2018–19 ISAAP Tool.

- Using an internet browser, go to the [TOMS Resources](#) web page.
- Locate and select the linked file name with your right mouse button.
- Select the download/save option from the shortcut menu.

Step 2. Enter student information and needs in the CAASPP 2018–19 ISAAP Tool.

- Select a **[Student #]** tab and fill in the student information in the fields in rows 3 and 5 as shown in Figure 39.



	B	C	D
1			
2	Student Last Name	SSID (consistent with TOMS)	Grade
3	Hopewell	1234567890	6
4	Student First Name	Teacher of Record	School (ID or Name)
5	Meredith	Ms. Smith	My Middle School

Figure 39. Sample student information

- Field names are as follows:

- Student Last Name
- Student First Name
- SSID (consistent with TOMS)
- Teacher of Record
- Grade
- School (ID or Name)
- Educator(s) Completing ISAAP (*not shown*)
- Comments (*not shown*)

Student Test Settings | Using the California Assessment of Student Performance and Progress (CAASPP) 2018–19 Individual Student Assessment Accessibility Profile (ISAAP) Tool to Assign Test Settings for Designated Supports and Accommodations



Notes:

- Statewide Student Identifiers (SSIDs) are required to create an upload file for TOMS.
- The remaining fields are optional, but recommended, for LEA reference.
- The *Comments* field may be used for various purposes as determined by the test site (e.g., for directions to the test administrator or test examiner, or other school procedure).

3. In column B, *Step 1 Student Need(s)*, which starts at row 18 and is shown in Figure 40, check each box that applies to the student. You must check at least one box in order for designated supports and/or accommodations options to populate in columns D and F.

Student Test Settings |

Using the California Assessment of Student Performance and Progress (CAASPP) 2018–19 Individual Student Assessment Accessibility Profile (ISAAP) Tool to Assign Test Settings for Designated Supports and Accommodations

17	A	B	C
		Step 1 Student Need(s) Select all that apply.	Step 2 Identification of Student Need Recommendation: Individualized Education Program or Section 504 Plan must be selected to populate recommended accommodations.
18			
19		<input type="checkbox"/> Support for executive functioning: attention, cognition control, and processing	<input type="checkbox"/> Individualized Education Program
20			
21			
22		<input type="checkbox"/> Support for persistent calculation disability, dyscalculia	<input type="checkbox"/> 504 Plan
23			
24			
25		<input type="checkbox"/> Support for reading-related disabilities, print disabilities, struggling readers	<input type="checkbox"/> Educator(s) Recommendation
26			
27			
28		<input type="checkbox"/> Support for students needing access in language(s) of translation	
29			
30		<input type="checkbox"/> Support for significant motor difficulties and recent injury	
31			
32		<input type="checkbox"/> Support for vision impairments/blindness	
33			
34			
35		<input type="checkbox"/> Support for hard-of-hearing/deafness	
36			

← 3
5 →

About
Instructions
Student1
Student2
Student3
Student4
Student5
Student6
St

Figure 40. Set Student Need information

4. For each check box selected, a specific set of recommended designated supports will be populated in columns D and F, depending on the column C values. Choices are as follows:
- Support for executive functioning: attention, cognition control, and processing
 - Support for persistent calculation disability, dyscalculia
 - Support for reading-related disabilities, print disabilities, struggling readers
 - Support for students needing access in language(s) of translation

Student Test Settings | Using the California Assessment of Student Performance and Progress (CAASPP) 2018–19 Individual Student Assessment Accessibility Profile (ISAAP) Tool to Assign Test Settings for Designated Supports and Accommodations

- Support for significant motor difficulties and recent injury
 - Support for vision impairments/blindness
 - Support for hard-of-hearing/deafness
5. Next, in column C *Step 2 Identification of Student Need(s)*, select the appropriate designation (e.g., *Individualized Education Program, 504 Plan, Educator(s) Recommendation*, or some combination of these) for the individual student. If *Educator(s) Recommendation* is selected, only designated supports that match the student’s need(s) selected will populate in column D. If either *Individualized Education Program* or *504 Plan* is selected, column F, *Accommodations*, will also populate to match the selected student need(s).



Note: To ensure student’s unique access needs are met, please also review all available designated supports and accommodations in the CDE [Matrix One](#).

6. To select a resource, find the row with the required designated support in column D (Figure 41); hover over the colored triangle in the top-right corner of each cell to learn more about the designated supports and/or accommodations (also in Figure 41). Test indicators in column D—enclosed in parentheses—are as follows:

Abbreviation	Assessment
E	Smarter Balanced for ELA
M	Smarter Balanced for Mathematics
S	CAST
CE	CAA for ELA
CM	CAA for Mathematics
CS	CAA for Science
RF	CSA field test
RO	Operational CSA
ALL	All online tests

7. Select the adjacent cell in column E (*Select Designated Supports*), shown in Figure 41, and then select from the items in the drop-down list (also in Figure 41).

Student Test Settings |

Using the California Assessment of Student Performance and Progress (CAASPP) 2018–19 Individual Student Assessment Accessibility Profile (ISAAP) Tool to Assign Test Settings for Designated Supports and Accommodations

Designated Supports Educator(s) Recommendation (To view guidance on recommended use of the designated support/accommodation, hover over selected cell.)	Step: 3 Select Designated Supports
Color Contrast (EMBEDDED) (E, M, S, CE, CM, CS, RF, and RO)	
Masking (EMBEDDED) (E, M, S, CE, CM, CS, RF, and RO)	
*Noise Buffers (NON-EMBEDDED) (E, M, S, CE, CM, CS, and RO)	Masking Available
*Text-to-Speech (EMBEDDED) (E and M)	Students with attention difficulties may need to mask content not of immediate need or that may be distracting during the assessment. This resource also may be needed by students with print disabilities (including learning disabilities) or visual impairments. Masking allows students to hide and reveal individual answer options, as well as all navigational buttons and menus. (EMBEDDED)
Turn Off Any Universal Tool(s) (EMBEDDED) (CS, RF, and RO)	
*Color Contrast (NON-EMBEDDED) (E, M, S, CE, CM, CS, RF, and RO)	
Color Overlay (NON-EMBEDDED) (E, M, S, CE, CM, CS, RF, and RO)	
Magnification (ET) (NON-EMBEDDED) (E, M, S, CE, CM, CS, RF, and RO)	
Separate Setting (NON-EMBEDDED) (E, M, S, CE, CM, CS, RF, and RO)	
*Read-Aloud Items (NON-EMBEDDED) (E, M, S, CE, CM, CS, RF, and RO)	
*Read-Aloud in Spanish (NON-EMBEDDED) (M)	

Figure 41. Selecting designated supports

8. Designated supports and accommodations that also require separate settings or extra time are marked with an asterisk (*); the specific recommendation appears above column D when the value is selected in column E, shown in Figure 41.
9. To select an accommodation, find the row with the required accommodation in column F (Figure 42); hover over the colored triangle in the top-right corner of each cell to learn more about the designated supports and/or accommodations (also in Figure 42).
10. Select the adjacent cell in column G (*Accommodations*), shown in Figure 42, and then select from the item in the drop-down list. Test indicators in column F—enclosed in parentheses—are as follows:

Student Test Settings | Using the California Assessment of Student Performance and Progress (CAASPP) 2018–19 Individual Student Assessment Accessibility Profile (ISAAP) Tool to Assign Test Settings for Designated Supports and Accommodations

Abbreviation	Assessment
E	Smarter Balanced for ELA
M	Smarter Balanced for Mathematics
S	CAST
CE	CAA for ELA
CM	CAA for Mathematics
CS	CAA for Science
RF	CSA field test
RO	Operational CSA
ALL	All online tests

Accommodations IEP or 504 Plan Documentation (To view guidance on recommended use of the designated support/accommodation, hover over selected cell.)	Step: 4 Select Accommodations
*Print-on-Demand (NON-EMBEDDED) (E, M, S, CE, CM, CS, RF, and RO)	
*Text-to-Speech Passages (EMBEDDED) (E)	
*Read-Aloud Passages (NON-EMBEDDED) (E, CE, RF, and RO)	
Calculator (NON-EMBEDDED) (Grades 6–8 and 11) (M)	
Multiplication Table (NON-EMBEDDED) (Grades 4–8 and 11) (M and CM)	
*Speech-to-Text (NON-EMBEDDED) (E, M, and S)	
*Scribe (NON-EMBEDDED) (Writing) (E, CE, RF, and RO)	
*Alternate Response Options (NON-EMBEDDED) (E, M, S, CE, CM, CS, RF, and RO)	
Braille (ET) (EMBEDDED) (E and M)	Alternate Response Options
Abacus (NON-EMBEDDED) (M, S, CM, and C)	
American Sign Language (EMBEDDED) (E–S)	

Students with some physical disabilities (including both fine motor and gross motor skills) may need to use the alternate response options accommodation. Some alternate response options are external devices that must be plugged in and be compatible with the assessment delivery platform. Use of this resource will likely also require separate setting or extra time. (NON-EMBEDDED)

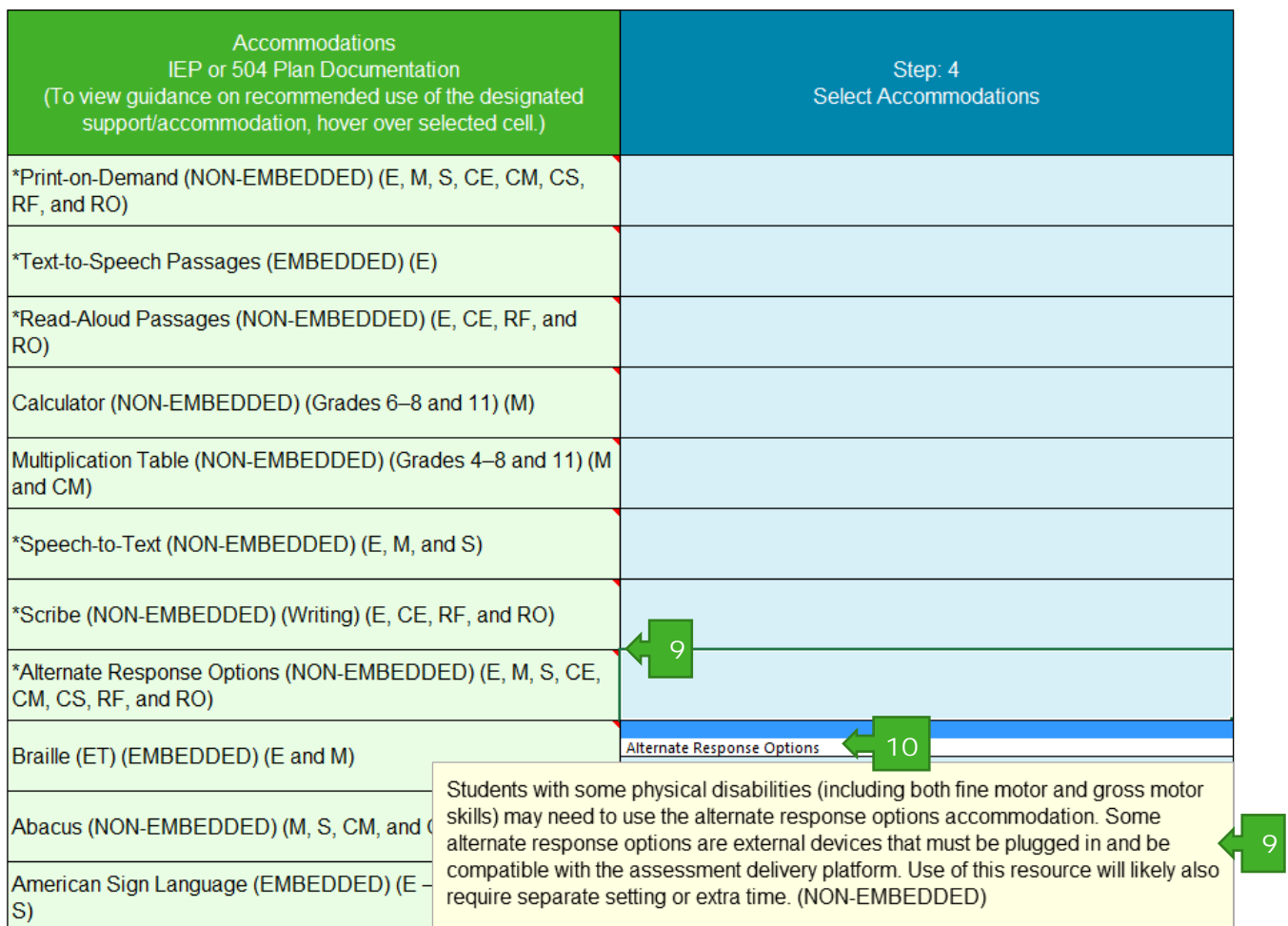


Figure 42. Selecting accommodations

Using the California Assessment of Student Performance and Progress (CAASPP) 2018–19 Individual Student Assessment Accessibility Profile (ISAAP) Tool to Assign Test Settings for Designated Supports and Accommodations

- If configuring more than 15 students, open a new instance of the CAASPP 2018–19 ISAAP Tool and enter information for additional batches of 15 students. Repeat the process as needed.



All embedded and non-embedded designated supports and accommodations used for online CAASPP testing (Smarter Balanced, CAST, CAA, or CSA, summative and interim assessments) may be assigned through the CAASPP 2018–19 ISAAP Tool. However, **turning off a universal tool—the act of which is, itself, a designated support—must be done through the Test Administrator Interface at the time of student testing, not in TOMS.**

Step 3. Create an upload file in the [Report] tab.

The [Report] tab, which is located in the rightmost tab position in the CAASPP 2018–19 ISAAP Tool, compiles all of the selections from the [Student #] tabs—up to 15—into one comprehensive spreadsheet so users may view accessibility profile data for all students in a single file.

- Enable macros in the file by selecting the [Enable Content] button (Figure 43).



Figure 43. [Enable Content] button

- If you will require more than 15 student tabs—that is, if you are setting accessibility resources for more than 15 students—you may create multiple files by saving the ISAAP Tool when it contains a batch of students, using a different file name each time, and then completing step 3. Save each completed CAASPP 2018–19 ISAAP file using the following parameters, which are shown in Figure 44:
 - File type is “Excel Macro-Enabled Workbook” with an .xlsm file extension.
 - Include “isaap” and “2018-2019” in the filename (such as, “isaap 2018-19 first upload.xlsm”); this will help the CAASPP 2018–19 ISAAP Tool identify all of your CAASPP 2018–19 ISAAP files and consolidate the student data when you are done.
 - Save all ISAAP files into the same directory.

Student Test Settings | Using the California Assessment of Student Performance and Progress (CAASPP) 2018–19 Individual Student Assessment Accessibility Profile (ISAAP) Tool to Assign Test Settings for Designated Supports and Accommodations

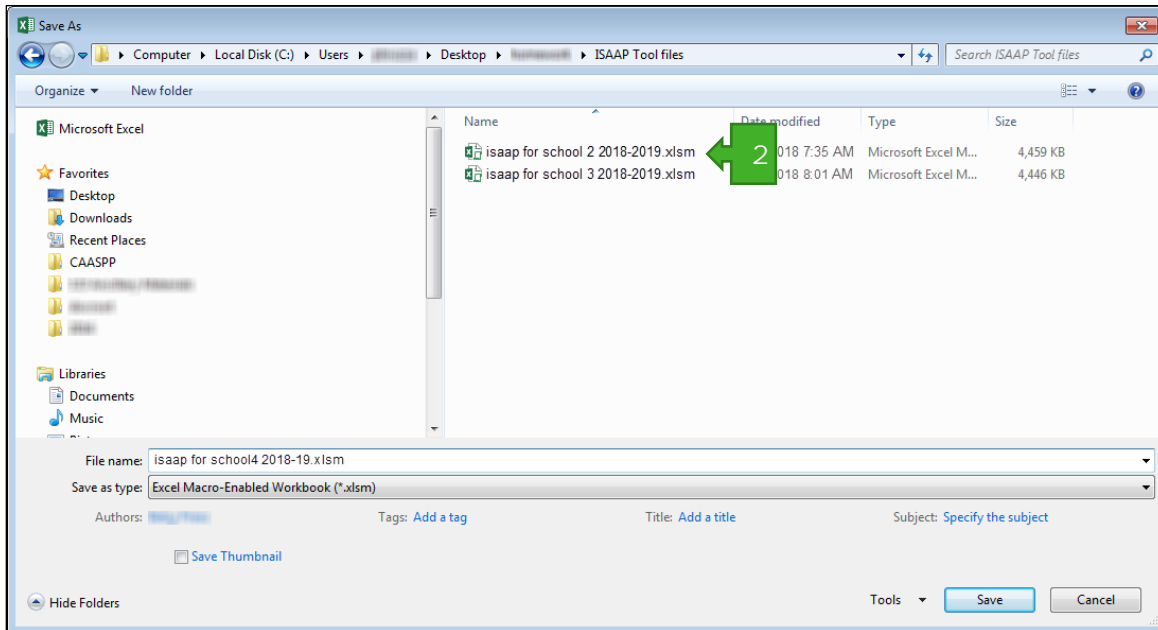


Figure 44. CAASPP 2018–19 ISAAP file-save parameters

3. Take the following steps to consolidate multiple ISAAP files to create a single upload file for TOMS:
 - a. Open any saved ISAAP file from the directory.
 - b. Open the worksheet in the **[Report]** tab.
 - c. Select the **[Select this button to produce a student test settings assignment upload file for TOMS.]** button at the top of the worksheet (Figure 45).

Note: The ISAAP Tool can be used to assign embedded and non-embedded designated supports and accommodations for all online CAASPP tests.
 - d. Select **[Yes]** at the prompt. This will create a single online student test settings file that can be uploaded to TOMS to assign designated supports and accommodations for students for online testing. Note that this can take 5–15 seconds per file, during which time Excel may flash or seem unresponsive.

Select this button to produce a student test settings assignment upload file for TOMS.

Figure 45. Button to create an ISAAP file

Student Test Settings |
Using the California Assessment of Student Performance and Progress (CAASPP) 2018–19
Individual Student Assessment Accessibility Profile (ISAAP) Tool to Assign Test Settings for
Designated Supports and Accommodations

4. Save the student test settings file that was created as a .csv file using the *File > Save As* option in Excel. Be sure to include “isaap” and “2018-2019” in the file name (Figure 47).
 - a. In the *Save As* window (Figure 46), select *File > Save As* and then the **[Browse]** button (to select the location where you would like to save the file).

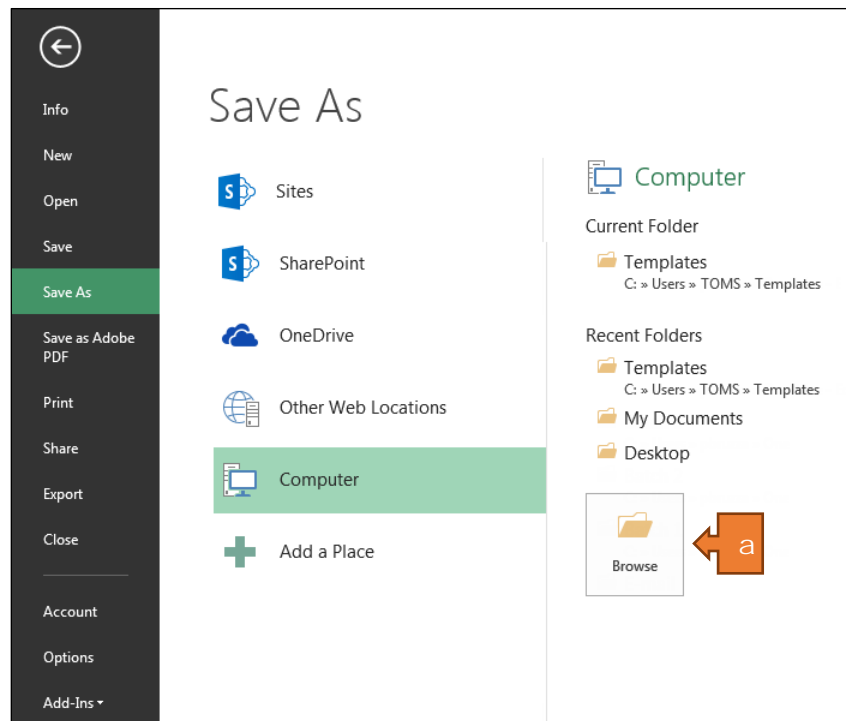


Figure 46. File > Save As in Excel

- b. In the *Save As* window (Figure 47), enter a name for the file in the *File name:* field, such as, “ISAAP 2018-2019 all schools.csv.”
- c. Select *CSV (Comma delimited) (*.csv)*, as appropriate, from the *Save as type:* drop-down list.
- d. Select the **[Save]** button.
- e. When prompted by the “The selected file type does not support workbooks that contain multiple sheets” alert box, select **[OK]** to continue.
- f. When prompted by the “Some features in your workbook might be lost if you save it as CSV (Comma delimited)” information box, select **[Yes]** to continue.

Student Test Settings | Using the California Assessment of Student Performance and Progress (CAASPP) 2018–19 Individual Student Assessment Accessibility Profile (ISAAP) Tool to Assign Test Settings for Designated Supports and Accommodations

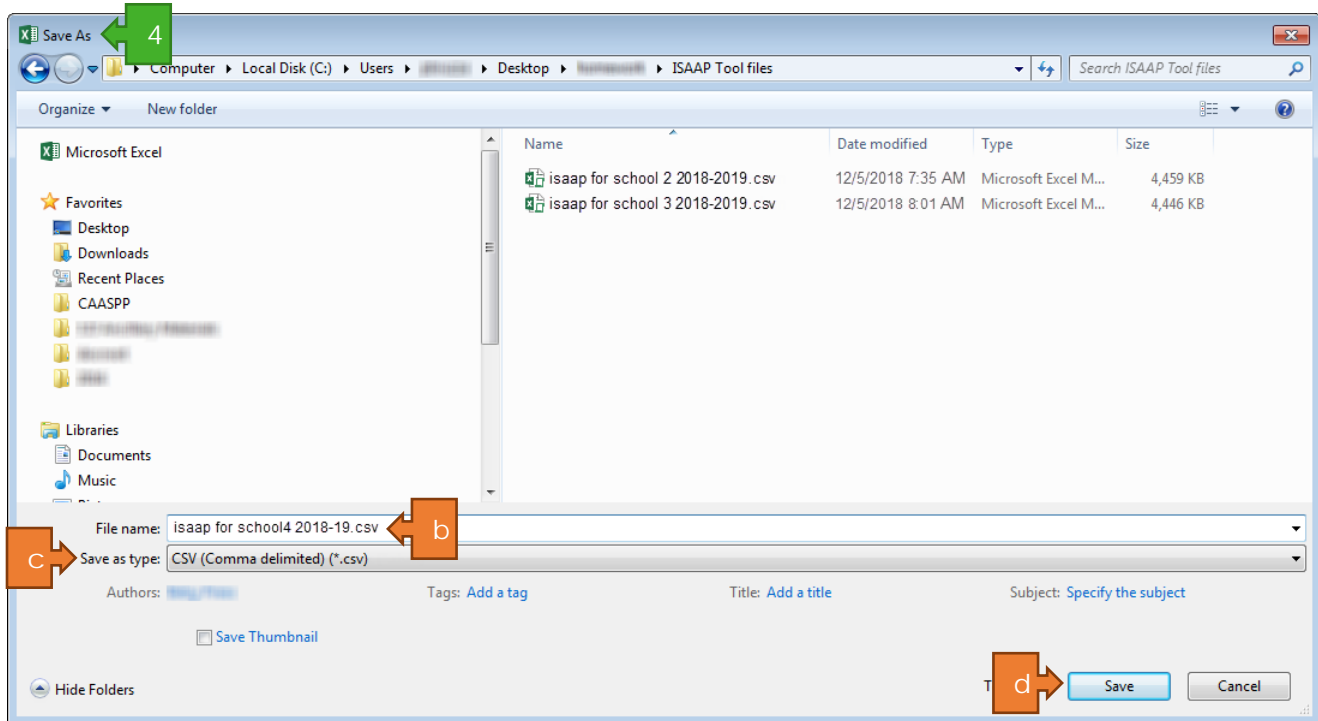


Figure 47. Save a consolidated file

Using an Excel Template to Assign Test Settings for Designated Supports and Accommodations

Resources in This Section:

- California Assessment of Student Performance and Progress (CAASPP) Test Operations Management System (TOMS) Resources web page—
<http://www.caaspp.org/administration/toms/>

The online student test settings template is available to download from the CAASPP [TOMS Resources](#) web page as well as from the *Upload Online Student Test Settings* web form in TOMS. Use the template when you do not require the assistance of the CAASPP 2018–19 Individual Student Assessment Accessibility Profile (ISAAP) Tool to identify appropriate designated supports and accommodations. **Do not use a template from a previous year; because this year’s template is different than last year’s, a template from a previous year cannot be processed in TOMS and will generate an error.**

The file that is submitted **must** be in .csv format. Local educational agencies (LEAs) can submit more than one file, and settings can be both activated and deactivated through file uploads.

Note: Previously assigned test settings will be overridden under the following circumstances:

- If the student’s data is included with a newly uploaded online student test settings file and there is now a blank or a new value in the field where a resource had been assigned in a previous upload
- If the student’s Individuals with Disabilities Education Act indicator in TOMS resets to “No” because of a change to the California Longitudinal Pupil Achievement Data System (CALPADS) education program code field (3.13), which must be set for “special education” (value 144) or “504 Plan” (value 101) or the primary disability category (field 3.21) is not blank if field 3.13 is equal to 144
- If the student’s test assignment changes

Student Test Settings | Using an Excel Template to Assign Test Settings for Designated Supports and Accommodations

Create and Submit a Student Test Settings Assignment File

Instructions for downloading the template, saving the completed file in the .csv format, validating the file, and uploading the file can be found in [Chapter 8 File Uploads](#).

- ④ Use Statewide Student Identifiers (SSIDs) to identify students in the file. SSIDs in the online student test settings file are matched with CALPADS data that has been imported into TOMS.
- ④ The template includes information and instructions in the [**Information**] tab and the file specifications in the [**Test Settings File Spec**] tab.
- ④ The student test settings template is in .xlsx format; convert it to .csv before uploading to TOMS.
- ④ You may upload as many files as you wish. However, when student records are uploaded in more than one file, settings will be assigned based on the most recent file uploaded.

Assigning and Reviewing Online Student Test Settings for Designated Supports and Accommodations One by One



Resources in This Section:

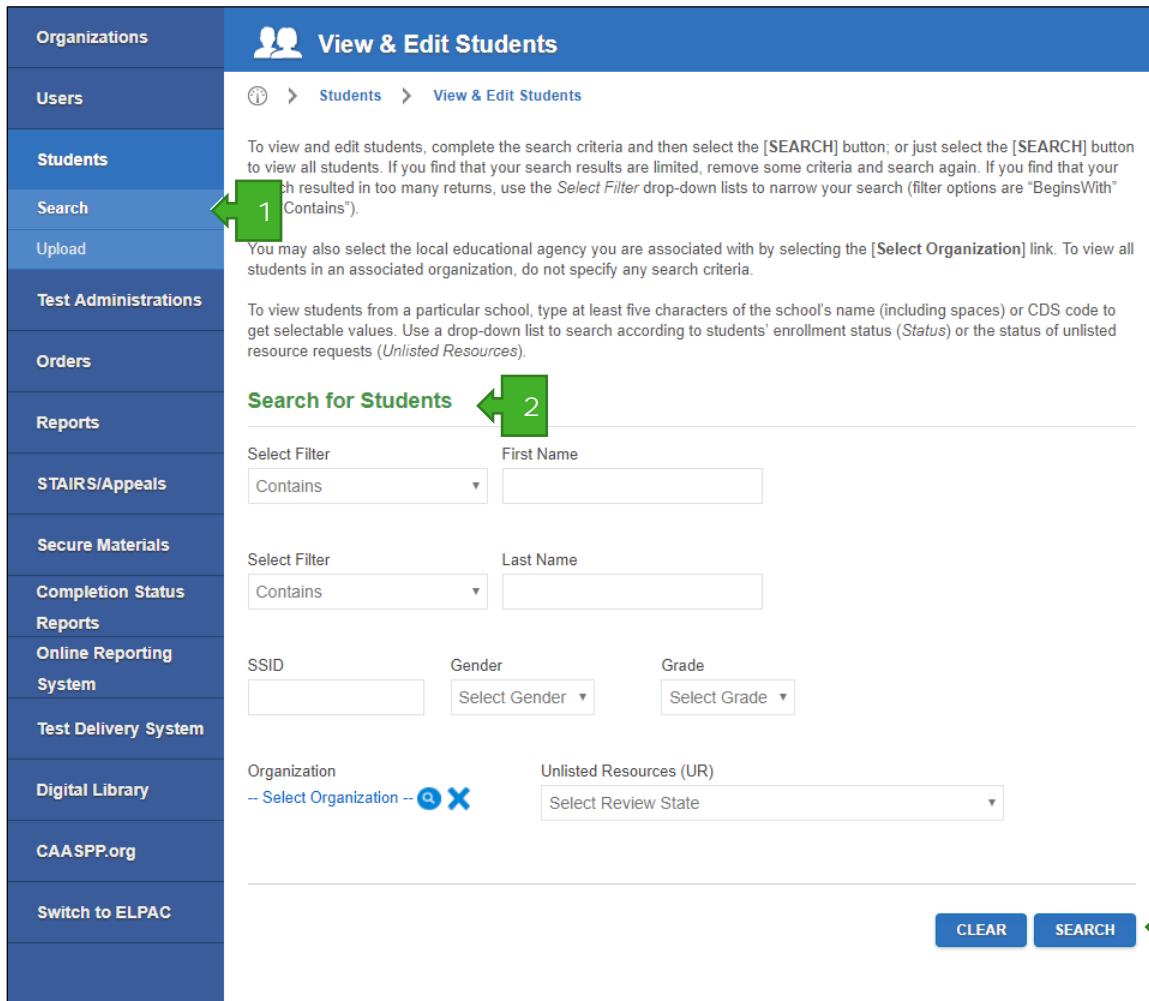
- California Department of Education (CDE) California Longitudinal Achievement Data System (CALPADS) System Documentation web page—
<http://www.cde.ca.gov/ds/sp/cl/systemdocs.asp>

In the *View & Edit Students* web form, you can search, view, and edit individual student data. In this way, you can also submit student test settings individually.

View a Student Profile

1. Select the [**Students**] button in the left navigation bar (or, if the “Students” section is already active, select the [**SEARCH**] button).
2. Enter details about the student in the search fields in the “Search for Students” section (shown in Figure 48); use the *Select Filter* drop-down lists to narrow your search (options are *BeginsWith* and *Contains*).
or
Select the local educational agency (LEA) you are associated with by selecting the [Select Organization] link.
 - a. To pull up all students in an associated organization, do not specify any search criteria.
 - b. To view students from a particular school, type at least five characters of the school’s name (including spaces) or County-District-School code to get selectable values.

Student Test Settings | Assigning and Reviewing Online Student Test Settings for Designated Supports and Accommodations One by One



Organizations | **View & Edit Students**

Users | **Students** > **View & Edit Students**

To view and edit students, complete the search criteria and then select the [SEARCH] button; or just select the [SEARCH] button to view all students. If you find that your search results are limited, remove some criteria and search again. If you find that your search resulted in too many returns, use the *Select Filter* drop-down lists to narrow your search (filter options are "BeginsWith" and "Contains").

You may also select the local educational agency you are associated with by selecting the [Select Organization] link. To view all students in an associated organization, do not specify any search criteria.

To view students from a particular school, type at least five characters of the school's name (including spaces) or CDS code to get selectable values. Use a drop-down list to search according to students' enrollment status (*Status*) or the status of unlisted resource requests (*Unlisted Resources*).

Search for Students

Select Filter: Contains | First Name:

Select Filter: Contains | Last Name:

SSID: | Gender: Select Gender | Grade: Select Grade

Organization: -- Select Organization -- | Unlisted Resources (UR): Select Review State

CLEAR **SEARCH**

Figure 48. Search for Students web form

3. Select the [SEARCH] button.



Notes:

- Check your CALPADS student records if students are not listed or if student information such as disability code or Section 504 status is missing or set incorrectly. The education program code (field 3.13) must be set for "special education" (value 144) and provide a primary disability category (field 3.21) or "504 Plan" (value 101). Disability codes are listed in [Appendix A](#); see the CALPADS Code Sets downloadable spreadsheet, linked on the CDE [CALPADS System Documentation](#) web page, for more information about CALPADS code values.

- Data updates should show up in the Test Operations Management System (TOMS) on the morning of the second business day after data was changed in CALPADS.

We found 7 entries matching your search criteria. Results Per Page 20

To view or edit the student information, select the [View] (magnifying glass) icon. Hover your mouse over the other icons (if present) in the *Actions* column for a description of additional actions available to some users.

#	Name	SSID	School	Grade	Actions	Unlisted Resources	UR Submitted Date
1	XXXXX, XXXXX	0000000000	Demo School A (9999999999999999)	03			
2	XXXXX, XXXXX	0000000000	Demo School A (9999999999999999)	10			
3	XXXXX, XXXXX	0000000000	Demo School A (9999999999999999)	11			
4	XXXXX, XXXXX	0000000000	Demo School A (9999999999999999)	07			
5	XXXXX, XXXXX	0000000000	Demo School A (9999999999999999)	07			
6	XXXXX, XXXXX	0000000000	Demo School A (9999999999999999)	09			
7	XXXXX, XXXXX	0000000000	Demo School A (9999999999999999)	03			

Showing 1 of 1

Figure 49. Student search results

4. Select a [View] magnifying glass icon in the *Actions* column shown in Figure 49 to access the *Student Profile* screen in Figure 50 and Figure 51 starting on the next page. The Student Profile opens with the [Demographics] tab selected. Note that student demographic data was imported from CALPADS and cannot be edited in TOMS. Any change to student demographic data must be made in CALPADS.
or
5. Select the [Unlisted Resource] form icon in the *Unlisted Resource* column to assign an unlisted resource to a student or to view the status of a request. The Student Profile opens with the [Unlisted Resources] tab selected. Instructions to perform one of these activities can be found in the “[Requesting an Unlisted Resource](#)” subsection of this manual.

Student Test Settings | Assigning and Reviewing Online Student Test Settings for Designated Supports and Accommodations One by One



Notes:

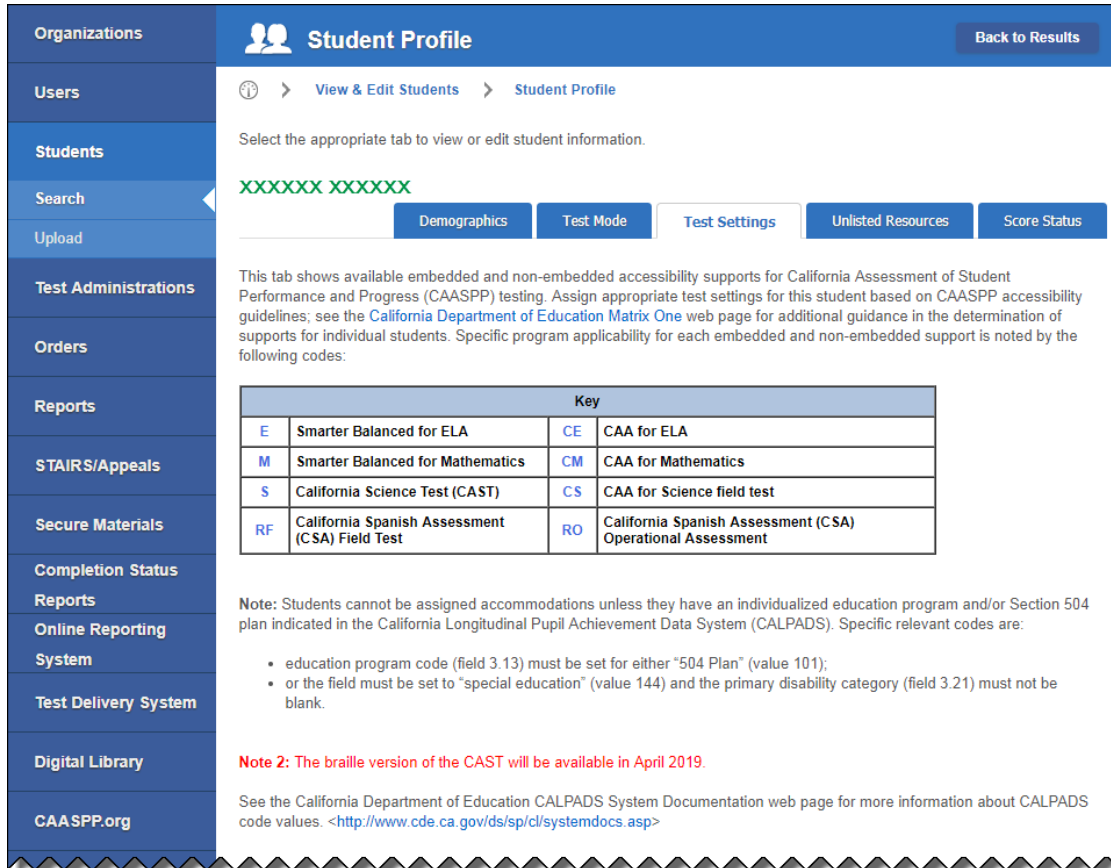
- The [**Unlisted Resource**] form icon is present only for a student whose special education field contains a valid value and a valid primary disability code is associated with the student, or the student has a Section 504 plan, making the student eligible to receive accessibility resources while testing.
- Unlisted resources are not available for the California Spanish Assessment field test.

6. Use the [**Back**] button to return to the *Search* screen.

Update or Assign Test Settings for Designated Supports and Accommodations in the Student Profile

1. Search for a student using the instructions in the previous subsection, “[View a Student Profile](#).”
2. Select the [**Test Mode**] tab to see the tests a student will take; select the [**Update**] button to save any changes made.
3. Select the [**Test Settings**] tab, shown in Figure 50 and Figure 51, to set, view, and edit the student’s online test settings (that is, designated supports and accommodations). The test(s) for which the designated support or accommodation is included. **You cannot assign test settings to students whose special education value, Section 504 plan, or primary disability code have not been set in CALPADS.**
4. Configure or update the student’s online test settings by selecting the appropriate settings in the drop-down menus or radio buttons.
5. Select [**Update**] to save changes.

Student Test Settings | Assigning and Reviewing Online Student Test Settings for Designated Supports and Accommodations One by One



Key

E	Smarter Balanced for ELA	CE	CAA for ELA
M	Smarter Balanced for Mathematics	CM	CAA for Mathematics
S	California Science Test (CAST)	CS	CAA for Science field test
RF	California Spanish Assessment (CSA) Field Test	RO	California Spanish Assessment (CSA) Operational Assessment

Note: Students cannot be assigned accommodations unless they have an individualized education program and/or Section 504 plan indicated in the California Longitudinal Pupil Achievement Data System (CALPADS). Specific relevant codes are:

- education program code (field 3.13) must be set for either "504 Plan" (value 101);
- or the field must be set to "special education" (value 144) and the primary disability category (field 3.21) must not be blank.

Note 2: The braille version of the CAST will be available in April 2019.

See the California Department of Education CALPADS System Documentation web page for more information about CALPADS code values. <<http://www.cde.ca.gov/ds/sp/cl/systemdocs.asp>>

Figure 50. Student Profile—[Test Settings] tab, top

Student Test Settings | Assigning and Reviewing Online Student Test Settings for Designated Supports and Accommodations One by One

Switch to ELPAC

Listed below are the student's online accommodations and/or designated supports for CAASPP testing.

Embedded Accommodations

- American Sign Language (E – Listening, M, and S)
- Audio Transcript (E, RO – Listening, and S)
- Braille (E and M)
- Braille (S)
- Braille (RF and RO)
- Closed Captioning (E – Listening, S, RF, and RO)
- Text-to-Speech Passages (E)
- Text-to-Speech Passages (RF and RO)

Non-Embedded Accommodations

Print-on-demand for summative assessments must be set by contacting the California Technical Assistance Center by e-mail at callac@ets.org.

Print-on-Demand (E, M, S, CE, CM, CS, RF, and RO):

- 100s Number Table (Grades 4 and Up) (M and CM)
- Abacus (M, S, CM, and CS)
- Additional Instructional Supports for Alternate Assessments (CE, CM, and CS)
- Alternate Response Options (E, M, S, CE, CM, CS, RF, and RO)
- Calculator (Grades 6–8 and 11) (M)
- Multiplication Table (Grades 4–8 and 11) (M and CM)
- Read-Aloud Passages (E, CE, RF, and RO)
- Scribe (Writing) (E, CE, RF, and RO)
- Speech-to-Text (E, M, and S)
- Unlisted Resources (E, M, S, CE, CM, CS, and RO)
- Word Prediction (E, M, S, CE, CM, and CS)

Embedded Designated Supports

Color Contrast (E, M, S, CE, CM, CS, RF, and RO):

Mouse Pointer (Size and Color) (E, M, S, CE, CM, CS, RF, and RO):

Print Size (E, M, S, CE, CM, CS, RF, and RO):

Text-to-Speech (E and M):

Translation Glossaries (M):

Translation Glossaries (S):

- Masking (E, M, S, CE, CM, CS, RF, and RO)
- Streamline (Includes zoom levels greater than 3X in the student interface.) (E, M, S, CE, CM, CS, RF, and RO)
- Permissive Mode (use with assistive software and devices) (E, M, S, CE, CM, CS, RF, and RO)
- Stacked Translations and Translated Test Directions (Spanish) (M)
- Stacked Translations and Translated Test Directions (Spanish) (S)
- Text-to-Speech – Items and Stimuli (S)
- Text-to-Speech Items (RF and RO)
- Turn Off Any Universal Tool(s) (E, M, S, CE, CM, CS, RF, and RO)

Non-Embedded Designated Supports

Read-Aloud in Spanish (M):

- 100s Number Table (S and CS)
- Amplification (E, M, S, CE, CM, CS, RF, and RO)
- Bilingual Dictionary (E and RF – PT Full Write)
- Calculator (Four-Function for Grade 5 and Scientific for Grades 8, 10, 11, and 12) (S)
- Color Contrast (E, M, S, CE, CM, CS, RF, and RO)
- Color Overlay (E, M, S, CE, CM, CS, RF, and RO)
- Magnification (E, M, S, CE, CM, CS, RF, and RO)
- Medical Device (E, M, S, CE, CM, CS, RF, and RO)
- Multiplication Table (S and CS)
- Noise Buffers (E, M, S, CE, CM, CS, RF, and RO)
- Read-Aloud in Spanish (S)
- Read-Aloud Items (E, M, S, CE, CM, CS, RF, and RO)
- Science Charts [State- approved] (i.e., Periodic Table of the Elements, reference sheets) (S)
- Scribe Items (E and CE – Non-Writing, M, S, CM, CS, RF, and RO)
- Separate Setting (Special lighting/acoustics, adaptive furniture, time of day) (E, M, S, CE, CM, CS, RF, and RO)
- Simplified Test Directions (E, M, S, RF, and RO)
- Translated Test Directions (PDF on caaspp.org) (E, M, and S)

UPDATE

Figure 51. Student Profile—[Test Settings] tab, bottom

Requesting an Unlisted Resource



Resources in This Section:

- California Department of Education (CDE) California Longitudinal Pupil Achievement Data System (CALPADS) System Documentation web page—<http://www.cde.ca.gov/ds/sp/cl/systemdocs.asp>
- CDE Matrix One: California Assessment of Student Performance and Progress (CAASPP) System Accessibility Resources web page—<http://www.cde.ca.gov/ta/tq/ai/caasppmatrix1.asp>



Notes:

- Student data in CALPADS should be kept current to ensure that students remain eligible to take the appropriate test with the appropriate settings.
- The CALPADS settings must indicate the student’s individualized education program (IEP) or Section 504 plan status to enable selection of accommodations or unlisted resources in the student test settings interface in the Test Operations Management System (TOMS). The education program code (field 3.13) must be set for “special education” (value 144) and the student has been provided a primary disability category (field 3.21) or “504 Plan” (value 101). Disability codes are listed in [Appendix A](#); see the CALPADS Code Sets downloadable spreadsheet, linked on the CDE [CALPADS System Documentation](#) web page, for more information about CALPADS code values.
- Should a student’s eligibility status or test assignment change, the request for unlisted resources will become inactive.
- Unlisted resources are not available in the California Spanish Assessment field test.

An unlisted resource is an instructional support that a student regularly uses in daily instruction and/or assessment that has not been previously identified as a universal tool, designated support, or accommodation. [Matrix One](#) includes a list of unlisted resources that have already been identified and are preapproved. You must register that you will be using one of these preapproved unlisted resources for a student by completing the *Unlisted Resources* web form. You will see a value in the appropriate field in the student data file when approval to use an unlisted resource has been received.

For accessibility resources that are required by a student’s IEP but are not included in Matrix One, local educational agency (LEA) CAASPP coordinators and CAASPP test site coordinators may submit a request for Other unlisted resources for CDE approval through the

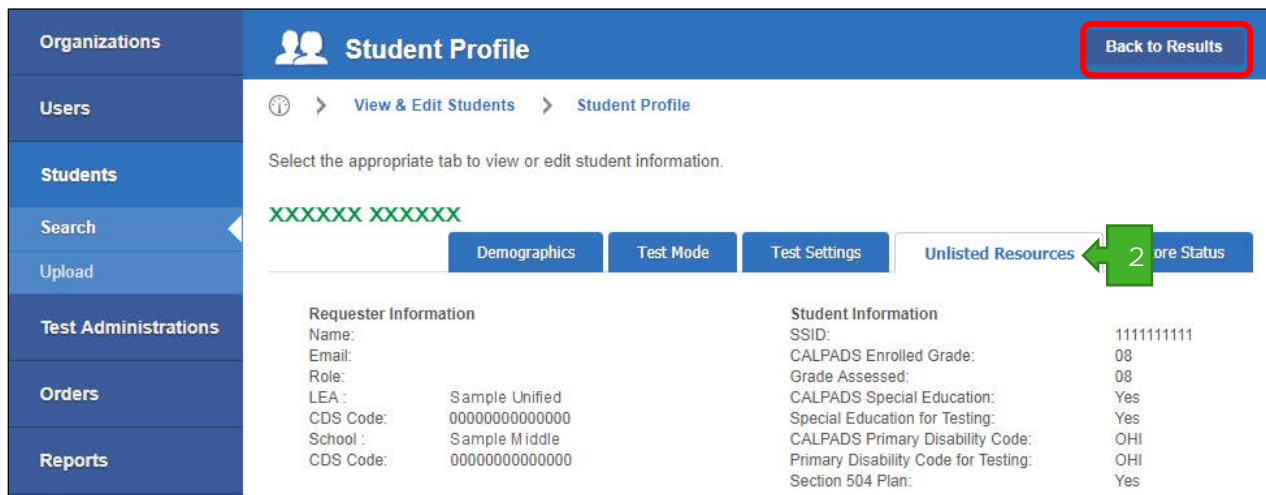
Student Test Settings | Requesting an Unlisted Resource

[Unlisted Resources] tab in TOMS. Approval will be granted by the CDE for use of the Other unlisted resource based on the IEP or Section 504 plan team’s designation, and if the unlisted resource does not compromise the test’s integrity or security. In some cases, the CDE shall make a determination of whether the requested Other unlisted resource changes the construct being measured. This determination will be made after all testing has been completed.

Test results for approved unlisted resources that change the construct of what is being tested will not be considered valid for aggregation purposes; this will be noted in an appropriate field of the student data file as “Y” (an approved unlisted resource that does not change the construct of what is being tested is recorded as “N”). The student will receive a score with a footnote that the test was administered under conditions that resulted in a score that may not be an accurate representation of the student’s achievement.

Request an Unlisted Resource in the Student Profile

1. Search for a student using the instructions in the subsection “[View a Student Profile.](#)”
2. Either select a **[View]** magnifying glass icon in the *Actions* column for the student to access the *Student Profile* screen and then the **[Unlisted Resources]** tab (Figure 52) to request unlisted resources for the student; or select the **[Unlisted Resources]** form icon in the *Unlisted Resources* column to go directly to the *Unlisted Resources* web form. These icons are circled in Figure 53. **You cannot request an unlisted resource for a student whose education program field (value 144) is not set for “special education” and the primary disability code is not set in CALPADS.**



The screenshot shows the 'Student Profile' page with the following elements:


- Left Navigation Menu:** Organizations, Users, Students, Search, Upload, Test Administrations, Orders, Reports.
- Page Header:** Student Profile, Back to Results (circled in red).
- Breadcrumbs:** View & Edit Students > Student Profile.
- Instructions:** Select the appropriate tab to view or edit student information.
- Student ID:** XXXXXX XXXXXX
- Tabs:** Demographics, Test Mode, Test Settings, Unlisted Resources (highlighted with a green box and arrow labeled '2'), Core Status.
- Requester Information:**
 - Name:
 - Email:
 - Role:
 - LEA: Sample Unified
 - CDS Code: 00000000000000
 - School: Sample Middle
 - CDS Code: 00000000000000
- Student Information:**
 - SSID: 1111111111
 - CALPADS Enrolled Grade: 08
 - Grade Assessed: 08
 - CALPADS Special Education: Yes
 - Special Education for Testing: Yes
 - CALPADS Primary Disability Code: OHI
 - Primary Disability Code for Testing: OHI
 - Section 504 Plan: Yes

Figure 52. The [Unlisted Resources] tab



Figure 53. [View] and [Unlisted Resources] icons

3. Select a check box from among the preapproved, non-embedded, unlisted resources (Figure 54) to request the unlisted resource.

 **Note:** You may exit the *Unlisted Resources* web form without saving your changes by selecting the **[Back to Results]** button in the top-right corner of the form (circled in Figure 52). This action will disregard any selections you entered and cause you to return to the results of your search for a student or group of students.

- The shading indicates fields where you cannot make a selection; for example, you cannot select a multiplication table for the English language arts assessment.
- Select the **[CLEAR]** button to remove your choices and start again.

1. Select Pre-approved Non-embedded Unlisted Resources: (Select all that apply.)

Select from the unlisted resources in the list provided. If the unlisted resource being requested does not appear, please submit under "Other."

NOTE: These unlisted resources have been determined to change the construct of the test; therefore, their use will invalidate the results for the purpose of accountability. A student score will be provided with a footnote that the test was administered under conditions that resulted in a score that may not be an accurate representation of the student's achievement.

Make sure you select the appropriate unlisted resource based on the grade of the student to avoid any invalidation of test results. See the [CDE's Matrix One web page](#) to verify whether an identified unlisted resource is applicable for the student's grade assessed and content area.

	Smarter Balanced Mathematics	Smarter Balanced ELA (Reading, Writing and Listening)	Science (CAST)	California Spanish Assessment
Signed Exact English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bilingual Dictionary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Calculator—non-allowed items (Gr 6–8 and Gr–11)	<input type="checkbox"/>			
Calculator (Gr 3–5)	<input type="checkbox"/>			
English Dictionary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math Tools (protractor, ruler)	<input type="checkbox"/>			
Multiplication Table (Gr–3)	<input type="checkbox"/>			
100s Number Table (Gr–3)	<input type="checkbox"/>			
Thesaurus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Translations (not provided by Smarter Balanced)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Translated word lists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

CLEAR
3

Figure 54. List of preapproved, non-embedded, unlisted resources

Student Test Settings | Requesting an Unlisted Resource

4. In the *Student Need(s)* table (Figure 55), check the box(es) that indicates the student's disability type for which he or she requires the support of the unlisted resource(s). Select the **[CLEAR]** button to remove your choices and start again.

Select Student Need(s): (Select all that apply.)

Student Need	
<input type="checkbox"/>	Support for executive functioning: attention, cognition control, and processing
<input type="checkbox"/>	Support for persistent calculation disability, dyscalculia
<input type="checkbox"/>	Support for reading-related disabilities, print disabilities, struggling readers
<input type="checkbox"/>	Support for students needing access in language(s) of translation
<input type="checkbox"/>	Support for significant motor disabilities and other medical
<input type="checkbox"/>	Support for vision impairments/disabilities
<input type="checkbox"/>	Support for hard-of-hearing/deafness

4 → **CLEAR**

Figure 55. “Select Student Needs” section

5. If the student's required unlisted resource is not found in the list, enter the resource(s) in the *Other unlisted resources* table (Figure 56). Note that you must make one entry per test and one entry per unlisted resource. For example, if the student is using “resource-1” on both the English language arts and mathematics tests, each of those requests is a separate entry. If the student is also using “resource-2” on the mathematics test, that information must also be entered separately.

2. Select Other unlisted resources: (A maximum of four can be submitted.)

Use this table to request an unlisted resource not found in the Table of Preapproved Unlisted Resources or for use on the CAA.

Case ID	Name of Unlisted Resource (50 words max)	Status	Reason	Changes Construct	Actions

ADD ← a

Figure 56. Request an Other unlisted resource

- a. Select the **[ADD]** button to open the *Add/Edit Other Unlisted Resource* web form, which is shown in Figure 57.

Add/Edit Other Unlisted Resource

Case ID:
Unlisted Resource Approved Grade:

Requestor Information:

Name:
Email:
Role:

Enter the details about the student's Other unlisted resource. Note that the asterisks (**) indicate that all fields are mandatory.

Select Assessment and Content Area.*

	Assessment and Content Area
<input type="radio"/>	Smarter Balanced for English Language Arts/Literacy (ELA) (Reading and Listening)
<input type="radio"/>	Smarter Balanced for Mathematics
<input type="radio"/>	California Science Test
<input type="radio"/>	California Alternate Assessment for ELA
<input type="radio"/>	California Alternate Assessment for Mathematics
<input type="radio"/>	California Alternate Assessment for Science
<input type="radio"/>	California Spanish Assessment Operational Assessment

Select Student Need(s): (Select all that apply.)*

	Student Need(s)
<input type="checkbox"/>	Support for executive functioning: attention, cognition control, and processing
<input type="checkbox"/>	Support for persistent calculation disability, dyscalculia
<input type="checkbox"/>	Support for reading-related disabilities, print disabilities, struggling readers
<input type="checkbox"/>	Support for students needing access in language(s) of translation
<input type="checkbox"/>	Support for significant motor disabilities and other medical
<input type="checkbox"/>	Support for vision impairments/disabilities
<input type="checkbox"/>	Support for hard-of-hearing/deafness

A. What is the name of the unlisted resource being requested? (50 words)*
(If the resource includes printed materials, please email a copy of the materials to ACCESSIBILITY@cde.ca.gov with "Unlisted Resource Case ID#" in the subject line.)

B. How will this resource be used by the student? (100 words)*

C. Why is this unlisted resource necessary (i.e., what kind of access does this resource provide that is not already available on the CDE's [Matrix One Web page](#)?)? (150 words)*

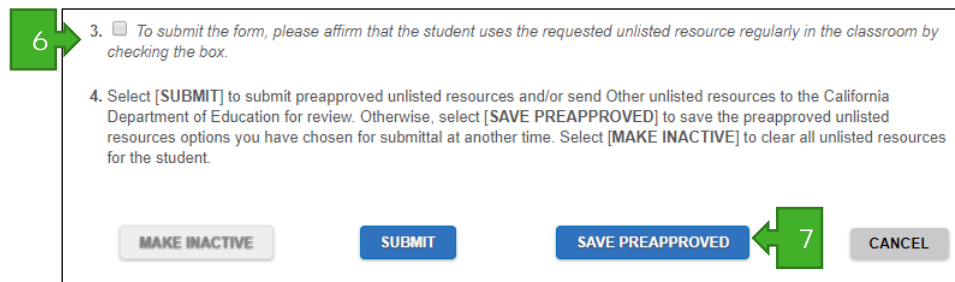
CANCEL
SAVE

Figure 57. Add/Edit Other Unlisted Resource web form

- b. In the *Assessment and Content Area* table, select a radio button to indicate the student's assigned test for which he or she will be using the Other unlisted resource.
- c. In the *Student Need(s)* table, check the box(es) that indicates the student's disability type for which he or she requires the support of the Other unlisted resource(s).
- d. In the *What is the name of the unlisted resource being requested?* field, enter the name of the Other unlisted resource. The name must contain 50 words or less with a maximum of 350 characters.

Student Test Settings | Requesting an Unlisted Resource

- e. In the *How will this resource be used by the student?* field, describe how the student will use the Other unlisted resource. The description must contain 100 words or less with a maximum of 700 characters.
 - f. In the *Why is this unlisted resource necessary?* field, describe the kind of access this Other unlisted resource provides that is not already available on the CDE's [Matrix One](#). The description must contain 150 words or less with a maximum of 1,050 characters.
 - g. Select [**SAVE**] to save your entry or [**CANCEL**] to exit this web form without saving.
 - h. Repeat for additional assessments or additional Other unlisted resources. You may submit up to four requests per student.
6. When you are finished entering unlisted resources for the student, review the requested unlisted resources and then check the box that says *“To submit the form, please affirm that the student uses the requested unlisted resource regularly in the classroom by checking the box.”* You cannot submit the form without checking this box, which is shown in Figure 58.



3. To submit the form, please affirm that the student uses the requested unlisted resource regularly in the classroom by checking the box.

4. Select [SUBMIT] to submit preapproved unlisted resources and/or send Other unlisted resources to the California Department of Education for review. Otherwise, select [SAVE PREAPPROVED] to save the preapproved unlisted resources options you have chosen for submittal at another time. Select [MAKE INACTIVE] to clear all unlisted resources for the student.

MAKE INACTIVE SUBMIT SAVE PREAPPROVED CANCEL

Figure 58. Final steps to submit an unlisted resource

7. Select a button at the bottom of the web form to complete the process of assigning unlisted resources for a student:
 - [**SUBMIT**], to submit Other unlisted resources to the CDE for review
 - [**SAVE PREAPPROVED**], to save the entered choices (You will be able to return later to submit this request.)
 - [**MAKE INACTIVE**], to clear all unlisted resources for the student
 - [**CANCEL**], to clear all entered choices from the form

The following events occur when you have submitted an unlisted resource request:

- The student is assigned a Case ID for each submittal of preapproved, non-embedded, unlisted resources. You must use this Case ID in all communications regarding this student’s request for these unlisted resources.

- The student is assigned a Case ID for each individual Other unlisted resource requested. You must use the appropriate Case ID in all communications regarding the requested Other unlisted resource.
- If your request includes printed materials, you must email a copy of the materials to ACCESSIBILITY@cde.ca.gov with “Unlisted Resource Case ID #” in the subject line, using the assigned Case ID number in the subject line.
- You will receive an email confirming your submittal of all preapproved and Other unlisted resources for all students that includes the Case ID for each request.
- The CDE will be notified each time an Other unlisted resource is requested for a student.
- For Other unlisted resource requests, you will receive an email indicating whether the request for use has been approved or denied by the CDE.
- When a request for an Other unlisted resource has been approved, TOMS will update the condition code for the student to indicate that an Other unlisted resource is used for testing.

Review the Status of Other Unlisted Resource Request(s)

You can search for statuses to review either by LEA, school, or student.

1. Enter details about the student in the search fields in the *Search for Students* web form (shown in Figure 59); use the *Select Filter* drop-down lists to narrow your search (options are *BeginsWith* and *Contains*)
or
Select the LEA you are associated with by selecting the [**Select Organization**] link.
 - a. To pull up all students in an associated organization, do not specify any search criteria.
 - b. To view students from a particular school, enter the first part of the school’s name; select the school from the drop-down list that appears.
2. Select a status from the *Unlisted Resources* drop-down list (Table 6).

Table 6. Unlisted Resources statuses

Option	Description
Pending CDE Review	A request that is undergoing California Department of Education (CDE) review
Review Complete	A request that has undergone CDE review (no matter what the status)

Student Test Settings | Requesting an Unlisted Resource

Option	Description
Approved - Test Construct Change - Invalidate	An approved unlisted resource whose use has been determined to change the construct of the test; test results will not be considered valid for accountability purposes and the appropriate field in the student data file will be marked “Y” for an approved unlisted resource that changes the construct of what is being tested
Approved - Temporary - Valid for 2018–19 Administration	An approved unlisted resource whose use may or may not change the construct of the test; since the impact is still being investigated, test results for the 2018–19 administration will be considered valid and the appropriate field in the student data file will be marked “N” for an approved unlisted resource that does not change the construct of what is being tested
Denied - Security Violation	A request for an unlisted resource that was denied because the use of this resource poses a threat to the security of the test
Additional Information Required	A request that has been denied because there was not enough information about the requested unlisted resource or the unlisted resource may not be used; this request may be updated and resubmitted for further CDE review
UR Supported under TOMS Test Settings	A request that has been denied because the resource already exists as a test setting. Please open the student's profile, select the [Test Settings] tab, and select the appropriate option from the list of designated supports and accommodations.

3. Select the **[SEARCH]** button. The search results that open will show only those students with the status selected in the previous step. A checkmark in the *Unlisted Resources* column indicates the status of the Other unlisted resource request (Figure 59).
 - Yellow checkmark—Request pending (submitted)
 - Green checkmark—Request processed

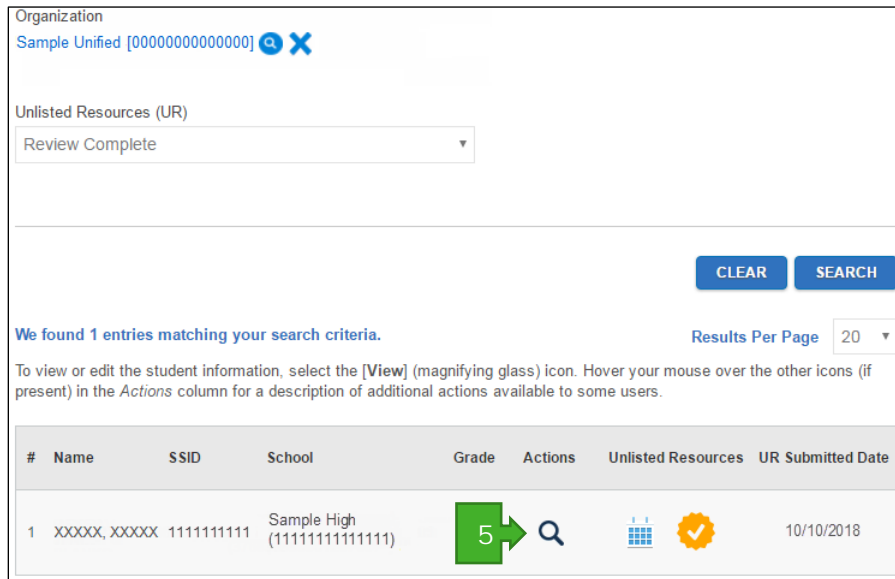


Figure 59. Search results, unlisted resource request status

4. Hover your cursor over a checkmark to see the request’s status (pop-up text will show one or the other; “Submitted” is shown in Figure 60).

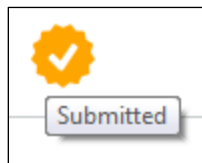


Figure 60. “Submitted” hover text

5. After you have received the email from the CDE with a decision about the requested unlisted resource(s), return to TOMS, select the [View] icon, and then scroll down to the *Comments* field at the bottom of the *Add/Edit Other Unlisted Resource* web form (above the buttons) to see if there is additional information from the CDE regarding this unlisted resource request.

Cancel an Unlisted Resource Request

1. Search for a student using the instructions in the subsection “[View a Student Profile.](#)”
2. Either select a [View] magnifying glass icon in the *Actions* column for the student to access the *Student Profile* screen and then select the [Unlisted Resources] tab (Figure 52) to open the completed *Unlisted Resources* web form for the student; or select the [Unlisted Resource] form icon in the *Unlisted Resource* column for the student to go directly to the *Unlisted Resources* web form. (These icons are circled in Figure 53.)

Student Test Settings | Requesting an Unlisted Resource

3. Select the **[MAKE INACTIVE]** button at the bottom of the web form (Figure 61) and then select **[OK]** in the confirmation pop-up box. Note that this button is grayed out if it is too late to cancel unlisted resources, that is, if it is past the end date of the selected testing window or the end date of the student's approved extension period has passed.

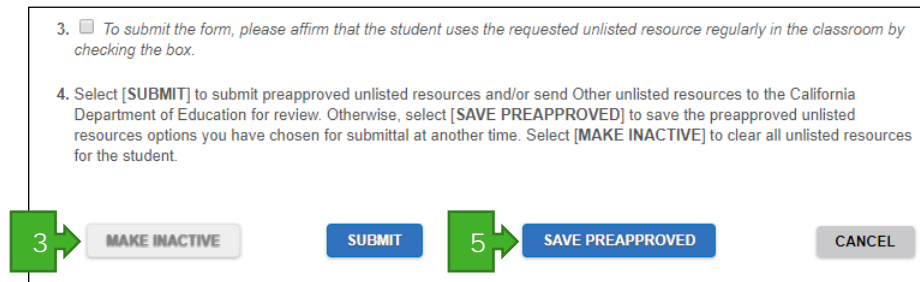


Figure 61. [MAKE INACTIVE] button for unlisted resources

4. When the confirmation box appears, select **[Yes]** to clear all unlisted resources for the student or **[NO]** to cancel the request. If you select the **[Yes]** button in error, select the **[CANCEL]** button at the bottom of the page to restore the unlisted resources for the student.
5. If you selected **[YES]** to clear all unlisted resources for the student, select the **[SAVE PREAPPROVED]** button to save your change.

You will receive an email confirmation that all unlisted resources for the student have been turned off.

Restore a Canceled or Inactivated Unlisted Resource Request

An unlisted resource request that was **inactivated** by the system due to a change in the student's education program code and/or primary disability code or Section 504 plan status in CALPADS will reactivate automatically when the student's special education and/or primary disability code or Section 504 plan status reverts to make him or her eligible once again for accessibility resources.

An unlisted resource request that was **removed** due to a change in the student's test assignment may be resubmitted for approval.

An unlisted resource that was **made inactivated** by a user may be resubmitted for approval.

Chapter 6. Orders for Smarter Balanced Special Version Materials

Approving Orders in the Test Operations Management System (TOMS)

Please note the following important points about Smarter Balanced special version materials (braille and large print) in TOMS:

- ⓘ **The deadline to request approval to administer Smarter Balanced special version materials is October 2, 2018.**
- ⓘ **You must have a test administration set up to order special version materials for Smarter Balanced testing.**
- ⓘ **Special version materials must be ordered prior to your local educational agency's (LEA's) Special Versions Supplemental Order Cutoff Date by contacting the California Technical Assistance Center as a supplemental order.**
- ⓘ **If you are assigning students to tests and/or assigning schools to a test administration, allow up to 24 hours for the LEA's enrollment counts for Smarter Balanced special version testing to update.**

LEA CAASPP coordinators should approve requests for California Assessment of Student Performance and Progress special version materials as soon as possible after receiving approval from the California Department of Education.

There are three tasks you can perform in the Orders module:

1. approve orders of special version materials for the LEA;
2. view a summary of the LEA's orders; and
3. view and track orders for the LEA.

Chapter 7. Score Status

Using Score Status Functions



Resources in This Section:

- *California Assessment of Student Performance and Progress (CAASPP) Interim Assessment User Guide* web document—<http://www.caaspp.org/rsc/pdfs/CAASPP.interim-assessment-guide.2018-19.pdf>



Notes:

- This tab is available to local educational agency (LEA) CAASPP coordinators and test site coordinators.
- See [Chapter 8 File Uploads](#) for instructions on how to use the Test Operations Management System (TOMS) batch upload functionality to assign condition codes for multiple students.
- Information about how to access the Interim Assessment Reporting System, is found in the [CAASPP Interim Assessment User Guide](#).

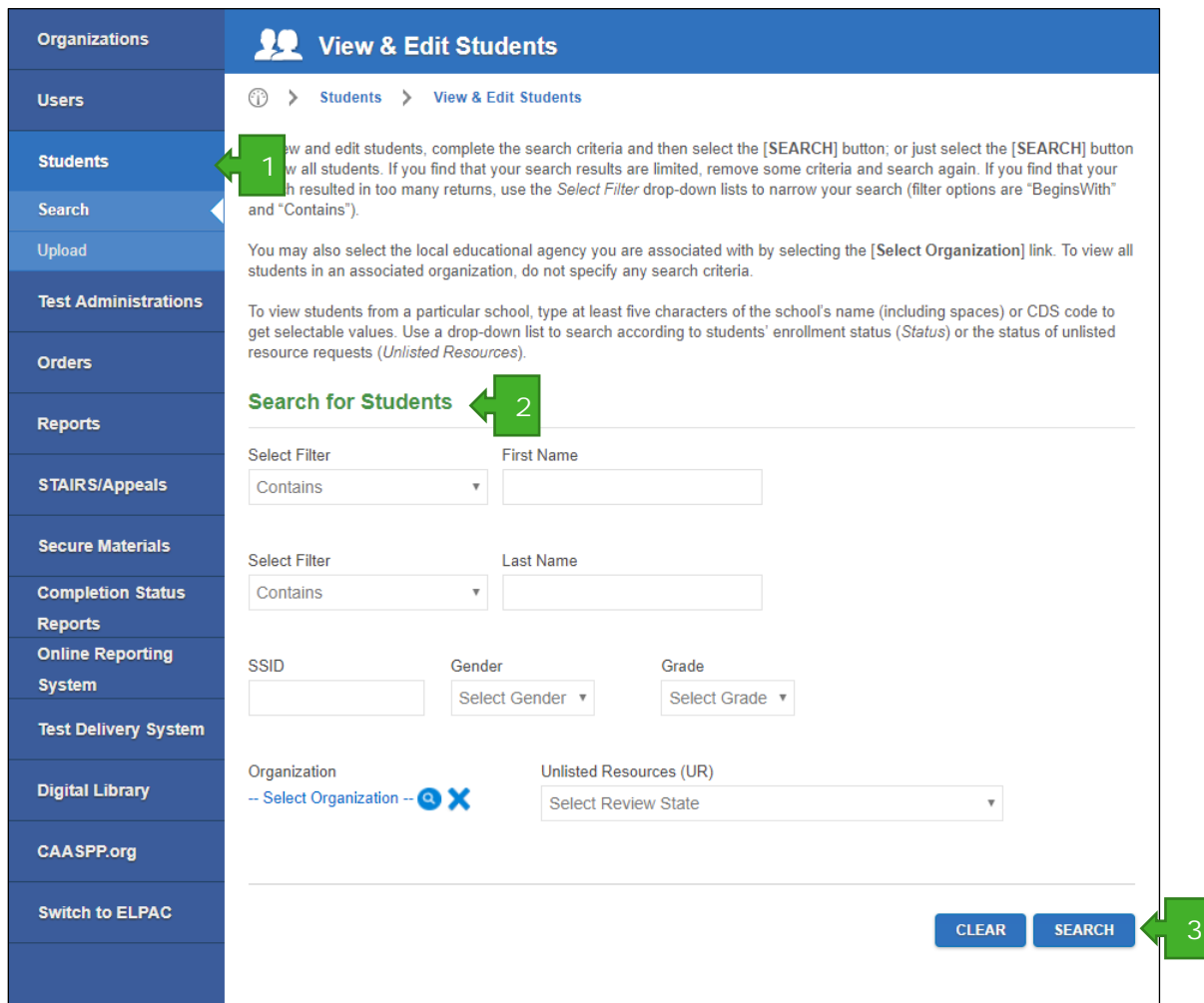
The [**Score Status**] tab in TOMS permits LEA CAASPP coordinators and CAASPP test site coordinators to set condition codes for individual students before testing. As testing progresses, LEA CAASPP coordinators and CAASPP test site coordinators also will use this tab to access the following:

- student's scoring status
- downloadable CAASPP Student Score Report
- the language of the Student Score Report
- the status of the appeal submitted on behalf of the student

View Students

In the *View & Edit Students* web form, you can search, view, and edit individual student data.

1. Select the **[Students]** button on the left navigation bar (Figure 62).



The screenshot shows the 'View & Edit Students' web form. On the left is a navigation bar with items like Organizations, Users, Students, Search, Upload, Test Administrations, Orders, Reports, STAIRS/Appeals, Secure Materials, Completion Status Reports, Online Reporting System, Test Delivery System, Digital Library, CAASPP.org, and Switch to ELPAC. The 'Students' item is highlighted with a green box and arrow labeled '1'. The main content area has a breadcrumb trail: Students > View & Edit Students. Below this is a 'Search for Students' section with a green box and arrow labeled '2'. This section includes two 'Select Filter' dropdown menus (both set to 'Contains') for 'First Name' and 'Last Name', and three input fields for 'SSID', 'Gender' (with a 'Select Gender' dropdown), and 'Grade' (with a 'Select Grade' dropdown). There are also 'Organization' and 'Unlisted Resources (UR)' dropdown menus. At the bottom right, there are 'CLEAR' and 'SEARCH' buttons, with a green box and arrow labeled '3' pointing to the 'SEARCH' button.

Figure 62. Search for Students web form

2. Enter details about the student in the search fields in the “Search for Students” section (shown in Figure 62); use the *Select Filter* drop-down lists to narrow your search (options are *BeginsWith* and *Contains*).
or
Select the LEA you are associated with by selecting the [Select Organization] link.
 - a. To pull up all students in an associated organization, do not specify any search criteria.

Score Status | Using Score Status Functions










- b. To view students from a particular school, type at least five characters of the school's name (including spaces) or County-District-School code to get selectable values.
3. Select the **[SEARCH]** button.



Note: Check your California Longitudinal Pupil Achievement Data System student records if students are not listed.


We found 7 entries matching your search criteria. Results Per Page 20

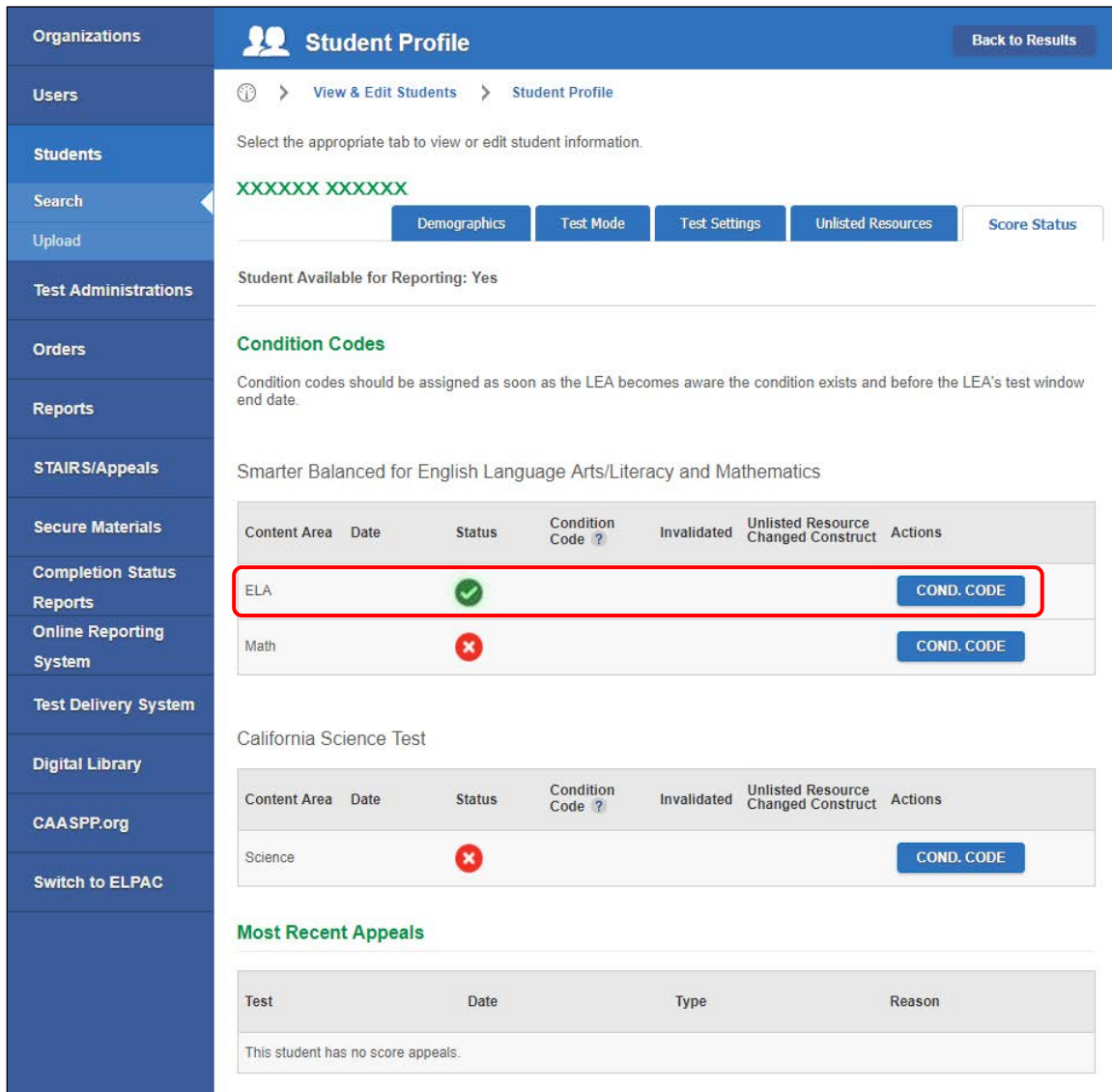
To view or edit the student information, select the **[View]** (magnifying glass) icon. Hover your mouse over the other icons (if present) in the *Actions* column for a description of additional actions available to some users.

#	Name	SSID	School	Grade	Actions	Unlisted Resources	UR Submitted Date
1	XXXXX, XXXXX	0000000000	Demo School A (99999999999999)	03			
2	XXXXX, XXXXX	0000000000	Demo School A (99999999999999)	10	 ← 4		
3	XXXXX, XXXXX	0000000000	Demo School A (99999999999999)	11			
4	XXXXX, XXXXX	0000000000	Demo School A (99999999999999)	07			
5	XXXXX, XXXXX	0000000000	Demo School A (99999999999999)	07			
6	XXXXX, XXXXX	0000000000	Demo School A (99999999999999)	09			
7	XXXXX, XXXXX	0000000000	Demo School A (99999999999999)	03			

Showing 1 of 1

Figure 63. Student search results

4. Select a **[View]** magnifying glass  icon in the *Actions* column shown in Figure 63 to access the *Student Profile* screen. The *Student Profile* opens with the **[Demographics]** tab selected.
5. Select the **[Score Status]** tab (Figure 64).



Student Profile Back to Results

View & Edit Students > Student Profile

Select the appropriate tab to view or edit student information.

XXXXXXXX XXXXXX

Demographics Test Mode Test Settings Unlisted Resources Score Status

Student Available for Reporting: Yes

Condition Codes

Condition codes should be assigned as soon as the LEA becomes aware the condition exists and before the LEA's test window end date.

Smarter Balanced for English Language Arts/Literacy and Mathematics

Content Area	Date	Status	Condition Code ?	Invalidated	Unlisted Resource Changed Construct	Actions
ELA		✓				COND. CODE
Math		✗				COND. CODE

California Science Test

Content Area	Date	Status	Condition Code ?	Invalidated	Unlisted Resource Changed Construct	Actions
Science		✗				COND. CODE

Most Recent Appeals

Test	Date	Type	Reason
This student has no score appeals.			

Figure 64. [Score Status] tab

Assign Condition Codes



Note: Condition codes do not apply to the California Spanish Assessment field test.

There are only two condition codes LEA CAASPP coordinators and CAASPP test site coordinators may set: **NTE** (Not tested medical emergency) and **PGE** (Parent/Guardian exemption). All other condition codes are determined through students' data, responses, and appeals.

Score Status | Using Score Status Functions

A condition code should be assigned for each content area assessment when the LEA has documentation supporting that the condition exists for the student. Setting condition codes prior to the start of the LEA's selected testing window will ensure that a student is not inadvertently tested. Condition codes may be assigned one by one or in a batch upload.

Please note the following about testing and condition code assignments when the condition code has been assigned after the start of the LEA's selected testing window:

- A condition code cannot be assigned if a student has submitted all parts of a content area assessment.
- If a student does start an assessment for which the **PGE** (Parent/Guardian exemption) code is later assigned, the student will be prevented by the system from completing the assessment after the code is assigned and the test will expire following Smarter Balanced test expiration rules (10 calendar days for performance tasks [PTs] and 45 calendar days for computer adaptive tests).
- If a student does start an assessment for which the **NTE** code is later assigned, the student will have an opportunity to complete a test he or she has started despite the condition code. If not completed, the test will expire following Smarter Balanced test expiration rules (10 calendar days for PTs and 45 calendar days for computer adaptive tests).
- **NTE** or **PGE** condition codes cannot be entered for students who complete both the PT and computer adaptive portions for a content area test and will have results reported.
- Student Score Reports will not be produced for students with **PGE** assigned for all content areas (neither paper nor PDF reports); nor will these students have results in the Online Reporting System.

Note that condition codes cannot be set after the last day of the LEA's selected testing window. In addition, neither of these condition codes can be accepted if the student has submitted all parts of an assessment. In this case, the student would receive a Student Score Report.

Take the following steps to set a condition code for a student:

1. Follow the instructions in the "[View Students](#)" subsection to open a Student Profile.
2. Select the [**Score Status**] tab.
3. In the condition codes table in the "Condition Codes" section, select the [**COND. CODE**] button for the content area assessment for which you are setting the code; this is circled in Figure 64. Note that the test name appears above this table.
4. In the *Select Condition Codes* dialog box, use the *Select the condition code for this student* drop-down list to select a condition code (Figure 65).

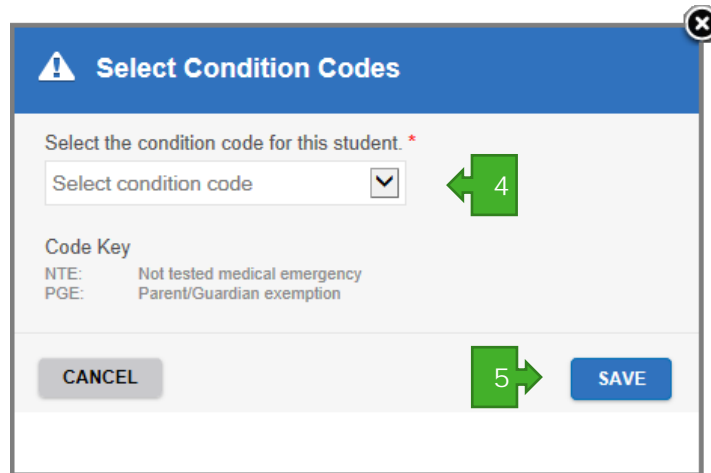


Figure 65. Select Condition Codes dialog box

5. Select [**SAVE**] to assign the condition code or [**CANCEL**] to exit this dialog box without assigning a code.
6. Repeat for another content area assessment.

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Chapter 8. File Uploads

Uploading Files in the Test Operations Management System (TOMS)



Resources in This Section:

- California Assessment of Student Performance and Progress (CAASPP) Portal website—<http://www.caaspp.org/>
- CAASPP Test Operations Management System (TOMS) Resources web page—<http://www.caaspp.org/administration/toms/>



Notes:

- Uploaded files must not contain blank rows. A blank row will cause the file to stop processing and not validate.
- If the blank row is the first available row, an error email will be produced and the file will not validate.
- If the blank row is any row after the first row, all of the records in the row *before* the blank row will be processed during validation, the records *after* the blank row will not be processed during validation, and the blank row will not cause a validation error.
- There are two steps to the upload process: upload for file validation and upload to submit the file.
- A validated file must be uploaded before the next day's California Longitudinal Pupil Achievement Data System (CALPADS) data is processed in TOMS.
- The process to add and update user roles via file upload is slightly different. It is described in [Chapter 1 Adding and Managing Users](#).

The following batch upload assignment tasks in Table 7 are available by using the **[Upload]** button in the **[Students]** section in the TOMS left navigation bar:

Table 7. Types of Batch Upload Assignments

Data Assignment Type	Description
Users	Use either the blank template or the .csv file containing your organization’s users assigned during the previous CAASPP administration to assign user roles in TOMS. To make changes to user information, select the [Users] button in TOMS, and then the [View and Edit] button, in the left navigation bar. Search for a user and then select the [Edit] icon to access the <i>Edit Demographic Information</i> web form for the user.
Test assignments	Use this template to upload assignments for alternate assessments, assign special versions of Smarter Balanced assessments (if approved for use), and/or change students to a different test administration window than the one shown in TOMS (multitrack schools only). To make changes to uploaded data, select the [Students] button in TOMS, and then the [SEARCH] button, in the left navigation bar. Test assignments for individual students are made under the [Test Mode] tab. See Chapter 4 Student Test Assignment for more information about assigning tests to students.
Test settings	Use this template to assign designated supports and accommodations for CAASPP testing. To make changes to uploaded data in TOMS, select the [Students] button, and then the [SEARCH] button, in the left navigation bar. Test settings for individual students are made under the [Test Settings] tab. It is recommended that test settings be submitted after any student test assignments have been made. See Chapter 5 Student Test Settings for more information about assigning test settings to students.
Condition codes	Use this template to assign condition codes. Include information for multiple students to whom either the PGE (Parent/Guardian exemption) or NTE (Not tested medical emergency) condition code applies. To make changes to uploaded data, select the [Students] button in TOMS, and then the [SEARCH] button, in the left navigation bar. Either the PGE or NTE condition code for an individual student is set under the [Score Status] tab. Condition codes cannot be set after the last day of the local educational agency’s (LEA’s) selected testing window. See the “ Assign Condition Codes ” subsection in Chapter 7 Score Status for additional information about condition codes.

File Uploads | Uploading Files in the Test Operations Management System (TOMS)

Templates that include directions and file specifications are available to download both on the CAASPP [TOMS Resources](#) web page as well as the *Upload [Process File]* web form in TOMS. **Do not use a template from a previous year.**

The file that is submitted **must** be in .csv format. LEAs can submit more than one file, and settings can be both activated and deactivated through file uploads.

Use Statewide Student Identifiers (SSIDs) to identify students in an upload file. Use the specifications in the template to determine the appropriate data to enter when you create your file. The completed file **must be** converted to a .csv file and then uploaded to TOMS. You may upload as many files as you wish. SSIDs in the upload file are matched with CALPADS data that has been imported into TOMS.

Make Data Assignments in the Excel Template

Take these steps to create and upload a file.

Step 1. Access TOMS.

1. Using an internet browser, open TOMS by going to the [CAASPP Portal](#) and selecting the **[Test Operations Management System (TOMS)]** button to access the TOMS *Logon* web form.

Step 2. Download the file template.

1. Select the **[Students]** button in the left navigation bar (Figure 66).
2. Select the **[Upload]** button in the left navigation bar to open the *Upload* web form (Figure 66).

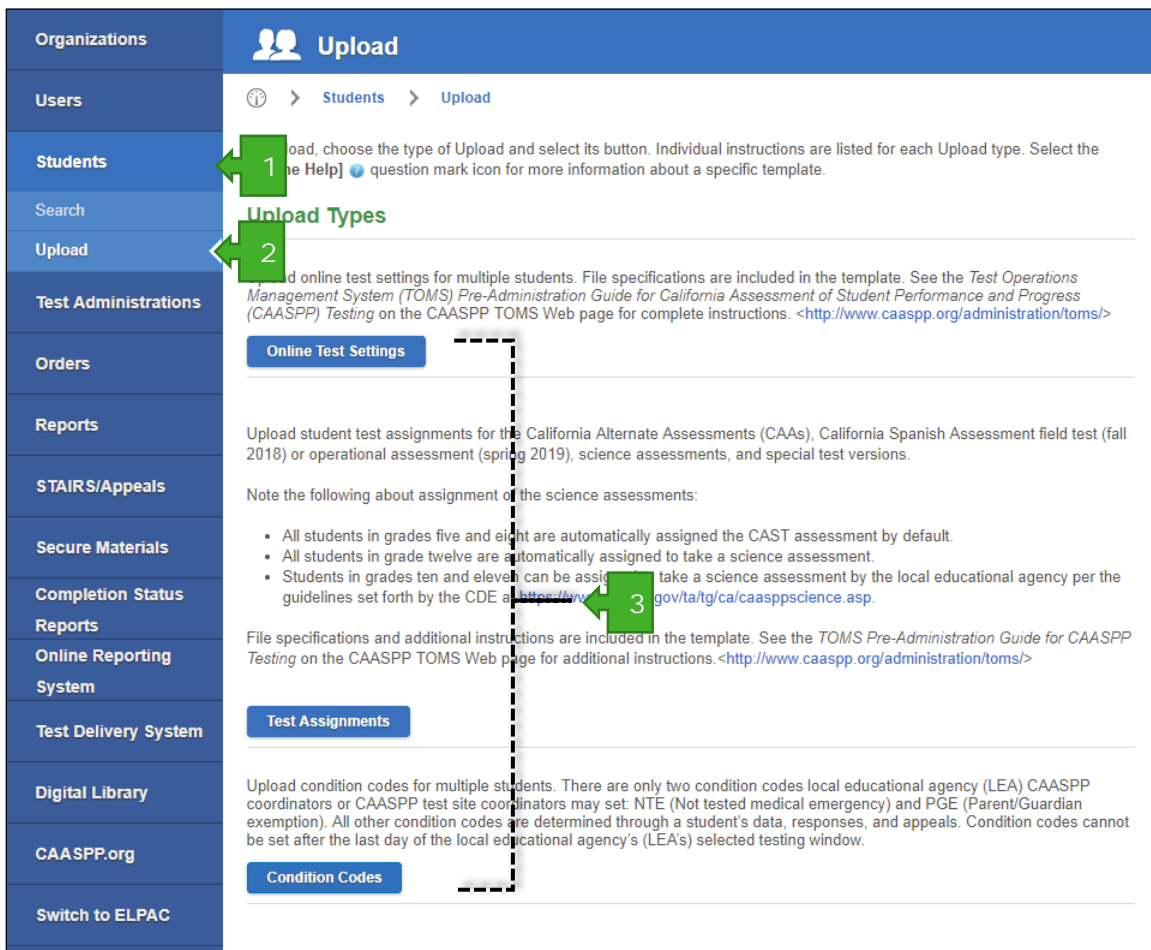



Figure 66. Upload web form

3. In the “Upload Types” section of the *Upload* web form, select the button for the upload process you are undertaking, such as [**Online Test Settings**] (Figure 66).
4. In the “Prepare a File” section of the *Upload [Process File]* web form (shown in Figure 67), select the [**Download Spreadsheet Template**] down-arrow  icon to download the Excel template. Save the template locally.
or
Download the appropriate Excel template from the [TOMS Resources](#) web page.

File Uploads | Uploading Files in the Test Operations Management System (TOMS)

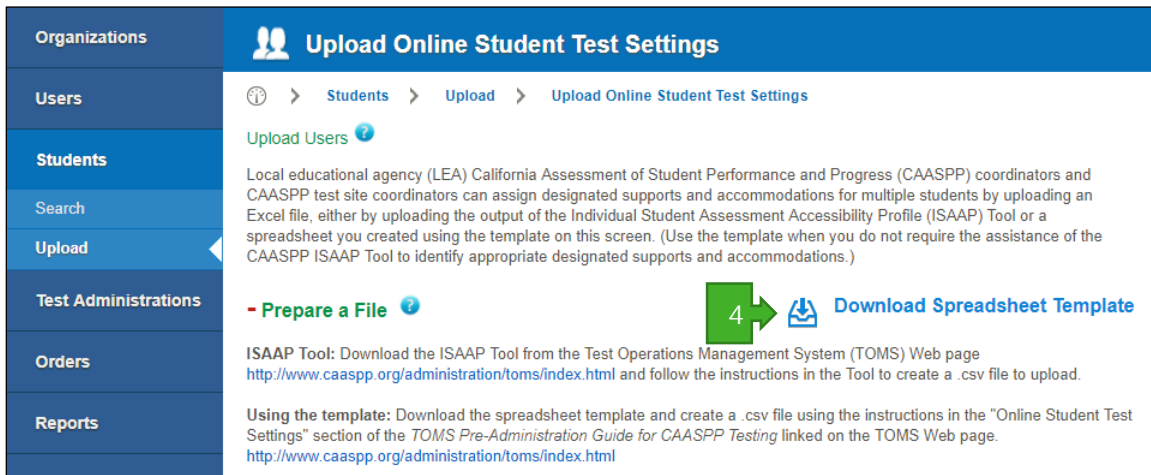


Figure 67. Upload [Process File] web form (top)

Step 3. Create your upload file.

1. Enter your student SSIDs and other requested and required data in the Excel file using the specifications included in the template's **[File Spec]** tab. The SSID field always requires a mandatory response.
2. If you need to make notes in your file, you must use a column past the last data column to avoid generating errors when your file is processed—TOMS will read data only up to the last column with a named column heading.
3. Repeat for additional students.



Caution:

- Uploaded files must not contain blank rows. A blank row will cause the file to stop processing and not validate.
- If the blank row is the first available row, an error email will be produced and the file will not validate.
- If the blank row is any row after the first row, all of the records in the row *before* the blank row will be processed during validation, the records *after* the blank row will not be processed during validation, and the blank row will not cause a validation error.

Step 4. Save as a .csv file.

When you are finished, save as a .csv file using the *File > Save As* option in Excel.

1. With the template tab visible, select *File > Save As* and then the **[Browse]** button (to select the location where you would like to save the file) (Figure 68).

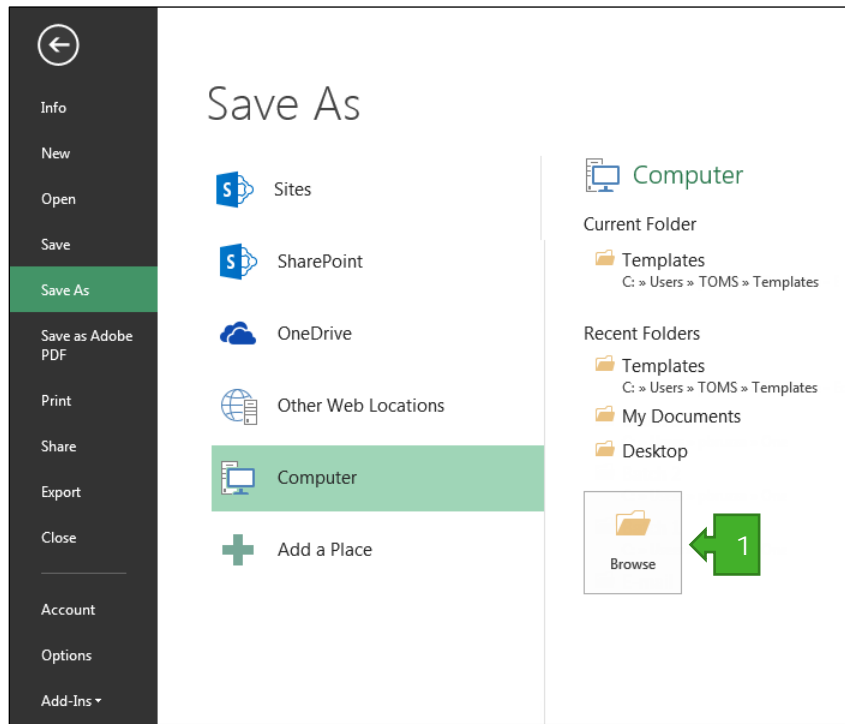


Figure 68. File > Save As in Excel

2. In the Save As window (Figure 69), enter a name for the file in the *File name:* field.

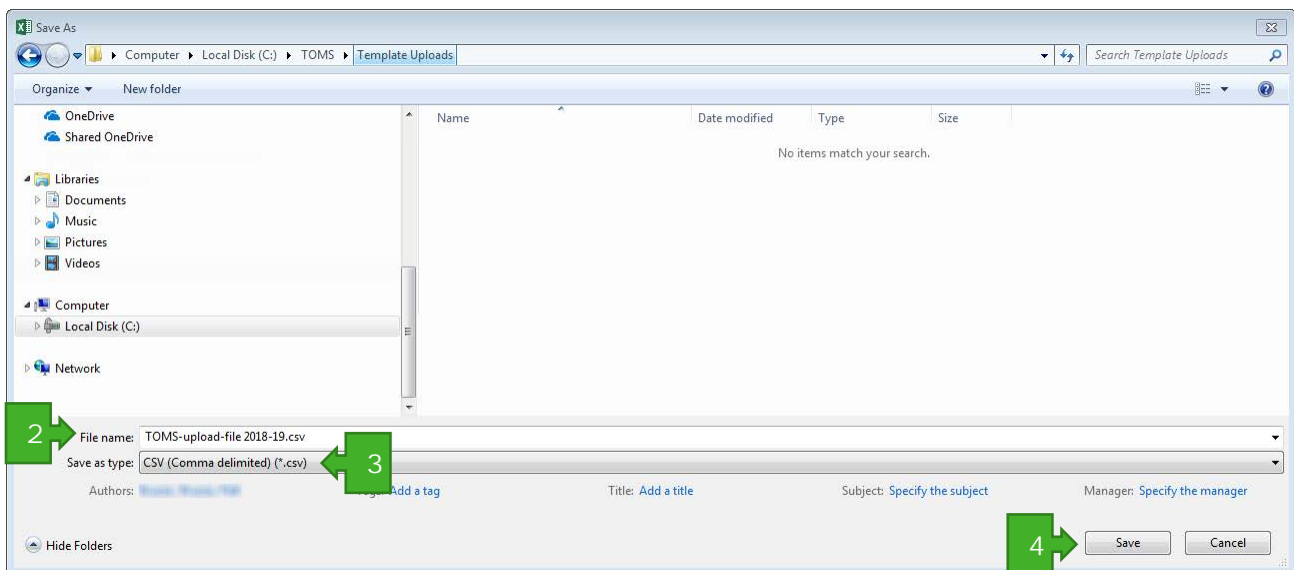


Figure 69. Save a template

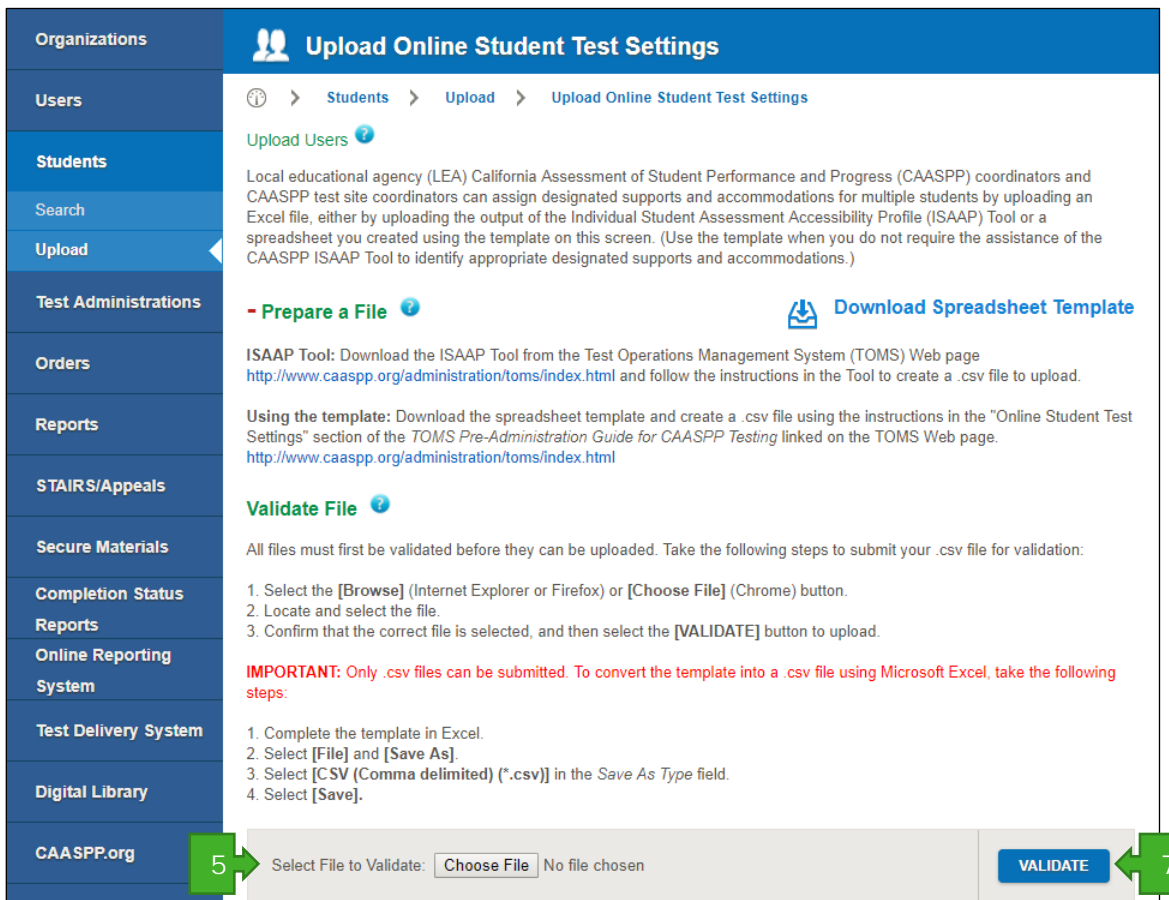
3. Select *CSV (Comma delimited) (*.csv)*, as appropriate, from the *Save as type:* drop-down list.

File Uploads | Uploading Files in the Test Operations Management System (TOMS)

4. Select the **[Save]** button.
5. When prompted by the “*The selected file type does not support workbooks that contain multiple sheets*” alert box, select **[OK]** to continue.
6. When prompted by the “*Some features in your workbook might be lost if you save it as CSV (Comma delimited)*” information box, select **[Yes]** to continue.

Step 5. Validate the file in TOMS.

1. Access TOMS.
2. Select the **[Students]** button on the left navigation bar (Figure 66).
3. Select the **[Upload]** button on the left navigation bar (Figure 66).
4. In the “Upload Types” section of the *Upload* web form, select the button for the upload process you are undertaking, such as **[Online Test Settings]** (Figure 66).
5. In the “Validate File” section of the *Upload [Process File]* web form, select the **[Browse]** (Internet Explorer or Firefox) or **[Choose File]** (Chrome) button (Figure 70).



Organizations | **Upload Online Student Test Settings**

Users | [Students](#) | [Upload](#) | [Upload Online Student Test Settings](#)

Students | [Upload Users](#)

Local educational agency (LEA) California Assessment of Student Performance and Progress (CAASPP) coordinators and CAASPP test site coordinators can assign designated supports and accommodations for multiple students by uploading an Excel file, either by uploading the output of the Individual Student Assessment Accessibility Profile (ISAAP) Tool or a spreadsheet you created using the template on this screen. (Use the template when you do not require the assistance of the CAASPP ISAAP Tool to identify appropriate designated supports and accommodations.)

Upload | [- Prepare a File](#) | [Download Spreadsheet Template](#)

Test Administrations

Orders | **ISAAP Tool:** Download the ISAAP Tool from the Test Operations Management System (TOMS) Web page <http://www.caaspp.org/administration/toms/index.html> and follow the instructions in the Tool to create a .csv file to upload.

Reports | **Using the template:** Download the spreadsheet template and create a .csv file using the instructions in the “Online Student Test Settings” section of the *TOMS Pre-Administration Guide for CAASPP Testing* linked on the TOMS Web page. <http://www.caaspp.org/administration/toms/index.html>

STAIRS/Appeals | **Validate File**

Secure Materials | All files must first be validated before they can be uploaded. Take the following steps to submit your .csv file for validation:

1. Select the **[Browse]** (Internet Explorer or Firefox) or **[Choose File]** (Chrome) button.
2. Locate and select the file.
3. Confirm that the correct file is selected, and then select the **[VALIDATE]** button to upload.

IMPORTANT: Only .csv files can be submitted. To convert the template into a .csv file using Microsoft Excel, take the following steps:

1. Complete the template in Excel.
2. Select **[File]** and **[Save As]**.
3. Select **[CSV (Comma delimited) (*.csv)]** in the *Save As Type* field.
4. Select **[Save]**.

CAASPP.org | **5** | Select File to Validate: No file chosen | | **7**

Figure 70. Prepare to validate a file

6. Locate and select the file.
7. Confirm that the correct file is selected, and then select the **[VALIDATE]** button to upload.
8. If the validation is successful—that is, there are no errors in the file—you will receive an email noting that the file is error free and the **[Upload]** button will appear in the “File Validation Results” section.

If there are one (1) or more errors in the *Errors* column after validation, you will receive an email notification with the number of errors in the file; take one of the following actions:

1. Select the number in the *Errors* column corresponding to a file to see any errors in the submitted file.
2. In the *Actions* column, select the **[Download]** (down-arrow) icon to download a .csv file that contains a list of the errors in the submitted file.
3. Correct the errors and then revalidate your file.

Step 6. Upload the file into TOMS.

If there are zero (0) errors in the *Errors* column after validation, select the **[UPLOAD]** button to upload your file into TOMS.

Your file will appear in the “Uploaded Files” section of the screen after it has been uploaded. If there are one (1) or more errors in the *Errors* column, take one of the following actions:

1. Access TOMS.
2. Select the **[Students]** button on the left navigation bar (Figure 71).
3. Select the **[Upload]** button on the left navigation bar (Figure 71).

File Uploads | Uploading Files in the Test Operations Management System (TOMS)


SWITCH TO ELPAC

- File Validation Results Step 6

If there are zero (0) errors in the *Errors* column, select the **[Upload]** button to upload your test settings file into TOMS. If there are one (1) or more errors in the *Errors* column, take one of the following actions:

1. Select the number in the *Errors* column corresponding to a file to see any errors in the submitted file.
2. In the *Actions* column, select the **[Download]** (down-arrow) icon to download a .csv file that contains a list of the errors in the submitted file.

IMPORTANT: A validated file must be uploaded before the next day's California Longitudinal Pupil Achievement Data System (CALPADS) data are processed in TOMS. Select the **[Upload]** button to upload the file as soon as possible before CALPADS data processing. If you see the **[Expired]** (exclamation point) icon, you must revalidate your file prior to upload.


#	Date (PST)	Filename	Status	Errors	Actions
1	Aug 22, 2018, 11:28 AM	File_Upload_Template_v4_2...	✓	0	 UPLOAD

Showing page 1 of 1

- Uploaded Files Step 7

If there are one (1) or more errors in the *Errors* column, take one of the following actions:

1. Select the number in the *Errors* column corresponding to a file to see any system error associated with the upload process. Contact the California Technical Assistance Center by e-mail at caltac@ets.org if you are receiving this notice in error.
2. In the *Actions* column, select the **[Download]** (down-arrow) icon to download a .csv file that contains a list of the errors in the uploaded file.
3. In the *Actions* column, select the **[Delete]** (trash can) icon to remove the item from the Uploaded Files list. Note: Removing items from the Uploaded Files list affects the **text in the list only**, it does not affect the student test settings in the file that was loaded successfully.

#	Date (PST) ▲	Filename	Status	Uploads	Errors	Actions
1	Aug 22, 2018, 11:29 AM	2-CA_Upload_Stu_Accom_Templa...	✓	1	0	

Showing page 1 of 1

Figure 71. Upload [Process File] web form

4. In the “Upload Types” section of the *Upload* web form, select the button for the upload process you are undertaking, such as **[Online Test Settings]** (Figure 66).
5. Upload your completed .csv file into the “File Validation Results” section of the *Upload [Process File]* web form (shown in Figure 71) by selecting the **[UPLOAD]** button for the appropriate file in this section’s list of files.
6. You will receive an email verifying the upload from caaspp@ets.org that includes whether or not the upload was successful. (An unsuccessful upload is usually due to a network issue or system error.)

Step 7. Check the status of an uploaded file.

1. Select the **[Students]** button on the left navigation bar (Figure 66).
2. Select the **[Upload]** button on the left navigation bar (Figure 66).

3. In the “Upload Types” section of the *Upload* web form, select the button for the upload process you are undertaking (Figure 66).
4. Look for the file in the “Uploaded Files” section (Figure 72).

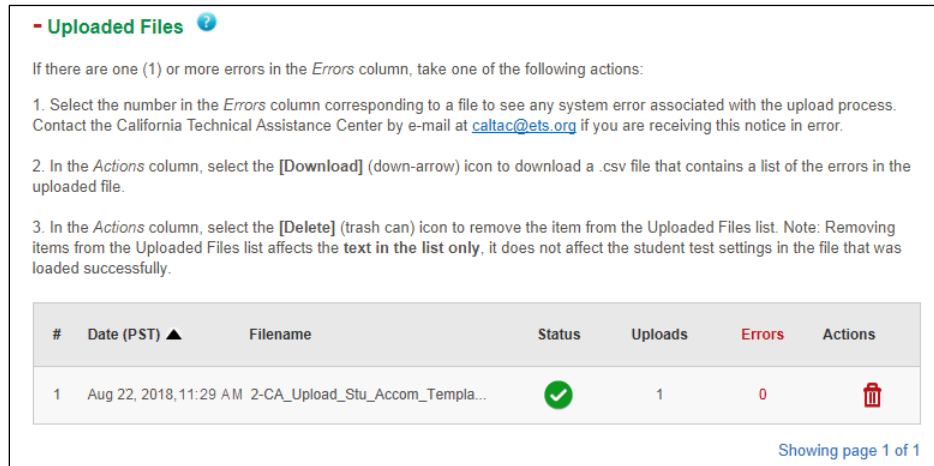


Figure 72. “Uploaded Files” section




5. Data shown is as follows

Counter for the file upload identification number in the “Uploaded Files” section

Date Date the file was uploaded

Filename Name given to the file by the LEA CAASPP or CAASPP test site coordinator





Status Status of the file; statuses are:

Icon	Icon name	Description
	[Processing]	A file upload is in process.
	[Complete]	A file upload was successful.
	[Processing Error]	A file upload failed.

Errors Number of records/rows with data errors (Select the link—the number in the column, which shows the number of errors—for more details on the errors.)

Actions Available actions that can be taken; actions are:

File Uploads | Uploading Files in the Test Operations Management System (TOMS)

Icon	Icon name	Description
	[Delete File]	Delete the uploaded file.
	[Processing Error]	A file upload failed.
	[Expired]	There were changes to the validated user ID between the time the file was validated and the time it was available. The file must be revalidated.
	[Download Errors]	Download the report of file errors.

- If the file upload failed (that is, if you see the **[Processing Error]** icon in the *Status* column), the cause could be a network or system error. Revalidate your file and upload your file again.



Note: Removing items from the *Uploaded Files* list affects the **text in the list only**, it does not affect the user information in the file that was loaded successfully.


Chapter 9. Reports

Downloading California Assessment of Student Performance and Progress (CAASPP) Administration Reports



Resources in This Section:

- *California Assessment of Student Performance and Progress (CAASPP) Interim Assessment User Guide* web document—<http://www.caaspp.org/rsc/pdfs/CAASPP.interim-assessment-guide.2018-19.pdf>
- CAASPP Portal website—<http://www.caaspp.org/>



Note: Information about how to access the Interim Assessment Reporting System, is found in the [CAASPP Interim Assessment User Guide](#).

The Test Operations Management System (TOMS) offers a number of reports to assist in planning test administration and tracking student results, at both the local educational agency (LEA) and school levels.

TOMS reports available for download from the *LEA Reports* web form are as follows:

- [LEA User List Report](#)
- [School-Level Student Demographics Report](#)
- [LEA-Level Student Demographics Report](#)
- [LEA Coordinator Report](#)
- [School-Level High School Participation Report for the California Science Test \(CAST\) and the California Alternate Assessment \(CAA\) for Science](#)
- [LEA-Level High School Participation Report for the CAST and the CAA for Science](#)
- [School-Level Student Test Assignment Report](#)
- [LEA-Level Student Test Assignment Report](#)
- [School-Level Student Test Settings Report](#)
- [LEA-Level Student Test Settings Report](#)
- [Unlisted Resources Report](#)
- [Student Results Report—Student Score Data Extract](#)

Take the following steps to download a report:

1. Using an internet browser, go to the [CAASPP Portal](#) and select the [**Test Operations Management System (TOMS)**] button to access the TOMS *Logon* web form to open TOMS.

Reports | Downloading California Assessment of Student Performance and Progress (CAASPP) Administration Reports



2. When TOMS has opened, select the **[Reports]** button—shown in Figure 73—in the left navigation bar to open the *Create Users* web form.
3. Select the LEA or school the user is associated with by selecting the **[Select Organization]** link.
 - a. To view the LEA’s information, type at least five characters of the LEA’s name (including spaces) or the County-District-School (CDS) code for the LEA.
 - b. To view a school’s information that is in your organization, type at least five characters of the school’s name (including spaces) or the CDS code of the school.
4. Locate and download your report by selecting the **[DOWNLOAD REPORT]** button. Note that certain LEA-level reports must be requested in advance by selecting the **[REQUEST NEW REPORT]** button; you will be notified of their availability via email.

Figure 73. LEA Reports in the left navigation bar

Reports | Downloading California Assessment of Student Performance and Progress (CAASPP) Administration Reports



Note: When you open your file, if Excel shows your school and LEA codes in scientific notation (e.g., 1.2408E+12), take the following steps to reformat to show the whole number:

1. Highlight the *School CDS* or *LEA CDS* column.
2. Select the column with your right mouse button.
3. Select *Format cells...* from the pop-up menu.
4. In the *Category* list, select “Number.”
5. Change the *Decimal places* field to “0” (zero).
6. Select [OK].
7. Repeat for the other CDS code.



LEA User List Report

Options for this report are *Current School Year* and *Previous School Year*. Use the *Previous School Year* option, circled in Figure 74, after TOMS transitions to a new test administration year to download a .csv file of users to edit and upload for user role assignments within the LEA.

LEA User List Report

This report generates a list of users associated to the LEA in the user upload format. To download the report, select an organization and school year (Current School Year or Previous School Year), and then select the [DOWNLOAD REPORT] button. Select “Previous School Year” when you intend to download the file containing users from the past administration that can be modified to change user roles and/or to remove users who are no longer associated with the LEA.

Organization *

-- Select Organization --  

School Year *

--Select School Year-- ▾

[DOWNLOAD REPORT](#)

Figure 74. “LEA User List Report” section on the *LEA Reports* web form

The LEA User List Report contains the following information about individuals assigned to roles within CAASPP systems:

- First Name
- Email Address
- Last Name
- Telephone Number
- CDS Code
- Role in Organization



School-Level Student Demographics Report

Select a school before downloading this report of student demographics information for a school. The section from the *LEA Reports* web form is shown in Figure 75.

School-Level Student Demographics Report

This report displays school-level student demographics. To download the report, select an organization and then select the [DOWNLOAD REPORT] button.

School *

-- Select Organization --  

DOWNLOAD REPORT

Figure 75. “School-Level Student Demographics Report” section on the *LEA Reports* web form



Note: Download this report for schools on the last day of the selected testing window; this is the data that will appear on the Public Web Reporting site.

What follows are column names within the School-Level Student Demographics Report:

- LEA CDS Code
- LEA Name
- School CDS Code
- School Name
- SSID
- CALPADS Enrolled Grade
- Grade Assessed
- American Indian or Alaska Native
- Asian
- Black or African American
- Filipino
- Hispanic Or Latino
- Native Hawaiian Or Other Pacific Islander
- Two or More Races
- White
- Smarter Student ID
- US School Entry Date
- English Language Proficiency Level
- Migrant Status
- Parent Education Level
- CALPADS Special Education
- 504 Plan
- English Language Acq Status
- English Learner (EL)
- EL Start Date
- EL Exit Date
- CALPADs Primary Disability Code
- Primary Disability Code for Testing
- Special Education District of Accountability
- CALPADS Date of Birth
- Date of Birth for Testing
- CEDS Primary Language Code
- Primary Language

LEA-Level Student Demographics Report

This demographics report shows all schools within the LEA. You also have the option of including specific demographic characteristics in the report, such as specific races/ethnicities, English-language proficiency level, and English learner status; the scrolling list is circled in Figure 76. To select multiple options, press the [Shift] key while you are making selections. *This report must be requested.*

LEA-Level Student Demographics Report

Download this report to see demographics for students in your LEA. Select your organization and then select the [REQUEST NEW REPORT] button to generate a new report. Return here after you have received an e-mail notification that your report is ready and then select the [DOWNLOAD REPORT] button to download a .csv file that shows the demographics for students in selected LEA. **NOTE:** Files may be very large and take time to process depending on the size of your LEA's student demographics. For the best performance, make sure to select the schools and the columns from the list provided, and allow time for the download to complete before submitting another request.

Important: If you are requesting a new report by selecting [REQUEST NEW REPORT], you will receive an e-mail notification when it is ready.

Organization *
 -- Select Organization -- 🔍 ✕

School List
 All Schools ▲ ▼

Select Optional Columns
 (SSID and School Name are pre-selected)

- All
- CALPADS Enrolled Grade
- Grade Assessed
- LEA CDS Code
- LEA Name

REQUEST NEW REPORT
DOWNLOAD REPORT

Figure 76. “LEA-Level Student Demographics Report” section on the *LEA Reports* web form



The default columns in the School-Level Student Demographics Report contain *Statewide Student Identifier* and *School Name* data. Column names within the LEA-Level Student Test Assignment Report are the same as for the LEA-Level Student Demographics Report described in the previous subsection, “[School-Level Student Demographics Report](#).”

LEA Coordinator Report

LEA Coordinator Report

This report allows a user to see each school for the LEA as well as the total number of students enrolled per grade. To download the report, select an organization and then select the [DOWNLOAD REPORT] button.

Organization *

-- Select Organization --  

DOWNLOAD REPORT

Figure 77. “LEA Coordinator Report” section on the *LEA Reports* web form

This report provides an overview of the number of students being tested, by school. The section from the *LEA Reports* web form is shown in Figure 77. What follows are column names within the LEA Coordinator Report:



- LEA Name
- LEA Code
- SCHOOL Name
- SCHOOL Code
- ADMIN
- Total Students enrolled in grade KN
- Total Students enrolled in grade 01
- Total Students enrolled in grade 02
- Total Students enrolled in grade 03
- Total Students enrolled in grade 04
- Total Students enrolled in grade 05
- Total Students enrolled in grade 06
- Total Students enrolled in grade 07
- Total Students enrolled in grade 08
- Total Students enrolled in grade 09
- Total Students enrolled in grade 10
- Total Students enrolled in grade 11
- Total Students enrolled in grade 12

School-Level High School Participation Report for the CAST and CAA for Science

School-Level High School Participation Report for the CAST and CAA for Science

This report displays high school students who took the high school science test during a prior CAASPP administration. To download the report, select an organization and then select the [DOWNLOAD REPORT] button.

School *

-- Select School --  

DOWNLOAD REPORT

Figure 78. “School-Level High School Participation Report” section on the *LEA Reports* web form

This participation report shows high school students who previously took a science test during the 2017–18 CAASPP administration. The section from the *LEA Reports* web form is shown in Figure 78. What follows are column names within the High School Participation Report for the CAST and CAA for Science Report:



- LEA Name
- LEA CDS Code
- School Name
- School CDS Code
- SSID
- First Name
- Last Name
- CALPADS Enrolled Grade
- Tested Grade
- Condition Code
- Science Test Taken
- Current Registration for Science
- Student Status in TOMS
- Tested LEA Name (CAST/CAA Task 1)
- Tested LEA CDS Code (CAST/CAA Task 1)
- Tested School Name (CAST/CAA Task 1)
- Tested School CDS Code (CAST/CAA Task 1)
- Tested Date (CAST/ CAA Task 1)
- Tested LEA Name (CAA Task 2)
- Tested LEA CDS Code (CAA Task 2)
- Tested School Name (CAA Task 2)
- Tested School CDS Code (CAA Task 2)
- Tested Date (CAA Task 2)
- Tested LEA Name (CAA Task 3)
- Tested LEA CDS Code (CAA Task 3)
- Tested School Name (CAA Task 3)
- Tested School CDS Code (CAA Task 3)
- Tested Date (CAA Task 3)

LEA-Level High School Participation Report for the CAST and CAA for Science

LEA-Level High School Participation Report for the CAST and CAA for Science

This report displays high school students who took the high school science test during a prior CAASPP administration. To download the report, select an organization and then select the [DOWNLOAD REPORT] button.

Organization *

-- Select Organization --  

DOWNLOAD REPORT

Figure 79. “LEA-Level High School Participation Report” section on the *LEA Reports* web form

This participation report shows high school students who previously took a science test during the 2017–18 CAASPP administration. The section from the *LEA Reports* web form is shown in Figure 73.



Column names within the LEA-Level High School Participation Report for the CAST and CAA for Science Report are the same as for the School-Level High School Participation Report described in the previous subsection, “[School-Level High School Participation Report for the CAST and CAA for Science](#).”

School-Level Student Test Assignment Report

School-Level Student Test Assignment Report

This report displays students and their test assignments per School. School selection is required.

School *

-- Select School --  

DOWNLOAD REPORT

Figure 80. “School-Level Student Test Assignment Report” section on the *LEA Reports* web form

Select the school to see details of the test assignments made in TOMS. The section from the *LEA Reports* web form is shown in Figure 80. Reports for schools are generated nightly. What follows are column names within the School-Level Student Test Assignment Report:

Reports | Downloading California Assessment of Student Performance and Progress (CAASPP) Administration Reports

- SSID
- First Name
- Last Name
- School Name
- School CDS
- LEA Name
- LEA CDS
- CALPADS Enrolled Grade
- Grade Assessed
- SB for ELA (Online)
- SB for Math (Online)
- SB for ELA (Paper Special Version)
- SB for Math (Paper Special Version)
- CAA for ELA
- CAA for Math
- California Science Test
- CAA for Science
- California Spanish Assessment Field Test
- California Spanish Assessment Operational Assessment
- Special Version (Paper)
- Student Admin
- School Admin
- SB for ELA Parent/Guardian Exemption
- SB for Math Parent/Guardian Exemption
- CAA for ELA Parent/Guardian Exemption
- CAA for Math Parent/Guardian Exemption
- California Science Test Parent/Guardian Exemption
- CAA for Science Parent/Guardian Exemption
- EL Exempt
- Student Status in TOMS

LEA-Level Student Test Assignment Report



See test assignments for students in the entire LEA by downloading the LEA-Level Student Test Assignment Report. The section from the *LEA Reports* web form is shown in Figure 81. *This report must be requested.*

LEA-Level Student Test Assignment Report

Download this report to see test assignments for students in your LEA. Select your organization and then select the [REQUEST NEW REPORT] button to generate a new report. Return here after you have received an e-mail notification that your report is ready and then select the [DOWNLOAD REPORT] button to download a .csv file that shows the tests to which students have been assigned.

Important: If you are requesting a new report by selecting [REQUEST NEW REPORT], you will receive an e-mail notification when it is ready.

Organization *

-- Select Organization --  

REQUEST NEW REPORT
DOWNLOAD REPORT

Figure 81. “LEA-Level Student Test Assignment Report” section on the *LEA Reports* web form



Column names within the LEA-Level Student Test Assignment Report are the same as for the School-Level Student Test Assignment Report described in the previous subsection, “[School-Level Student Test Assignment Report](#).”

School-Level Student Test Settings Report

School-Level Student Test Settings Report

This report displays school-level student test settings. To download the report, select an organization and then select the [DOWNLOAD REPORT] button.

School *

-- Select School --  




Figure 82. “School-Level Student Test Settings Report” section on the *LEA Reports* web form

School-Level Test Settings Reports include a list of the embedded and non-embedded resources that can be set with a “Y” (yes) or “N” (no) indicator for each resource for each student. The section from the *LEA Reports* web form is shown in Figure 82. What follows are column names within the School-Level Student Test Settings Report:

Administrative

- SSID
- First Name
- Last Name
- Grade
- School Name
- School CDS
- LEA Name
- LEA CDS
- School Admin
- Student Admin
- CALPADS Special Education
- Special Education for Testing
- CALPADS Primary Disability Code
- Primary Disability Code for Testing
- Section 504 Plan

Test Settings

- Embedded Accommodation—American Sign Language (E – Listening, M, and S)
- Embedded Accommodation—Audio Transcript (E, RO – Listening, and S)
- Embedded Accommodation—Braille (E and M)
- Embedded Accommodation—Braille (S)
- Embedded Accommodation—Braille (RF and RO)
- Embedded Accommodation—Closed Captioning (E – Listening, S, RF, and RO)
- Embedded Accommodation—Text-to-Speech Passages (E)

Reports | Downloading California Assessment of Student Performance and Progress (CAASPP) Administration Reports

- Embedded Accommodation—Text-to-Speech Passages (RF and RO)
- Non-Embedded Accommodation—Print-on-Demand (E, M, S, CE, CM, CS, RF, and RO)
- Non-Embedded Accommodation—100s Number Table (Grades 4 and Up) (M and CM)
- Non-Embedded Accommodation—Abacus (M, S, CM, and CS)
- Non-Embedded Accommodation—Additional Instructional Supports Alternate Assessments (CE, CM, and CS)
- Non-Embedded Accommodation—Alternate Response Options (E, M, S, CE, CM, CS, RF, and RO)
- Non-Embedded Accommodation—Calculator (Grades 6–8 and 11) (M)
- Non-Embedded Accommodation—Multiplication Table (Grades 4–8 and 11) (M and CM)
- Non-Embedded Accommodation—Read-Aloud Passages (E, CE, RF, and RO)
- Non-Embedded Accommodation—Scribe (Writing) (E, CE, RF, and RO)
- Non-Embedded Accommodation—Speech-to-Text (E, M, and S)
- Non-Embedded Accommodation—Unlisted Resources (E, M, S, CE, CM, CS, and RO)
- Non-Embedded Accommodation—Word Prediction (E, M, S, CE, CM, and CS)
- Embedded Designated Support—Color Contrast (E, M, S, CE, CM, CS, RF, and RO)
- Embedded Designated Support—Mouse Pointer (Size and Color) (E, M, S, CE, CM, CS, RF, and RO)
- Embedded Designated Support—Print Size (E, M, S, CE, CM, CS, RF, and RO)
- Embedded Designated Support—Text-to-Speech (E and M)
- Embedded Designated Support—Translation Glossaries (M)
- Embedded Designated Support—Translation Glossaries (S)
- Embedded Designated Support—Masking (E, M, S, CE, CM, CS, RF, and RO)
- Embedded Designated Support—Permissive Mode (use with assistive software and devices) (E, M, S, CE, CM, CS, RF, and RO)
- Embedded Designated Support—Stacked Translations and Translated Test Directions (Spanish) (M)
- Embedded Designated Support—Stacked Translations and Translated Test Directions (Spanish) (S)
- Embedded Designated Support—Streamline (Includes zoom levels greater than 3X in the student interface.) (E, M, S, CE, CM, CS, RF, and RO)
- Embedded Designated Support—Text-to-Speech – Items and Stimuli (S)
- Embedded Designated Support—Text-to-Speech Items (RF and RO)
- Embedded Designated Support—Turn Off Any Universal Tool(s) (E, M, S, CE, CM, CS, RF, and RO)
- Non-Embedded Designated Support—Read-Aloud in Spanish (M)
- Non-Embedded Designated Support—100s Number Table (S)
- Non-Embedded Designated Support—Amplification (E, M, S, CE, CM, CS, RF, and RO)

- Non-Embedded Designated Support—Bilingual Dictionary (E and RF – PT Full Write)
- Non-Embedded Designated Support—Calculator (Four Function for Grade 5 and Scientific for Grades 8, 10, 11, and 12) (S)
- Non-Embedded Designated Support—Color Contrast (E, M, S, CE, CM, CS, RF, and RO)
- Non-Embedded Designated Support—Color Overlay (E, M, S, CE, CM, CS, RF, and RO)
- Non-Embedded Designated Support—Magnification (E, M, S, CE, CM, CS, RF, and RO)
- Non-Embedded Designated Support—Medical Device (E, M, S, CE, CM, CS, RF, and RO)
- Non-Embedded Designated Support—Multiplication table (S and CS)
- Non-Embedded Designated Support—Noise Buffers (E, M, S, CE, CM, CS, RF, and RO)
- Non-Embedded Designated Support—Read-Aloud in Spanish (S)
- Non-Embedded Designated Support—Read-Aloud Items (E, M, S, CE, CM, CS, RF, and RO)
- Non-Embedded Designated Support—Science Charts [State- approved] (i.e., Periodic Table of the Elements, reference sheets) (S)
- Non-Embedded Designated Support—Scribe Items (E and CE – Non-Writing, M, S, CM, CS, RF, and RO)
- Non-Embedded Designated Support—Separate Setting (Special lighting/acoustics, adaptive furniture, time of day) (E, M, S, CE, CM, CS, RF, and RO)
- Non-Embedded Designated Support—Simplified Test Directions (E, M, S, RF, and RO)
- Non-Embedded Designated Support—Translated Test Directions (PDF on caaspp.org) (E, M, and S)

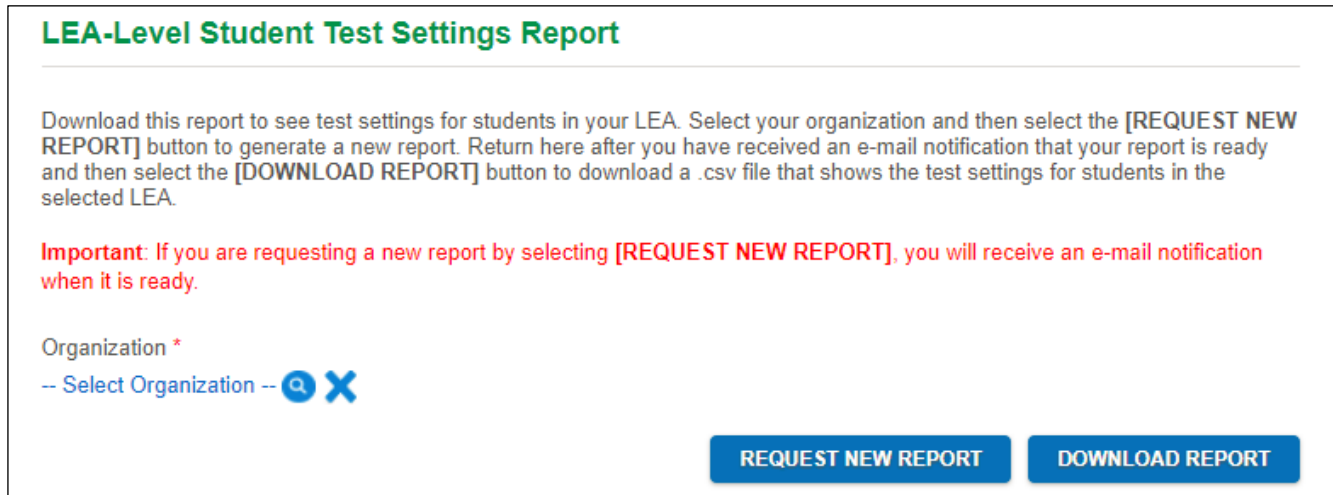
What follows are the assessment abbreviations used in the Test Settings reports:

- E = Smarter Balanced for ELA
- M = Smarter Balanced for Mathematics
- S = California Science Test (CAST)
- CE = CAA for ELA
- CM = CAA for Mathematics
- CS = CAA for Science
- RF = California Spanish Assessment (CSA) field test
- RO = Operational CSA

LEA-Level Student Test Settings Report

LEA-Level Student Test Settings Reports include a list of the embedded and non-embedded resources that can be set with a “Y” (yes) or “N” (no) indicator for each resource for each student. The section from the *LEA Reports* web form is shown in Figure 83. *This report must be requested.*

Reports | Downloading California Assessment of Student Performance and Progress (CAASPP) Administration Reports



LEA-Level Student Test Settings Report

Download this report to see test settings for students in your LEA. Select your organization and then select the [REQUEST NEW REPORT] button to generate a new report. Return here after you have received an e-mail notification that your report is ready and then select the [DOWNLOAD REPORT] button to download a .csv file that shows the test settings for students in the selected LEA.

Important: If you are requesting a new report by selecting [REQUEST NEW REPORT], you will receive an e-mail notification when it is ready.

Organization *

-- Select Organization --

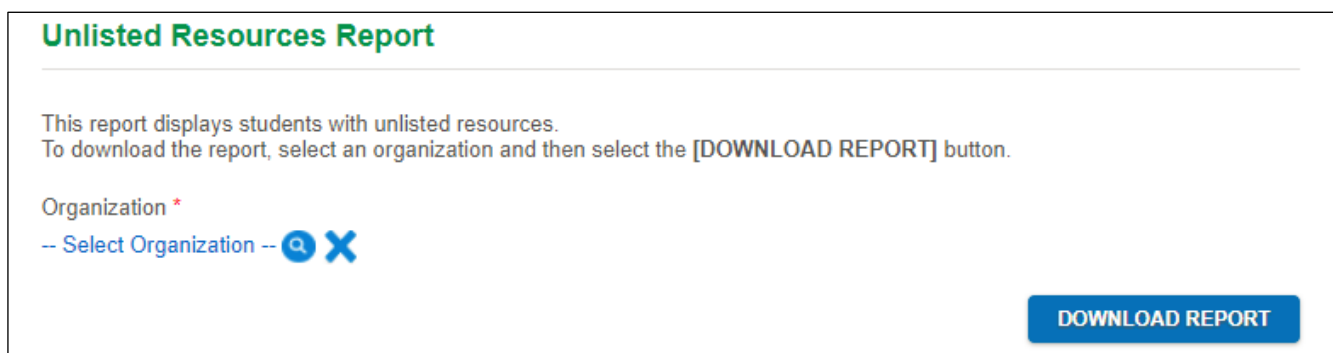
REQUEST NEW REPORT DOWNLOAD REPORT

Figure 83. “LEA-Level Student Test Settings Report” section on the *LEA Reports* web form

Selectable options for this report include the same demographic information as are available for the School Level Student Test Settings Report described in the previous subsection, [“School-Level Student Test Settings Report.”](#)

Column names within the LEA-Level Student Test Settings Report are the same as for the School-Level Student Test Settings Report described in the previous subsection, [“School-Level Student Test Settings Report.”](#)

Unlisted Resources Report



Unlisted Resources Report

This report displays students with unlisted resources. To download the report, select an organization and then select the [DOWNLOAD REPORT] button.

Organization *

-- Select Organization --

DOWNLOAD REPORT

Figure 84. “Unlisted Resources Report” section on the *LEA Reports* web form

This report displays students with unlisted resources. The section from the *LEA Reports* web form is shown in Figure 84. What follows are the column names within the Unlisted Resources Report:

- LEA CDS Code
- LEA Name
- Primary LEA CAASPP Coordinator Name
- Primary LEA CAASPP Coordinator email address
- School CDS Code
- School Name
- Name of the Requestor
- Email Address of the Requestor
- Role of the Requestor
- SSID of the student
- Grade of the student
- Case ID
- Test Name
- Name of the Unlisted Resource
- Known to Change Construct flag
- Student Usage
- Requestor Justification
- Disposition
- Disposition Code

Student Results Report—Student Score Data Extract

Your LEA’s student score data extract for all students testing within a particular test administration is available for download by school year; this option is circled in Figure 85. Note that the student data layout varies by year; the data layout for the testing years are also available for download.



Student Results Report—Student Score Data Extract

You may download your local educational agency's (LEA's) student score data extract for all students who tested during the current or two prior CAASPP administrations. You are required to select your LEA and the year of test administration.


Select a data layout for the administration year. Note that layouts are different from year to year.

http://www.caaspp.org/rsc/pdfs/CAASPP.student_data_layout.2016.pdf
http://www.caaspp.org/rsc/pdfs/CAASPP.student_data_layout.2017.pdf

Organization *

-- Select Organization --  

School Year *

--Select School Year-- 

[DOWNLOAD REPORT](#)

Figure 85. “Student Results Report—Student Score Data Extract” section on the *LEA Reports* web form

This page is left blank intentionally.

Appendices

Appendix A—California Longitudinal Pupil Achievement Data System Disability Codes

Disability (Code)	Definition
Intellectual Disability (ID)	Intellectual Disability means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior, and manifested during the developmental period, that adversely affects a child’s educational performance. (34 <i>Code of Federal Regulations [CFR] Sec. 300.7[c][6]</i>)
Hard of hearing (HH)	Hard of Hearing means hearing impairment, whether permanent or fluctuating, that adversely affects a child’s educational performance, but that is not included under the definition of deaf in this section.
Deafness (DEAF)/Hearing impairment (HI)	Deafness means a hearing impairment that is so severe that the child is impaired in processing linguistic information through learning, with or without amplification, which adversely affects educational performance. (34 <i>CFR Sec. 300.7[c][3]</i>) Hearing Impairment is a federal category of disability, which includes both hard of hearing and deaf individuals as defined above.
Speech or language impairment (SLI)	Speech or Language Impairment means a communication disorder such as stuttering, impaired articulation, language impairment, or a voice impairment, that adversely affects a child’s educational performance. (34 <i>CFR Sec. 300.7[c][11]</i>)
Visual impairment (VI)	Visually Impaired, including blindness means impairment in vision that, even with correction, adversely affects a child’s educational performance. The term includes both partially seeing and blind children. (34 <i>CFR Sec. 300.7[c][13]</i>)
Emotional disturbance (ED)	Emotional Disturbance means a condition exhibiting one or more of the following characteristics, over a long period of time and to a marked degree, that adversely affects educational performance: (A) An inability to learn which cannot be explained by intellectual, sensory, or health factors; (B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (C) Inappropriate types of behavior or feeling under normal circumstances; (D) A general pervasive mood of unhappiness or depression; or (E) A tendency to develop physical symptoms or fears associated with personal or school problems. The term (ED) includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance. (34 <i>CFR Sec. 300.7[c][4]</i>)

Appendix A—California Longitudinal Pupil Achievement Data System Disability Codes

Disability (Code)	Definition
Orthopedic impairment (OI)	Orthopedic Impairment means a severe orthopedic impairment that adversely affects a child’s educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns which cause contractures). (34 <i>CFR</i> Sec. 300.7[b][6] Sec. 300.7[c][8])
Other health impairment (OHI)	Other Health Impairment means having limited strength, vitality or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, which adversely affects a child’s educational performance. (34 <i>CFR</i> Part 300.7[c][9])
Established medical disability (EMD)	A disabling medical condition or congenital syndrome that the individualized education program (IEP) team determines has a high predictability of requiring special education and services. (California <i>Education Code</i> , Section 56441.11[d]) (Note: This eligibility category is only applicable for children ages 3–5.)
Specific learning disability (SLD)	Specific Learning Disability means a disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, or motor handicaps, of mental retardation, of emotional disturbance or of environmental, cultural, or economic disadvantage. (34 <i>CFR</i> Sec. 300.7[c][10])
Deaf-blindness (DB)	Deaf-Blindness means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness. (34 <i>CFR</i> Sec. 300.7[c][2])
Multiple disabilities (MD)	Multiple Disabilities means concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairment, etc.) the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blind children. (34 <i>CFR</i> Sec. 300.7[c][7])

Appendices |
Appendix A—California Longitudinal Pupil Achievement Data System Disability Codes

Disability (Code)	Definition
Autism (AUT)	Autism means a developmental disability significantly affecting verbal and non-verbal communication and social interaction, generally evident before age three, which adversely affects educational performance. Other characteristics often associated with autism include, engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance. A child who manifests characteristics of autism after age three, that child could be diagnosed as having autism if the criteria in the above paragraph are satisfied. (34 <i>CFR</i> Sec. 300.7[c][1])
Traumatic brain injury (TBI)	Traumatic Brain Injury means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, which adversely affects educational performance. The term applies to both open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not include brain injuries that are congenital or degenerative, nor brain injuries induced by birth trauma. (34 <i>CFR</i> Sec. 300.7[c][12])

User Support

Local educational agency (LEA) California Assessment of Student Performance and Progress (CAASPP) coordinators should first contact your LEA technology coordinator or system administrator prior to contacting the California Technical Assistance Center (CaTAC).

CAASPP test site coordinators should contact their LEA CAASPP coordinators for assistance.

CaTAC for LEA CAASPP Coordinators

If you must contact CaTAC, you will be asked to provide as much detail as possible about the issue(s) you encountered.

CaTAC Hours: 7 a.m. to 5 p.m., Monday–Friday Toll-Free Phone Support: 800-955-2954 Email Support: caltac@ets.org Website: http://www.caaspp.org/

Always include the following information:

- Test administrator or test examiner name and IT/network contact person and contact information
- Statewide Student Identifier(s) of affected students
- Operating system version information
- Browser type and version
- Any error messages and codes that appeared, if applicable
- Information about your network configuration:
 - Secure browser installation (to individual devices or network)
 - Wired or wireless internet network setup



Warning: *Never* provide any other student information, as doing so may violate Family Educational Rights and Privacy Act policies.