

# CAASPP Test Examiner Checklist

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

California Department of Education | July 2025

This checklist for CAASPP test examiners (TEs) 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 a CAASPP TE to support a successful administration. Ongoing tasks are listed at the beginning of the checklist.

**This checklist is in an editable format so CAASPP TEs 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.**

**Note** that tasks related to second scoring are called out within each time frame where applicable, and only sites selected for second scoring need to complete those tasks. Sites identified for second scoring will need to ensure the second scorer completes regular checklist tasks as needed.

## CAASPP Test Examiner Checklist

### Before Testing

#### User Account

* Confirm that Test Operations Management System (TOMS) logon information has been received in an automated email from TOMS with logon instructions. This username and password are also used for the online Test Delivery System.
* Note that user roles do not carry over from test administration years and will need to be re-created annually.
* If this information has not been received, check a spam or junk email folder to determine whether it was mistakenly routed there. The role designation email will be sent from [ca-assessments@ets.org](mailto:ca-assessments@ets.org). If you are still unable to locate logon information, contact your site CAASPP coordinator.
* Log on to [TOMS](https://mytoms.ets.org/) and electronically sign the CAASPP *Test Security Affidavit*.
  + Note **that** TEs must sign the affidavit as part of the TOMS logon process.

#### Manage Student Logon

* Verify and secure logon information locally for each student that includes the student’s first name and Statewide Student Identifier (SSID)*—*it is also permissible to include a photo of the student or include the student’s last name with the logon information as additional safeguards to ensure that the student receives the correct logon information.
  + **Note** that if the *Preferred Name* field is populated in the California Longitudinal Pupil Achievement Data System, that is the name the student will use to log on to the test.
  + Optional: As an extra safeguard to ensure students and TEs are aware and can verify test settings, add each student’s test settings for designated supports and accommodations on the logon card.

#### Training

* Complete the mandatory California Alternate Assessment (CAA) TE Tutorial(s), which can be accessed via the [Test Administration Trainings and Tutorials web page](https://www.caaspp-elpac.org/training-and-communication/training/test-admin-and-tutorials), and present the resulting completion certificate to your site CAASPP coordinator or local educational agency (LEA) CAASPP coordinator.
  + Note that there are different tutorials for the CAA for Science and the CAAs for English language arts/literacy (ELA) and mathematics.

#### Review Information

* Become familiar with the *Directions for Administration* (*DFA*) located in [TOMS](https://mytoms.ets.org/) under the [**Resources**] tab.
* Review all CAASPP policy and test administration documents in the [*About the Assessments*](https://ca-toms-help.ets.org/caaspp-otam/overview/about-the-assessments/) section of the *[CAASPP Online Test Administration Manual](https://ca-toms-help.ets.org/caaspp-otam/)*.
* Review the training modules and materials on the [Upcoming and On-Demand Trainings web page](https://www.caaspp-elpac.org/training-and-communication/training/upcoming-and-on-demand/) and attend school or LEA training sessions, if any are offered.
* Review all guidelines for managing a secure test environment as well as all security procedures and guidelines in the [*Security of the Test Environment*](https://ca-toms-help.ets.org/caaspp-otam/test-security/security-of-the-test-environment/) section of the [*CAASPP Online Test Administration Manual*](https://ca-toms-help.ets.org/caaspp-otam/test-security/security-of-the-test-environment/).

#### Access Practice Test and Training Test Resources

* Guide the student through a training test or practice test for familiarity with navigation of the system and tools. Practice tests and training tests are available on the [Practice and Training Tests web page](https://www.caaspp-elpac.org/resources/preparation/practice-and-training-tests/) under the “Practice and Training Tests for Students” section.
  + Note that practice and training tests do not produce scores for review.

#### Plan for Testing

* Work with site staff to plan for the time and space requirements for testing. This includes accommodating any student with separate setting and one-on-one administration.
* Make sure that the physical conditions of the testing room are satisfactory. Make sure that no instructional materials directly related to the content of the assessments are visible.

Note that there are [optional testing notices for printing](https://www.caaspp-elpac.org/resources/administration/administer-a-test-session#:~:text=Optional%20Testing%20Notices%20for%20Printing).

Testing—Do not disturb

Unauthorized electronic devices **may not** be used at any time during the testing session.

* If you will be administering the CAA for Science, plan to work with your site CAASPP coordinator to obtain the materials for the CAA for Science embedded performance tasks (PTs) for each grade level being administered. Visit the “CAA Resources” section on the [California Alternate Assessments (CAAs) web page](https://www.caaspp-elpac.org/assessments/caaspp/caa) to find links to the
* [CAA for Science Administration Planning Guides web page](https://www.caaspp-elpac.org/assessments/caaspp/caa/caa-for-science-administration-planning-guides) to plan for the three embedded PTs throughout the instructional calendar, and
* [*Preparing for Administration* document](https://www.caaspp-elpac.org/s/docs/PFA.CAA.Science.Operational.2025-26.pdf).

#### Technology

* Perform an equipment needs check based on individual student requirements.
  + Work with your site CAASPP coordinator to identify students who will need specialized equipment for accessibility resources. Students are permitted and encouraged to use their own wired earbuds or headsets—but LEAs and schools should also have some available.
* Confirm that a student testing device and a TE device are available and working properly.
* Ensure that the secure browser has been downloaded to any device(s) on which a student will be testing.
  + Complete this prior to testing and verify again the day before testing. If the [**Secure Browser**] icon is missing, contact your site CAASPP coordinator or school technology coordinator. The [[*Technical Specifications and Configuration Guide for Online Testing*](https://ca-toms-help.ets.org/tech-specs-and-config/)](https://ca-toms-help.ets.org/tech-specs-and-config/) is available for detailed instructions.

### Before Testing (Student Specific)

* Verify that each student’s individualized education program (IEP) and Section 504 plan are current and confirm each student’s test settings for designated supports and accommodations in TOMS against the student’s IEP, Section 504 plan, or other relevant documentation, as appropriate. Additional information is available in the [*View & Edit Students: Overview*](https://ca-toms-help.ets.org/toms/students/managing-students/) section of the [*TOMS User Guide*](https://ca-toms-help.ets.org/toms/)*.*
* Become familiar with the student’s primary communicative mode.
* Develop an individualized administration plan for each student, considering items in the *DFA* and their primary communication mode.
* Prepare any supplemental testing materials needed by the individual student, such as paper, writing tools, objects (realia) or manipulatives, picture cards, or an augmentative and alternative communication (AAC) device; if an AAC device is used by the student, be sure to program it before starting the test session.
* For the CAA for Science, gather any materials needed to administer the orienting activities and embedded PTs, according to guidelines provided in the *DFA* and individual student needs and learning styles, and record which materials are used to administer each embedded PT.
* Familiarize the student with the test administration process with a practice test and ensure that your individualization strategies will be effective.
* Review the allowed student testing supports and verify accuracy 48 hours prior to test administration.

#### Second Scoring for the CAA for ELA

* Work with the test site coordinator to determine whether your site will be required to do second scoring.
  + A subset of schools assigned the Form 2 test for grades six, seven, eight, and eleven will be required to second-score the CAA for ELA. To verify, refer to the [CAA for ELA Second Scoring web page](https://www.caaspp-elpac.org/resources/administration/form-assignments-second-scoring-rsvp/second-scoring--caa-ela).
* Communicate the testing location for one-on-one testing to the second scorer.
* Communicate the precise testing schedules based on the test administration windows selected by the school schedule. Make sure the student’s test administration schedule includes allowable breaks.
* Work with your site CAASPP coordinator to obtain the correct version of the secure CAA *DFA* from TOMS for each grade level being administered.
  + Note that sites identified for second scoring for the CAA for ELA will be using Form 2 of the *DFA.*
* Watch the CAASPP [Entering Student Responses and Scores into the Data Entry Interface (DEI) video](https://www.youtube.com/watch?v=20gvTwDIJ7U).
* Determine how second scorers will enter scores.
  + Prepare a laptop to enter second scores into the DEI at the time of testing (option A).
  + Print out the answer recording document provided in appendix A of the Form 2 *DFA*, to record second scores during the time of testing for later entry into the DEI (option B).
* Remind administrators, maintenance and operations departments, school administrators, and support staff of the site testing schedule.

### During Testing

#### Reminder Prior to Test Administration

* Follow the instructions in the *DFA* during the test administration.

#### Security

* Check all devices that will be used and close all applications except those identified as necessary by the school’s technology coordinator or the student’s IEP or Section 504 plan.
* Note that students who are not being tested cannot be in the room when a test is being administered.
* Make sure the student has a clear desk and has put away all books, backpacks, purses, and other materials not needed for the test.
* Follow local procedures to report any summative testing improprieties, irregularities, or breaches to the site CAASPP coordinator and LEA CAASPP coordinator immediately following an impropriety, irregularity, or breach.
  + Note that the coordinator will report the incident using the online CAASPP Security and Test Administration Incident Reporting System/Appeals process. Document and report any security incidents to the site CAASPP coordinator.

#### Technology

* Note that the TE should open the secure browser on each device after closing any unnecessary applications.
* Make sure that no device has dual monitors except where required in an IEP or Section 504 plan.

#### Administration

* Verify that the student has the correct logon information (first name, SSID, and session ID).
* Administer the appropriate assessments, following the instructions and script in the *DFA* precisely as written to ensure standardization of administration.
* Provide any necessary non-embedded designated supports and accommodations.
* For the CAAs for ELA, mathematics, and science, administer the assessment according to the guidelines in the script in the *DFA*. Provide any necessary individualized resources.
* For the CAAs for ELA and mathematics, begin the one-on-one test administration with the Student Response Check for the content area.
* For the CAA for Science, begin with the orienting activity.

#### Identify Trends

* Identify any trends, issues, and ideas for suggested changes for next year and follow local procedures to provide these to your site CAASPP coordinator.

#### Second Scoring for the CAA for ELA

* Review 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).
* Ensure that the second scorer has the student’s logon information (first name, SSID, and session ID).
* Note that, as the TE is administering the assessment to the student, the second scorer will observe and score the student’s response to rubric-scored items using the rubrics provided in the *DFA*. Record the student’s second score using either option A or option B.
  + Option A: Prepare a laptop to enter second scores into the DEI at the time of testing.
  + Option B: Print out the answer recording document provided in appendix A of the Form 2 *DFA* to record second scores during the time of testing for later entry into the DEI.

### After Testing

* Securely dispose of all printed testing materials, including student logon information, print-on-demand documents, and scratch paper.

#### After Testing: Second Scoring

* If option B was used, enter second scores into the DEI using the filled-out answer recording sheet, TOMS user account and password, and the student’s SSID.

## 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 |