

# LEA CAASPP Coordinator Checklist

*For the Successful Administration of the 2025–‍26 California Assessment of Student Performance and Progress (CAASPP) Summative Assessments*

California Department of Education (CDE) | July 2025

This checklist for local educational agency (LEA) coordinators is meant to organize the activities necessary to ensure the successful administration of CAASPP.

Although comprehensive, this checklist is not exhaustive and may not include every task or activity required of an LEA CAASPP coordinator to support a successful administration. Ongoing tasks are also listed at the beginning of the checklist.

**This checklist is in an editable format so LEA coordinators can add or reorganize tasks to create a unique checklist of local activities and timelines.**

**Additional details are available for many of the tasks listed in the checklist. Select the links within each task to access the additional information specific to that task.**

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## LEA CAASPP Coordinator Checklist

### Ongoing or Continuous

#### Designation

* Ensure your superintendent or charter school administrator has designated the primary LEA CAASPP coordinator. If a primary coordinator is not selected by July 1, the Test Operations Management System (TOMS) will automatically select the primary coordinator from the list of existing LEA coordinators for your LEA based on the first user added into TOMS. The primary coordinator role can be updated at any time by the superintendent. Follow the [*Designate Users: Overview*](https://ca-toms-help.ets.org/toms/users/designate-users/) section in the [*TOMS User Guide*](https://ca-toms-help.ets.org/toms/new-features/) for help with this process.
* Note that the designated primary LEA CAASPP coordinator can provide additional users with LEA CAASPP coordinator access.
* Note that if you are new to your role, please review the [welcome letter](https://www.caaspp-elpac.org/s/docs/caaspp--welcome-to-your-role.pdf) included in your designation email.
* Reach out to your LEA English Language Proficiency Assessments for California (ELPAC) coordinator if that is someone other than yourself. Communication between CAASPP coordinators and ELPAC coordinators throughout the year is crucial to a successful test administration. Examples of important topics include the following:
	+ Generation or regeneration of credentials (If disseminating Student Score Reports [SSRs] through your local student information system [SIS] vendor, generate credentials for a secure connection between TOMS and the SIS as needed. Information on this process is available on the [*SIS Vendor Credentialing*](https://ca-toms-help.ets.org/toms/credentialing/) chapter in the [*TOMS User Guide*](https://ca-toms-help.ets.org/toms/).)
	+ Alternate assessments (If alternate assessments are assigned, students will have them automatically assigned for all eligible subjects for CAASPP and the ELPAC.)

#### Review Information

* Review the following:
	+ Online test administration manuals in the [Manuals Library](https://ca-toms-help.ets.org/)
	+ [CAASPP Web Pages and CAASPP Communications](#_CAASPP_Web_Pages) section of this checklist
	+ [Scheduled system downtimes](https://www.caaspp-elpac.org/system-status/downtime) to communicate to site CAASPP coordinators

#### Share Test Resources

* Share interim assessment resources available on the [CAASPP and ELPAC Interim Assessments web page](https://www.caaspp-elpac.org/assessments/interim/caaspp-and-elpac), including the [Interim Assessment Lookup Tool](https://www.caaspp-elpac.org/assessments/interim/caaspp-and-elpac/interim-assessment-lookup) to identify available interim assessments.
* Encourage use of the practice and training tests available on the [Practice and Training Tests web page](https://www.caaspp-elpac.org/resources/preparation/practice-and-training-tests).
* Share additional resources with educators, including but not limited to the following:
	+ [Tools for Teachers website](https://smartertoolsforteachers.org/)
	+ [Starting Smarter website](https://ca.startingsmarter.org/)
	+ [Smarter Annotated Response Tool website](https://smart.smarterbalanced.org/)
	+ [Smarter Content Explorer website](https://contentexplorer.smarterbalanced.org/)
	+ [Lexile® & Quantile® Hub](https://hub.lexile.com/)
* [Maintain security, establish procedures, and monitor sites](#_Test_Security,_Procedures_1) to make sure procedures are followed.

#### Communication

* Coordinate with LEA California Longitudinal Pupil Achievement Data System (CALPADS) staff. Communication between LEA coordinators and LEA CALPADS coordinators throughout the year is crucial to successful test administration.
* Regularly communicate and [troubleshoot with test site coordinators](#_Troubleshoot_with_CAASPP_1); respond to questions to ensure issues are resolved.
* Forward the CDE weekly [Assessment Spotlight information email](#_CDE's_Weekly_Assessment_2) to LEA and site leaders, as appropriate. Test site coordinators are also encouraged to sign up for this weekly newsletter.
* Follow the CDE Assessments X account (formerly known as Twitter) [@CDEassessments](https://x.com/cdeassessments).
* At the beginning of the school year, meet with your special education department to make sure the California Alternate Assessments (CAAs) are discussed during the special education referral meetings and individualized education program (IEP) meetings. If, during the IEP meeting, it is determined that an alternate assessment is appropriate, the case manager should notify the test site coordinator. For more information, refer to the [Alternate Assessment IEP Team Guidance web page](https://www.cde.ca.gov/ta/tg/ca/caaiepteamrev.asp).
* Follow your LEA process to notify parents/guardians about upcoming CAASPP testing.
	+ Notification letter templates are provided on the [Notification Letter Templates web page](https://www.caaspp-elpac.org/resources/preparation/notification-letter-templates) and are available in multiple languages.
	+ Parent guides are provided on the CDE [Parent Guides to Understanding web page](https://www.cde.ca.gov/ta/tg/ca/parentguidetounderstand.asp) and are also available in multiple languages.
* Coordinate with LEA staff on how you will brief different interest holder groups, including leadership teams and the school board, and how you will prepare a news release about the release of statewide CAASPP results.

#### Accessibility

* Review the [California Assessment Accessibility Resources Matrix](https://www.caaspp-elpac.org/resources/preparation/accessibility-resources/matrix).
* Coordinate with special education staff and site coordinators to establish a consistent process to document the selection of accessibility resources for individual students, including instructions about how these resources are entered or submitted in TOMS. Remind test site coordinators that designated supports are available to any student when determined for use by an educator or team of educators (with parent/guardian and student input) or specified in the student’s IEP or Section 504 plan.
* Share the following resources associated with student accessibility:
* [Accessibility Resource Graphics web page](https://www.caaspp-elpac.org/resources/preparation/accessibility-resources/graphics)
* [Accessibility Resource Demonstration Videos web page](https://www.caaspp-elpac.org/resources/preparation/accessibility-resources/resource-videos)
* [Individual Student Assessment Accessibility Profile (ISAAP) Tool](#_View_Matrix_Four)
* [Accessibility Resources web page](https://www.caaspp-elpac.org/resources/preparation/accessibility-resources)
* [*Accessibility Guide*](https://ca-toms-help.ets.org/accessibility-guide/introduction/manual-content/)
* Update student test settings as needed. Resources assigned to students for state assessments should mirror resources used by students in daily classroom instruction.
* Verify student accessibility resources based on each student’s IEP or Section 504 plan, and update where necessary in TOMS.
* [Identify the need for specialized equipment](#_Verify_Accessibility_Resources,) for students who require accessibility resources.
* Request any necessary [unlisted resources](#_Unlisted_Resources_1) for students, as documented in their IEPs or Section 504 plans, at least two weeks prior to administration.

#### Trainings

* Calendar LEA coordinator training opportunities, including registering for the monthly ETS Coffee Sessions, New Coordinator Training Webinars, or other trainings that can be found on the [Upcoming and On-Demand Trainings web page](https://www.caaspp-elpac.org/training-and-communication/training/upcoming-and-on-demand).
* Provide information to instructional staff about the state-sponsored California Assessment Conference offered in the fall. Registration information is available on the [California Assessment Conference website](https://www.cdecac.org/).
* To revisit recordings or materials for previously-held trainings, select the *All Trainings and Recordings (A-Z)* toggle on the [Upcoming and On-Demand Trainings web page](https://www.caaspp-elpac.org/training-and-communication/training/upcoming-and-on-demand).
* For additional training resources and how-to information, please refer to the [Coordinator How-To Hub web page](https://www.caaspp-elpac.org/training-and-communication/training/coordinator-how-to-hub).

#### Student Score Reports

* [Download individual student results](#_Develop_Training_Materials_2) from TOMS for local uses.
* If disseminating SSRs through your local SIS, generate credentials for a secure connection between TOMS and the SIS as needed. Information on this process is available on the [*SIS Vendor Credentialing*](https://ca-toms-help.ets.org/toms/credentialing/) chapter in the [*TOMS User Guide*](https://ca-toms-help.ets.org/toms/).
	+ Note that inclusion of the SSR in the student cumulative record is not required. The requirement is for LEAs to retain a record of the student results; however, those do not need to be printed.
	+ View the report that is available in TOMS to assist with this work—the *SSR Distribution Report*. The CAASPP LEA-Level SSR Distribution Report option displays the SSR options for all students registered for CAASPP. This includes SSR language preference as well as whether paper SSRs were ordered. All reporting options are configured in TOMS.
	+ Visit the [*Access SSRs Using a Locally Provided Parent or Student Portal*](https://ca-toms-help.ets.org/scoring-and-reporting/distributing-ssrs/#access-ssrs) subsection in the [*Scoring and Reporting Guide*](https://ca-toms-help.ets.org/scoring-and-reporting/).

### During Testing

* Ensure test site coordinators are trained in running necessary TOMS reports to ensure that all eligible students are tested. Helpful reports include the student eligibility report, test completion status, student test assignments, and student test settings.
* Monitor completion rates for each site, which can be done in TOMS using the completion status reports as well as the Completion Status System. Communicate testing progress to test site coordinators and other staff as appropriate.
	+ Use the [*Guide to Completion Status*](https://ca-toms-help.ets.org/completion-status/introduction/manual-content/) for further information on monitoring test completion.
* Check for any new students who should be tested.
* [Submit incident reports as needed](#_Testing_Irregularities_and_2) using the Security and Test Administration Incident Reporting System (STAIRS). Report test security incidents within 24 hours using the CAASPP STAIRS/Appeals process. Local process should include who submits the STAIRS report in TOMS. Additional information can be found in the [*Security Incidents and Appeals Procedure Guide*](https://ca-toms-help.ets.org/stairs/overview/).
* [Document trends and obtain feedback](#_Trend_Documentation_and_1) for next year’s planning.

### July 2025

* Ensure that the CAASPP coordinator designation process is complete for the 2025–26 test administration year for primary and other LEA coordinators. **A primary LEA CAASPP coordinator must be designated by July 1.** Instructions are on the [*Designate Users: Overview*](https://ca-toms-help.ets.org/toms/users/designate-users) section in the [*TOMS User Guide*](https://ca-toms-help.ets.org/toms/).
* The 2024–25 interim assessments for ELA and mathematics, the California Science Test (CAST), and the ELPAC will remain available until **August 5, 2025**. Users who will administer or score the 2024–25 interim assessments after July 3 will require a new role for 2025–‍26 in TOMS. Note that all hand scored responses that are not completed from the 2024–25 test administration year will be deleted from the system during the scheduled downtime.
* Download the [CAASPP Student Score Data File](#_Download_Student_Results) for 2024‒25 from the [**Reports**] tab in TOMS for local use. Note that this file is continuously updated as results are available and may not contain all student results.
* Access the Statewide Testing Notification document on the [Notification Letter Templates web page](https://www.caaspp-elpac.org/resources/preparation/notification-letter-templates). The template can be edited and added to a parent/‌guardian handbook as needed.

#### Communication

* [Communicate the availability of the CAASPP results](#_Notification_of_Results) to administrators, including the timeline and delivery status of the individual SSRs.
* Quick reference guides are available with step-by-step instructions for accessing results on the [SSR and Reporting Resources web page](https://www.caaspp-elpac.org/resources/reporting/ssr-and-reporting-resources).

#### Training

* Check for current training options on the [Upcoming and On-Demand Trainings web page](https://www.caaspp-elpac.org/training-and-communication/training/upcoming-and-on-demand). Possible upcoming trainings include the following:
	+ Monthly Coffee Sessions
	+ New Coordinator Training Webinars
	+ Interim and Formative Assessment Training Series
	+ CDE Assessment and Accountability Information Meetings

### August 2025

* [Identify site CAASPP coordinators](#_Identify_Site_CAASPP), and [confirm test security agreements and affidavits](#_Confirm_Test_Security_1). Ensure test site coordinators have accessed TOMS and signed necessary security forms.
* Check scheduled [system downtimes](#_System_Downtimes_1). Add these to local calendars as needed.
* Begin installing secure web browsers as available on the [Secure Browsers web page](https://ca.portal.cambiumast.com/).
	+ Coordinate with the LEA technology coordinator to access the [Technology Resources and Secure Browsers web page](https://www.caaspp-elpac.org/resources/preparation/technology-resources-and-secure-browsers), which contains resources for technology coordinators and other LEA staff responsible for managing the technology for online testing.
* Create CERS student groups to allow educators access to student interim assessment results and, optionally, student results from the previous test administration. Information about student groups in CERS can be found on the [CERS Resources web page](https://www.caaspp-elpac.org/resources/reporting/cers-resources).
* Review students test settings and supports are current from local or application programming interface upload.

#### Communication

* Communicate to test site coordinators about their [roles and responsibilities](#_CAASPP_Site_Coordinator) for CAASPP administration, including local deadlines for communications and deliverables.
* [Communicate the availability of CAASPP results](#_Notification_of_Results_4) to parents/guardians and teachers, including the method of delivery of the individual SSRs.
* Communicate with test site coordinators and TEs about the availability of the [*CAA for Science Administration Planning Guides*](https://www.caaspp-elpac.org/assessments/caaspp/caa/caa-for-science-administration-planning-guides) so they have the support they need to administer the assessments throughout the year.
* Remind test site coordinators, TAs, TEs, and teachers about the availability and use of the interim assessments, practice tests, and training tests.

#### Training

* Check for current training options on the [Upcoming and On-Demand Trainings web page](https://www.caaspp-elpac.org/training-and-communication/training/upcoming-and-on-demand). Possible upcoming trainings include the following:
	+ New Coordinator Training Webinars
	+ Interim and Formative Assessment Training Series
	+ CDE Assessment and Accountability Information Meetings
* Review the available on-demand trainings on the [On-Demand Trainings and Modules section of the Upcoming and On-Demand Trainings web page](https://www.caaspp-elpac.org/training-and-communication/training/upcoming-and-on-demand#on-demand). Optionally, provide educator-focused on-demand trainings—on topics such as interim assessment hand scoring, accessibility, CERS, and more—to educators in your LEA.
* Establish a schedule for training test site coordinators and other staff, including training on summative assessments, alternate assessments, and interim assessments.

### September 2025

* CAA for Science testing window opens.
* Communicate the availability of the CAA for Science embedded performance tasks (PTs) to LEA special education staff, TEs, and test site coordinators. Work with special education staff to ensure early planning for the administration of the embedded PTs. The CAA for Science embedded PTs are designed to align with the student’s curriculum and should be administered throughout the instructional calendar.
* Verify form assignment via the [CAA for Science Form Assignments web page](https://www.caaspp-elpac.org/resources/administration/form-assignments-second-scoring-rsvp/form-assignments--caa-science).
* Access and share the [CAA for Science Administration Planning Guides web page](https://www.caaspp-elpac.org/assessments/caaspp/caa/caa-for-science-administration-planning-guides).
* Participate in the 2025–26 California Alternate Assessments 1.0 Percent Threshold Survey.
* Coordinate with the LEA technology coordinator to access the [Technology Resources and Secure Browsers web page](https://www.caaspp-elpac.org/resources/preparation/technology-resources-and-secure-browsers), which contains resources for technology coordinators and other LEA staff responsible for managing the technology for online testing. **Legacy or prior-year secure browser support will be dropped on October 31.** The current versions of the secure browsers will be required for summative assessments after that date. Any unsupported browsers will produce an unsupported browser or operating system error message when opened.
	+ Ensure that supported operating systems and internet browsers for the current test administration year are operational at all sites. More information is available on the [Secure Browsers web page](https://ca.portal.cambiumast.com/).
* Ensure educators have access to CERS.

* [Confirm test security agreements and affidavits](#_Confirm_Test_Security_1). Ensure test site coordinators have accessed TOMS and signed the necessary security forms.
* Download the final [CAASPP Student Score Data File](#_Verify_Preview_data) for 2024‒25 from the [**Reports**] tab in TOMS for local use. Note that this complete file will include all results.
* Ensure site principals have access to local CAASPP results to reference for any back-to-school activities.
* Verify preview data against local data, including demographic information during the [LEA preview of statewide CAASPP results](#_Preview_Local_CAASPP_1). Information about the LEA preview and public release of scoring information will be made available in the fall. Local data can also be accessed via the *By Tested LEA* Student Score Data File report in TOMS.

#### Training

* Ensure that CAA TEs who will be administering CAA for Science have completed the online CAA TE Tutorial(s) on the [Moodle Training Site (Moodle)](https://moodle.caaspp-elpac.org/) and [established a TOMS account](#_Create_User_Accounts_1) prior to administering the test.
* Instruct CAA TEs to access and review the *Preparing for Administration* (*PFA*) documents on the [Administer a Test Session web page](https://www.caaspp-elpac.org/resources/administration/administer-a-test-session). These are nonsecure materials.
* Check for current training options on the [Upcoming and On-Demand Trainings web page](https://www.caaspp-elpac.org/training-and-communication/training/upcoming-and-on-demand). Possible upcoming trainings include the following:
	+ New Coordinator Training Webinars
	+ Interim and Formative Assessment Training Series
	+ [The California Assessment Conference](https://www.cdecac.org/)
	+ Lexile and Quantile Training Series

### October 2025

* Coordinate with LEA communications staff on briefing the interest holders, including the LEA leadership team and school board, and preparing a news release about the release of statewide CAASPP results.
* Review local processes and prepare for communicating CAASPP results to school staff, parents/guardians, and the media with test site coordinators and principals.

#### Communication

* [Communicate with special education staff](#_Review_IEPs_and_1) and other staff as needed to review IEPs and Section 504 plans before the summative CAASPP.
* Locally assign the alternate assessment as outlined in the students’ IEPs and Section 504 plans.

#### Training

* Check for current training options on the [Upcoming and On-Demand Trainings web page](https://www.caaspp-elpac.org/training-and-communication/training/upcoming-and-on-demand). Possible upcoming trainings include the following:
	+ New Coordinator Training Webinars
	+ [The California Assessment Conference](https://www.cdecac.org/)
	+ Interim and Formative Assessment Training Series

### November 2025

* Create CAASPP test administration window(s) in TOMS. Verify school calendars and noninstructional days; [set LEA testing window(s)](#_Set_Local_Testing) accordingly; activate the optional California Spanish Assessment (CSA) testing window; and assign school sites to those testing windows created in TOMS. **The deadline for setting the test administration window is December 1, 2025.**
* Verify with LEA technology personnel that technology requirements are tested and met on all devices, including updated secure browsers as listed on the [Secure Browsers web page](https://ca.portal.cambiumast.com/).

#### Training

* Check for current training options on the [Upcoming and On-Demand Trainings web page](https://www.caaspp-elpac.org/training-and-communication/training/upcoming-and-on-demand). Possible upcoming trainings include the following:
	+ New Coordinator Training Webinars
	+ Pretest Virtual Training Series

### December 2025

* Provide administrators and test site coordinators with their test administration window dates.
* Verify the need for special test versions, such as braille, large-print, or regular paper test materials as stated in each student’s active IEP or Section 504 plan.
	+ If special test versions, including braille, large-print, or regular paper test materials, are required, complete the [CAASPP and ELPAC Special Request for Paper Exams form](https://survey.alchemer.com/s3/6686924/CAASPP-and-ELPAC-Special-Request-For-Paper-Exams), which is located on the [Resources for Students with Visual Impairments web page](https://www.caaspp-elpac.org/resources/preparation/accessibility-resources/visual-impairment-resources).
	+ If braille graphics materials (hybrid adaptive test) are needed for the mathematics assessment or CAST, complete the [Request for Braille Graphics Packages for Math/Science Hybrid Adaptive Tests (HAT) form](https://survey.alchemer.com/s3/7055229/CAASPP-Request-for-Braille-Graphics-packages).

#### Training

* Check for current training options on the [Upcoming and On-Demand Trainings web page](https://www.caaspp-elpac.org/training-and-communication/training/upcoming-and-on-demand). Possible upcoming trainings include the following:
	+ New Coordinator Training Webinars
	+ Pretest Virtual Training Series

### January 2026

* **The following statewide CAASPP testing windows open:**
	+ Smarter Balanced for English Language Arts/Literacy (ELA)
	+ Smarter Balanced for Mathematics
	+ CAST
	+ CAA for ELA
	+ CAA for Mathematics
	+ CSA
* Confirm that staff members who have roles that do not require access to TOMS, but who will have access to testing materials (for example, custodial staff, aides, nurses, etc.), have completed the *Test Security Affidavit for Non-TOMS Users* on the [Test Security web page](https://www.caaspp-elpac.org/resources/administration/test-security).
* Encourage site CAASPP coordinators to instruct TAs to administer interim assessments, practice tests, and training tests to students.
* [Evaluate student demographic data](#_Student_Demographic_Data_1) from TOMS to verify grade level, special education status, English learner (EL) status, home language, and date first entered into US schools.
* Remind test site coordinators of their site testing window and provide sample test administration schedules.
* [Verify scheduled system downtimes](#_System_Downtimes_1) and communicate them to test site coordinators.
* Request test site coordinators run reports in TOMS to obtain a preliminary student list for CAASPP testing, test assignments, and student test settings.
* [Collaborate with technology personnel](#_Register_each_site) to make sure all devices and systems are ready for testing.

#### Training

* [Prepare CAASPP training materials](#_Conduct_LEA_and) for local trainings or give staff access to the TA Tutorial provided by the CDE. LEA CAASPP coordinators can use the TA Tutorial course in [Moodle](https://moodle.caaspp-elpac.org/) to track staff completion of the course.
* Ensure that any TEs who will be administering the CAA for ELA or the CAA for Mathematics have completed the TE Tutorial. The TE Tutorial is required for anyone administering the CAAs, including LEA and test site coordinators.
* Check for current training options on the [Upcoming and On-Demand Trainings web page](https://www.caaspp-elpac.org/training-and-communication/training/upcoming-and-on-demand). Possible upcoming trainings include the following:
* New Coordinator Training Webinars

### February 2026

* Confirm that staff members who have roles that do not require access to TOMS, but who will have access to testing materials (for example, custodial staff, aides, nurses, etc.), have completed the *Test Security Affidavit for Non-TOMS Users* on the [Test Security web page](https://www.caaspp-elpac.org/resources/administration/test-security).
* Begin the process for the [superintendent designation](#_Complete_Superintendent_Designation) of the LEA coordinator for the 2026–27 test administration year. The primary CAASPP coordinator designation will be due July 1, 2026.
* Ensure that test site coordinators have resources and instructions for TAs, TEs, and other staff to [establish TOMS accounts](#_Create_User_Accounts_1).
* Verify site test administration schedules with site CAASPP coordinators.
* [Share testing schedules](#_Site_Testing_Schedule—Communicated_1) with LEA administrators, school administrators, and support staff.
* [Notify parents/guardians](#_System_Downtimes) about upcoming CAASPP testing.
* [Review and verify apportionment](#_Review_and_Verify_1) (from the previous test administration year).
* [Confirm test security agreements and affidavits](#_Confirm_Test_Security_1) are signed.

#### Training

* [Conduct local CAASPP training(s)](#_Schedule_Local_Training) for test site coordinators or other staff prior to test administration.
* Check for current training options on the [Upcoming and On-Demand Trainings web page](https://www.caaspp-elpac.org/training-and-communication/training/upcoming-and-on-demand). Possible upcoming trainings include the following:
* New Coordinator Training Webinars

### March 2026

* Confirm that staff members who have roles that do not require access to TOMS, but who will have access to testing materials (for example, custodial staff, aides, nurses, etc.), have completed the *Test Security Affidavit for Non-TOMS Users* on the [Test Security web page](https://www.caaspp-elpac.org/resources/administration/test-security).
* Remind LEA administrators, maintenance and operations departments, school administrators, and support staff of site testing schedules.
	+ If testing has begun, [communicate with test site coordinators](#_Troubleshoot_with_CAASPP_1) to ensure any issues are resolved promptly.

#### Training

* [Confirm site-level trainings](#_Schedule_Local_Training). Confirm that the test site coordinators have conducted the required site trainings.
* If the LEA is selected for second scoring for the CAA for ELA, ensure TEs are prepared with a second, trained TE or TA. Refer to the [How to Second Score for the CAA for ELA web document](https://www.caaspp-elpac.org/s/docs/CAA-for-ELA-Second-Scoring-Handout.pdf) for guidance on second scoring.
* Check for current training options on the [Upcoming and On-Demand Trainings web page](https://www.caaspp-elpac.org/training-and-communication/training/upcoming-and-on-demand). Possible upcoming trainings include the following:
	+ New Coordinator Training Webinars

### April 2026

* Confirm that staff members who have roles that do not require access to TOMS, but who will have access to testing materials (for example, custodial staff, aides, nurses, etc.), have completed the *Test Security Affidavit for Non-TOMS Users* on the [Test Security web page](https://www.caaspp-elpac.org/resources/administration/test-security).
* Ensure all condition codes are documented and entered into TOMS as outlined in the [*View & Edit Students: Overview*](https://ca-toms-help.ets.org/toms/students/managing-students#caaspp-edit-condition-codes) section of the [*TOMS User Guide*](https://ca-toms-help.ets.org/toms/) prior to the close of the LEA selected testing window(s).
* [Collaborate with technology personnel](#_Register_each_site) to make sure technology requirements are met and tested for dissemination of SSRs via the local SIS parent portal or secure local method.
	+ Refer to the [*Distributing SSRs*](https://ca-toms-help.ets.org/scoring-and-reporting/distributing-ssrs/) chapter of the [*Scoring and Reporting Guide*](https://ca-toms-help.ets.org/scoring-and-reporting/).

#### Training

* Check for current training options on the [Upcoming and On-Demand Trainings web page](https://www.caaspp-elpac.org/training-and-communication/training/upcoming-and-on-demand). Possible upcoming trainings include the following:
	+ New Coordinator Training Webinars

### May 2026

* Confirm that staff members who have roles that do not require access to TOMS, but who will have access to testing materials (for example, custodial staff, aides, nurses, etc.), have completed the *Test Security Affidavit for Non-TOMS Users* on the [Test Security web page](https://www.caaspp-elpac.org/resources/administration/test-security).
* Review the [*Scoring and Reporting Guide*](https://ca-toms-help.ets.org/scoring-and-reporting/).
* Access and download preliminary CAASPP results from CERS, including the assessment target reports.
* Notify parents/guardians and [make CAASPP SSRs available](#_Provide_CAASPP_SSRs_1) within 20 working days of receipt in TOMS. Optional SSR cover letter templates are available on the [SSR and Reporting Resources web page](https://www.caaspp-elpac.org/resources/reporting/ssr-and-reporting-resources) for LEA staff to customize and send to parents/guardians along with SSRs.
	+ Inclusion of the SSR in the student cumulative record is not required. The requirement is for LEAs to retain a record of the student results; however, those do not need to be printed.
	+ A report is available in TOMS to assist with this work: the *SSR Distribution Report*. The CAASPP LEA-Level SSR Distribution Report option displays the SSR options for all students registered for CAASPP. This includes SSR language preference as well as whether paper SSRs were ordered. All reporting options are configured in TOMS.
* [Solicit feedback about the CAASPP test administration](#_Trend_Documentation_and_1) from test site coordinators, TAs, and TEs to identify changes for next year.

#### Communication

* [Notify test site coordinators](#_Notification_of_Results) about the local results communication plan and the plan for sharing with LEA interest holders.
* Review the local process for preparing the superintendent communication that will accompany the electronic or paper SSRs.

#### Training

* Check for current training options on the [Upcoming and On-Demand Trainings web page](https://www.caaspp-elpac.org/training-and-communication/training/upcoming-and-on-demand). Possible upcoming trainings include the following:
	+ New Coordinator Training Webinars
	+ Scoring and Reporting Webinar
	+ Data Leadership Training Series

### June 2026

* Confirm that staff members who have roles that do not require access to TOMS, but who will have access to testing materials (for example, custodial staff, aides, nurses, etc.), have completed the *Test Security Affidavit for Non-TOMS Users* on the [Test Security web page](https://www.caaspp-elpac.org/resources/administration/test-security).
* **Ensure that the CAASPP coordinator designation process is complete for the 2025–26 test administration year. This designation is due July 1.**
* Continue the optional bulk download of SSRs, as described in the [How to Bulk Download SSRs quick reference guide](https://www.caaspp-elpac.org/s/docs/CAASPP.TOMS-score-reports-quick-start.v1.pdf), as they become available; [disseminate SSRs](#_Notification_of_Results) per the LEA results communication plan.
* Confirm that all CAA for Science embedded PTs have been administered as required.
* [Share preliminary CAASPP results](#_Preview_Local_CAASPP_1) with LEA and school site personnel (optional). Include instructions on how to access information and create reports, and about the cautions related to the preliminary results.
* Refer to the CAASPP and ELPAC: Preparing to Transition to the 2025–26 Test Administration email in preparation for the end of the testing year. This includes the following tasks and actions to take:
	+ Download reports from TOMS that will no longer be available after the new test administration year begins.
		- Ensure that the 2022–23 student score data file has been downloaded and stored for LEA records. TOMS maintains only two years of historical data and one year of current data. The student score data file can be downloaded in TOMS by selecting the [**Reports**] tab on the top navigation bar and then selecting *CAASPP Student Score Data File*.
	+ Download any other desired reports that will no longer be available, such as but not limited to the following:
		- *CAASPP LEA-Level SSR Availability Report*
		- *CAASPP CARS LEA-Level Status Report*
		- *Security Forms and Remote Administration Status Report*
		- *CAASPP Student Completion Status Summary Report*

#### Training

* Plan training dates and reserve locations for the upcoming school year. Consider [feedback from test site coordinators, TAs, and TEs](#_Trend_Documentation_and_1) in planning.
* Check for current training options on the [Upcoming and On-Demand Trainings web page](https://www.caaspp-elpac.org/training-and-communication/training/upcoming-and-on-demand). Possible upcoming trainings include the following:
	+ New Coordinator Training Webinars
	+ Scoring and Reporting Webinar
	+ Data Leadership Training Series

## Additional Information

The sections that follow provide an expanded form of the CAASPP coordinator tasks. They are grouped by the following categories:

* [Accessibility Resources](#_Communication)
* [Communication](#_IEPs_and_Section)
* [LEA Training Coordination](#_LEA_Training_Coordination)
* [Results and Reporting](#_Results_and_Reporting)
* [Test Planning and Scheduling](#_Test_Planning_and)
* [Test Security, Procedures, and Forms](#_Test_Security,_Procedures,)
* [TOMS and Technology Support](#_TOMS_and_Technology)

In the following sections, the arrow symbol (****) indicates an *action item* that may include a hyperlink that leads to additional online information available for CAASPP administration.

### Accessibility Resources

#### Review the California Assessment Accessibility Resources Matrix

Review the [California Assessment Accessibility Resources Matrix](https://www.caaspp-elpac.org/resources/preparation/accessibility-resources/matrix) before the test administration for information about the resources available for students taking CAASPP. The Matrix describes the available universal tools, designated supports, and accommodations by domain, as well as other important resources. LEA CAASPP coordinators should be familiar with the Matrix to assist site-level staff who may have questions.

* Review the [California Assessment Accessibility Resources Matrix](https://www.caaspp-elpac.org/resources/preparation/accessibility-resources/matrix), applicable [Accessibility Resource Graphics](https://www.caaspp-elpac.org/resources/preparation/accessibility-resources/graphics), and the [Accessibility Resources web page](https://www.caaspp-elpac.org/resources/preparation/accessibility-resources/).
* Note that additional resources related to accessibility, including the *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines*, are available on the [Accessibility Resources web page](https://www.caaspp-elpac.org/resources/preparation/accessibility-resources/).
* Note that embedded accessibility resources videos are available on the CAASPP [Accessibility Resource Demonstration Videos web page](https://www.caaspp-elpac.org/resources/preparation/accessibility-resources/resource-videos).
* Access the [*Accessibility Guide*](https://ca-toms-help.ets.org/accessibility-guide/introduction/manual-content/), if needed.

#### ISAAP Tool

The web-based [ISAAP Tool](https://isaap.ets.org/) is one piece of the process in ensuring that each student receives the accessibility resources necessary for fair and valid testing. The ISAAP Tool can also generate a file to be uploaded to TOMS for assigning test settings for groups of students prior to testing. The ISAAP Tool should be used in conjunction with the [California Assessment Accessibility Resources Matrix](https://www.caaspp-elpac.org/resources/preparation/accessibility-resources/matrix).

* Learn more about the ISAAP process on the ETS [About the ISAAP Process web page](https://isaap.ets.org/About).

#### Review IEPs and Section 504 Plans

Communicate with your LEA special education teachers to review students’ IEPs and Section 504 plans to identify any students with an IEP and testing resources that are to be used.

LEA coordinators should communicate with special education staff and test site coordinators to ensure that the student does not start testing until all student test settings are finalized. As IEPs are finalized, ensure any applicable changes to the accessibility resources are entered into TOMS.

Note that once a student is identified for alternate assessment, the student will then take the alternate assessment for all standardized state assessments, including the CAAs for ELA, mathematics, and science; and the Summative Alternate ELPAC. For more information, refer to the [Alternate Assessment IEP Team Guidance web page](https://www.cde.ca.gov/ta/tg/ca/caaiepteamrev.asp).

#### Verify Accessibility Resources, Including Specialized Equipment

Verify student accessibility resources, including the need for any specialized equipment, separate setting, or print-on-demand. Accommodations may be provided only to a student with an IEP or Section 504 plan, while designated supports are available to all students when determined for use by an educator or team of educators (with parent/guardian and student input, as appropriate).

#### Unlisted Resources

Unlisted resources are accessibility resources not currently available in the California Assessment Accessibility Resources Matrix. For these resources to be assigned to a student for CAASPP testing, the resources must be documented in the student’s IEP or Section 504 plan and approved by the CDE prior to testing.

Unlisted resources must be requested from the [**Unlisted Resources**] tab within the Student Profile in TOMS. Additionally, on the [**Demographics**] tab on the Student Profile, the *CALPADS Special Education for Testing* field must indicate “Yes,” and the *Primary Disability Code for Testing* field must not be blank.

Request any necessary unlisted resources through TOMS for a student as documented in the student’s IEP or Section 504 plan at least two weeks before testing. The need for unlisted resources is rare. Be sure to confirm that the resource is not listed in the Matrix prior to requesting an unlisted resource.

* Review the [California Assessment Accessibility Resources Matrix web page](https://www.caaspp-elpac.org/resources/preparation/accessibility-resources/matrix).
* Review the [Unlisted Resources web page](https://www.caaspp-elpac.org/resources/preparation/accessibility-resources/unlisted-resources).

### Communication

#### Site CAASPP Coordinator Roles and Responsibilities

Communicate roles and responsibilities to the test site coordinators. These can vary depending on your LEA.

* The online *Test Security Agreement* can be accessed only in TOMS. Once users are given access to TOMS, at first logon they will be prompted to fill out the online *Test Security Agreement*.
* The online *Test Security Affidavit* can be accessed only in TOMS**for users with roles within the online system**. Other staff who do not require access to TOMS (for example, custodians, aides, nurses, etc.) can access an online *CAASPP Test Security Affidavit for Non-TOMS Users* on the [Test Security web page](https://www.caaspp-elpac.org/resources/administration/test-security). Affidavits should be stored locally until the end of the school year.

#### CAASPP Web Pages and CAASPP Communications

Review CAASPP web pages and the CAASPP communications from ETS for information about new training materials, manuals, and other test administration documents.

* Refer to the CDE [CAASPP System web page](https://www.cde.ca.gov/ta/tg/ca/) for information on all assessments in the CAASPP System.
* Check out the [Coordinator Emails web page](https://www.caaspp-elpac.org/training-and-communication/communication/email).
* Email caaspp@scoe.net to subscribe to the Charter Support Network Newsletter. (This newsletter is intended for charter assessment coordinators only.)

#### CDE Weekly Assessment Spotlight Email

Forward information from the Assessment Spotlight email to test site coordinators, TAs, and TEs, as appropriate. Test site coordinators are also encouraged to sign up for this weekly newsletter.

* To receive the CDE Assessment Spotlight emails, join the listserv by sending a blank email to subscribe-caaspp@mlist.cde.ca.gov.
* To access an archive of previous Assessment Spotlight emails, refer to the [Assessment Spotlight web page](https://www.cde.ca.gov/ta/tg/sa/assessmentspotlight.asp).

#### Notification of Testing to Parents/Guardians

Communicate with parents/guardians about upcoming testing. The LEA must also meet state and federal obligations to inform parents/guardians of the year’s statewide assessments. The CDE provides parent guides and letter templates to notify parents/guardians about the statewide assessments.

* Letter templates are provided on the [Notification Letter Templates web page](https://www.caaspp-elpac.org/resources/preparation/notification-letter-templates) and are available in multiple languages.
* Parent guides are provided on the CDE [Parent Guides to Understanding web page](https://www.cde.ca.gov/ta/tg/ca/parentguidetounderstand.asp) and are also available in multiple languages.

#### Notification of Results to Site Administrators

* Notify test site coordinators about your local CAASPP results communication plan and the timeline to send SSRs to parents/guardians.
* Prepare, or collaborate with others to prepare, the letter or electronic communication that will accompany the SSRs.
* Remind test site coordinators and site administrators of the timeline and method of delivery for the individual SSRs.
* When available, communicate the arrival of CAASPP results and reports to test site administrators. This includes preliminary results, SSRs, and statewide results.
* Coordinate with local communications staff on briefing the LEA leadership team, the school board, and others on any possible news releases about the CAASPP results.
* Prepare principals and test site coordinators to communicate CAASPP results to school staff and parents/guardians.

#### Notification of Results to Parents/Guardians

Communicate to parents/guardians about the availability of CAASPP results and reports to parents/guardians and teachers, including the timeline and method of delivery of the individual SSRs.

* The CDE provides optional CAASPP SSR letter templates to notify parents/‌guardians about the results. The templates are located on the [SSR and Reporting Resources web page](https://www.caaspp-elpac.org/resources/reporting/ssr-and-reporting-resources) and are available in multiple languages.
* Additional resources for communication with parents/guardians are available on the CDE [Resources for Communication with Parents web page](https://www.cde.ca.gov/ta/tg/ca/caasppparentresource.asp).
* The [Starting Smarter website](https://ca.startingsmarter.org/) is a great resource to share with parents/guardians.

#### System Downtimes

All CAASPP system downtimes should be verified using the [System Downtime Schedule web page](https://www.caaspp-elpac.org/system-status/downtime). LEA coordinators should communicate downtimes to their test site coordinators, TAs, and TEs.

#### Troubleshoot with CAASPP Support Staff

Regularly communicate with and respond to questions from test site coordinators to ensure that any issues are resolved promptly.

* [Get Answers](https://www.caaspp-elpac.org/help/get-answers) allows users to search using key words and quickly scan information by highlighted key words.

### LEA Training Coordination

#### Conduct LEA CAASPP Coordinator and Site CAASPP Coordinator Trainings

Conduct training for test site coordinators and confirm that test site coordinators conduct training for TAs, TEs, and other site staff with access to the test or testing materials. Note that the TE Tutorials in [Moodle](https://moodle.caaspp-elpac.org/) are mandatory to be qualified to administer the CAAs, and the use of the TA Tutorial on the [CAASPP & ELPAC Website](https://www.caaspp-elpac.org/) is optional for the administration of the general CAASPP.

* Use existing training materials whenever possible, adding information specific to your LEA as needed.
* Ensure that test site coordinators have resources and instructions for site staff to complete their *Test Security Affidavits*.
* Confirm that the test site coordinators have conducted the required site trainings.
* Confirm that the *Test Security Affidavits* have been completed as TOMS accounts are established for TAs and TEs at each site.

#### Develop Training Materials

Develop training materials for test site coordinators, CAASPP TAs, and TEs.

Use existing training materials whenever possible, adding information specific to your LEA as needed. Members of your local assessment network may have training materials available. A list of the Regional Assessment Network (RAN) members, by region, is located on the CDE [RAN web page](https://www.cde.ca.gov/ta/tg/ai/caregionalranmap.asp).

#### Register for State-Sponsored Training

Registration information for all state-sponsored trainings mentioned throughout this checklist is located on the [Upcoming and On-Demand Trainings web page](https://www.caaspp-elpac.org/training-and-communication/training/upcoming-and-on-demand/).

#### Schedule Local Training Dates

Schedule local training dates and communicate them to your test site coordinators. Use LEA calendars and schedules to ensure that training dates are feasible for test site coordinators, TAs, and TEs. Consider whether trainings will be spread throughout the year or consolidated, and whether new and experienced coordinators will receive the same training.

### Results and Reporting

#### Download Student Results

Download the student results data from TOMS for local uses, including uploading it into the local SIS, data and assessment system, or other system to generate customized data analyses.

* Access the student data file layout on the [SSR and Reporting Resources web page](https://www.caaspp-elpac.org/resources/reporting/ssr-and-reporting-resources).

#### Preview Local CAASPP Data

The CDE notifies LEA CAASPP coordinators and LEA superintendents via email of the opportunity to review CAASPP data before the public release.

* During the LEA preview of the CAASPP results, verify the preview data against local data, specifically student enrollment and student demographic information, to ensure accuracy.

#### Provide CAASPP SSRs

Provide Summative CAASPP SSRs to parents/guardians within 20 working days of receipt from ETS. If the LEA receives the SSRs from ETS after the last day of instruction, the report must be made available to parents/guardians no later than the first 20 working days of the next school year.

There are several options for accessing and providing results.

* Visit the [SSR and Reporting Resources web page](https://www.caaspp-elpac.org/resources/reporting/ssr-and-reporting-resources) for information on when SSRs are available, how to access and distribute SSRs, and for letter templates for LEAs to use to communicate with parents/guardians.

#### Review and Verify Apportionment

Review and verify the LEA CAASPP student data in the State Assessment Apportionment System (SAAS) for the previous test administration year by the CDE deadline.

* In the fall, the CDE will email a link to the SAAS website directly to the LEA CAASPP coordinator.

### Test Planning and Scheduling

#### LEA Testing Window—Set in TOMS

Work with test site coordinators, as well as site and LEA administrators, to set the LEA testing window(s) within the windows listed next. Windows must be set by December 1.

* The selected testing window for the Smarter Balanced, CAST, CAAs for ELA and mathematics, and CSA must not begin until the day of completion of 66 percent of a school’s annual instructional days.
* The CAA for Science window is set automatically, as the embedded PTs may be administered in any order between mid-September and the end of the instructional calendar.
* Testing may continue up to and including the last day of school or June 30, whichever comes first.
* For LEAs with nonpublic, nonsectarian schools (NPSs), or schools with multiple tracks, separate test administration windows may be established to accommodate each NPS or track schedule.
* The selected testing window must include at least 25 consecutive instructional days.
* A short video on setting up the test administration window is available on the [TOMS Resources web page](https://www.caaspp-elpac.org/resources/administration/toms-resources).
* If a testing window is not selected by December 1, the LEA coordinator must call the LEA’s assigned Success Agent, whose contact information is located on the [Success Agent Lookup web page](https://www.caaspp-elpac.org/help/success-agent-lookup), for assistance with setting up the testing window(s) and assigning school sites.

Additional information about setting test windows is located in the [*TOMS User Guide*](https://ca-toms-help.ets.org/toms/new-features/).

#### Monitor Test Completion and Scoring

Use MyTOMS at a Glance to track progress on student test completion and the release of SSRs.

* Completion status reports are located not only in TOMS, but also in the [Completion Status System](https://ca.tide.cambiumast.com/Common/DashBoard).
* Use the completion status reports in TOMS or the Completion Status Reporting System in the Test Information Distribution Engine (TIDE) to track individual student test status and completion.
	+ Note that CSA constructed responses require scoring from TAs in the Teacher Hand Scoring System.
* View the [How to Monitor Test Completion video](https://www.youtube.com/watch?v=Afoulxq2-dQ).

#### Second Scoring for the CAA for ELA

A subset of LEAs and schools assigned the Form 2 test for grades six, seven, eight, and eleven will be required to participate in second scoring for the CAA for ELA. Second scoring is the process of having a trained LEA employee or contractor score a student’s rubric-scored items simultaneously, yet independently, from the student’s TE. Any scoring involving human judgment, including scoring conducted by TEs and second scorers, must contain evidence that the scoring of these items includes adequate procedures and criteria for ensuring and documenting interrater reliability. Second scoring is one method of confirming scorer reliability.

If an LEA has been selected to participate in second scoring, it is preferred that the second scorer be present during the entirety of the administration, along with the student and TE; however, the second scorer is only required to be present to score the student’s response for the rubric-scored items. The second scorer is not involved in the administration of the assessment and should be present only to observe student responses.

Visit the [CAA for ELA Second Scoring web page](https://www.caaspp-elpac.org/resources/administration/form-assignments-second-scoring-rsvp/second-scoring--caa-ela) in fall 2025 to find out if your LEA or school has been selected to participate in second scoring for the 2025–26 school year. Second scoring resources are located on the [Form Assignments, Second Scoring, and RSVP web page](https://www.caaspp-elpac.org/resources/administration/form-assignments-second-scoring-rsvp/) on the [CAASPP & ELPAC Website](https://www.caaspp-elpac.org/).

#### Site Testing Schedule—Communicated by Site CAASPP Coordinators to LEA Coordinators

Test site coordinators establish a site testing schedule for when each teacher or grade level will administer tests. These test schedules may follow some LEA practices, such as testing mathematics before ELA or scheduling testing on the days of the week with traditionally higher attendance rates. Site testing schedules should also be established after confirming dates of schoolwide events and class trips.

Share the LEA and site CAASPP schedules with school administrators and the LEA leadership team, including the timing of parent/guardian notification and when score reports are expected. Facilities, maintenance, and other support staff should also be made aware of the site testing schedules so they can schedule repairs and events accordingly.

#### Trend Documentation and Site Feedback

Document any trends, issues, and ideas for suggested changes for next year.

* It is recommended that the LEA CAASPP coordinator share these at the county office of education level.
* Obtain feedback about the CAASPP administration from test site coordinators, TAs, TEs, and support staff to identify changes for next year.
* Obtain feedback about technology protocols, issues, and other technology-related instances to identify best practices for next year.

### Test Security, Procedures, and Forms

#### Complete the Superintendent Designation

Ensure completion of the required Superintendent Designation Process for identifying the primary LEA CAASPP coordinator. This requires the superintendent to establish a TOMS account. A reminder email is sent to the current LEA CAASPP coordinator and the LEA superintendent or charter school administrator when the function is available in TOMS.

***The form must be submitted annually by July 1.***

* Notification for annual Superintendent Designation will be emailed to the superintendent. The designation process is completed in TOMS by the superintendent and includes an option of designating the current coordinator for the following year.
* Carefully read and complete the *Test Security Agreement* and CAASPP *Test Security Affidavit* upon establishment of the LEA coordinator account. Be sure to save the email confirmations for your records.
* An email confirmation is sent to the current LEA CAASPP coordinator and the LEA superintendent.

Primary LEA CAASPP coordinator may assign other LEA CAASPP coordinators in TOMS.

#### Confirm Test Security Agreements and Affidavits

Confirm that all site CAASPP coordinators are registered in TOMS and have completed their electronic *Test Security Agreement* and *Test Security Affidavit* as part of the registration process.

* The *Test Security Agreement* and *Test Security Affidavit* must be completed by the LEA CAASPP coordinator and all test site coordinators.
* Signed copies of the test security agreements and affidavits are located under “Download Signed Security Forms” in TOMS by selecting the [**Reports**] tab.
* The LEA CAASPP coordinator will automatically receive an email notification when the test site coordinators complete the *Test Security Agreement*.
* Find how to get reports in TOMS in the [*Security Forms and Remote Administration Status Report*](https://ca-toms-help.ets.org/toms/reports/lea-caaspp-reports/#security-forms-status) subsection of the [*TOMS User Guide*](https://ca-toms-help.ets.org/toms/).
* The *Test Security Affidavit* must be completed by all TAs and TEs.
	+ Note that staff handling secure materials who do not have roles in TOMS will be required to complete the *CAASPP Test Security Affidavit for Non-TOMS Users* on the [Test Security web page](https://www.caaspp-elpac.org/resources/administration/test-security).

#### Identify Site CAASPP Coordinators

Identify the test site coordinator for each school.

* The test site coordinator, at the site level, manages the CAASPP testing program, ensures the proper administration of all testing procedures, and maintains the security of all test materials at the site.
* Additional information on the responsibilities of the site CAASPP coordinator is located in the *[TOMS User Roles for CAASPP](https://ca-toms-help.ets.org/toms/user-roles/%22%20%5Cl%20%22user-roles-for-caaspp)* subsection in the [*TOMS User Guide*](https://ca-toms-help.ets.org/toms/new-features/).

#### Test Exemptions

A student may be exempted from taking CAASPP in the following situations:

* The student’s parent/guardian has expressed in writing that the student should be excluded from taking any or all tests that compose the summative assessments. A parent/guardian may annually submit to the school a written request to excuse the student from any or all parts of any CAASPP test provided pursuant to *Education Code* Section 60640 for the school year. Parent/Guardian exemptions are notated by entering the code “PGE” in the *Condition Code* field for each applicable test. The *Condition Code* field is located on the [**Score Status**] tab of the Student Profile in TOMS.
* For the ELA assessment, only: The student has been designated as an EL and is within the first 12 months of enrollment in a US school after April 15 of the previous year. This exemption is automatically applied as long as correct information populates the *US School Entry Date* and *English Learner* fields on the [**Demographics**] tab of the Student Profile in TOMS as reflected in CALPADS.
* For a student who experiences a medical emergency (for example, hospitalization) that prevents the student from taking any or all tests that compose the summative assessments, coordinators may indicate that the student was not tested due to a medical emergency by entering the code “NTE” in the *Condition Code* field for each test missed. The *Condition Code* field is located on the [**Score Status**] tab of the Student Profile in TOMS.

#### Testing Irregularities and Security Breaches

Establish procedures with all test site coordinators to maintain the security of all test materials and monitor sites during testing to ensure that all CAASPP testing and security procedures are being followed. Local procedures should include who will be responsible for reporting incidents in STAIRS. Additional training and information in this area may be provided by the Test Security Guidelines video, located on the [Test Security web page](https://www.caaspp-elpac.org/resources/administration/test-security).

Also review the [*Security Incidents and Appeals Procedure Guide*](https://ca-toms-help.ets.org/stairs/overview).

* Any testing regularities and security breaches must be recorded in the [**STAIRS**] tab of TOMS.
* A quick reference guide is available to guide coordinators through the STAIRS/‌Appeals process on the [Test Security web page](https://www.caaspp-elpac.org/resources/administration/test-security).

### TOMS and Technology Support

#### Collaborate with LEA Technology Personnel

Collaborate with technology personnel to ensure that technology requirements are tested on each TA or TE electronic device and on each student device that will be used for testing.

Collaborate with technology personnel to ensure that connections between the local SIS and TOMS are active and SSRs will populate for the correct students in a timely manner. If the LEA is making the reports available locally via a secure site, ensure that the reports are properly displayed, that parents/guardians can access the report, and that they can solely access scores for their own child.

#### Create User Accounts in TOMS

Create, or confirm that test site coordinators have created, user accounts in TOMS for TAs, TEs, and other staff as appropriate at the site level.

* A list of all user roles in TOMS and their complete definitions is available on the [*TOMS User Roles for CAASPP*](https://ca-toms-help.ets.org/toms/user-roles/#user-roles-for-caaspp) subsection of the [*TOMS User Guide*](https://ca-toms-help.ets.org/toms/new-features/).
* TOMS users can either be entered one-by-one or uploaded in bulk (for example, batch uploading) using templates. Instructions for uploading users into TOMS are located on the [TOMS Resources web page](https://www.caaspp-elpac.org/resources/administration/toms-resources).

#### Student Demographic Data

Student demographic data from CALPADS is critical to each student’s test assignment. Key data viewable in TOMS in the [**Demographics**] tab within the Student Profile includes the following.Note that fields indicated with an asterisk (\*) are locked when a student starts their first test.

* ***Statewide Student Identifier:*** This is the unique statewide identifier for each student. The SSID is a required input to log on to an interim or summative assessment.
* ***First Name:*** This is the student’s official (legal) first name, or if a preferred name exists in CALPADS, that name will populate the first name field in TOMS. The first name must be input by the student exactly as presented in TOMS for the student to log on to an interim or summative assessment.
	+ Note that if the *Preferred First Name* field is used, the *Preferred Last Name* field must also be used.
* ***Last Name or Surname:*** This is the student’s official (legal) last name.
* **\**Grade Assessed:*** This field indicates the grade level of the assessment that is assigned to the student when the student begins testing, based on the student’s grade level in CALPADS.
* ***Primary Language for Testing:*** SSRs will be generated in English; if the student has a primary language other than English, an additional SSR will also be generated in the student’s primary language if the primary language is Arabic, Chinese (Traditional), Filipino, Korean, Spanish, or Vietnamese.
* ***English Learner (EL):*** This field may help LEAs flag students to evaluate for language-development-related supports and accommodations, such as stacked translation and read aloud in Spanish.
* ***US School Entry Date:*** Students who are ELs and have a US school entry date after April 15 of the prior year are exempt from taking the CAASPP ELA assessments.
* ***504 Plan:*** If this field is marked “Yes,” the assignment of testing accommodations is permitted for the student.
* ***CALPADS Special Education:*** If this field is marked “Yes,” then assignment of testing accommodations and unlisted resources is permitted for the student.
* **\**Special Education for Testing:*** If this field is marked “Yes,” and a primary disability code is also present, the student is eligible for CAA registration and the assignment of testing accommodations is permitted for the student.
* **\**Primary Disability Code for Testing:*** If a value is present in this field and the *Special Education for Testing* field is marked “Yes,” the assignment of testing accommodations and requests for unlisted resources is permitted for the student.

The following reports are available in TOMS to help with understanding student demographic information:

* *LEA-Level Student Demographics Report*
* *School-Level Student Demographics Report*

## Commonly Used Acronyms and Initialisms

| Term | Meaning |
| --- | --- |
| 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 |
| CAT | computer adaptive test |
| CBT | computer-based test |
| *CCR* | *California Code of Regulations* |
| CCSS | Common Core State Standards |
| CDE | California Department of Education |
| CDS code | county/district/school code |
| CERS | California Educator Reporting System |
| CSA | California Spanish Assessment |
| DEI | Data Entry Interface |
| *DFA* | *Directions for Administration* |
| EAP | Early Assessment Program |
| *EC* | *Education Code* |
| EL | English learner |
| ELA | English language arts/literacy |
| ELAS | English language acquisition status |
| ELPAC | English Language Proficiency Assessments for California |
| FIAB | Focused Interim Assessment Block |
| IAB | Interim Assessment Block |
| IAHSS | Interim Assessment Hand Scoring System |
| ICA | Interim Comprehensive Assessment |
| IDEA | Individuals with Disabilities Education Act |
| IEP | individualized education program |
| IFEP | initial fluent English proficient |
| ISAAP | Individual Student Assessment Accessibility Profile |
| K–2 | kindergarten through grade two |
| LEA | local educational agency |
| LOSS | lowest obtainable scale score |
| NCEO | National Center for Educational Outcomes |
| non-PT | non–performance task (CAT) |
| NPS | nonpublic, nonsectarian school |
| NTE | Not tested medical emergency |
| OTAM | online test administration manual |
| *PFA* | *Preparing for Administration* |
| PGE | Parent/Guardian exemption |
| PII | personally identifiable information |
| PPT | paper–pencil test |
| Pre-ID | pre-identification |
| PT | performance task |
| RFEP | reclassified fluent English proficient |
| SEIS | special education information system |
| SIS | student information system |
| SmART | Smarter Annotated Response Tool |
| SRC | Student Response Check |
| SSID | Statewide Student Identifier |
| SSO | Single Sign-On |
| SSR | Student Score Report |
| STAIRS | Security and Test Administration Incident Reporting System |
| TA | test administrator |
| TBD | To Be Determined |
| TDS | Test Delivery System |
| TE | test examiner |
| THSS | Teacher Hand Scoring System |
| TIDE | Test Information Distribution Engine |
| TOMS | Test Operations Management System |
| *UAAG* | *Smarter Balanced Usability, Accessibility, and Accommodations Guidelines* |
| UDAs | universal tools, designated supports, and accommodations |