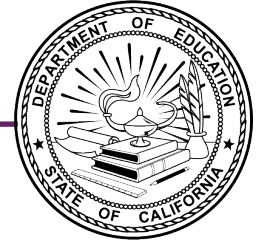


**CSA**

California Spanish Assessment



# Preparing for Administration



**Spring 2025**  
**Grades 3–12**

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## CSA Administration Notes

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### Notes to local educational agency (LEA) California Assessment of Student Performance and Progress (CAASPP) coordinators and test administrators

- LEA CAASPP coordinators and site CAASPP coordinators must electronically sign the *Test Security Agreement* and the *Test Security Affidavit*—found within the Test Operations Management System (TOMS), which can be accessed through the [CAASPP & ELPAC Website](#)—prior to handling any test materials.
- Test administrators who have access to TOMS must electronically sign the *Test Security Affidavit* prior to accessing the test materials or administering the assessment.
- Proctors and anyone handling test materials, such as student logon tickets, who do not have access to TOMS must sign the [Test Security Affidavit for Non-TOMS Users](#) prior to accessing the test materials.
- All test materials must be kept secure.
- Only trained test administrators may administer the CSA.
- Students must not be exposed to the test questions before the actual testing.

### For questions regarding the CSA or for additional assistance:

- All users are encouraged to use the [Get Answers web page](#) to look up answers to commonly asked questions.
- Site CAASPP coordinators, test administrators, and other school personnel should contact their LEA CAASPP coordinator with questions about CSA administration.
- LEA CAASPP coordinators should contact their LEA Success Agent. Refer to the [Success Agent Lookup web page](#) to look up the name and contact information for the LEA's assigned representative or the [California Outreach web page](#) for all support options.

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# What's New for the 2024–25 California Spanish Assessment

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- Beginning with the 2024–25 test administration year, speaking will only be administered in high school. The writing *constructed-response* items will be administered in grade three through high school (3–HS).
- *Constructed-response* speaking items and *constructed-response* writing items are now operational and will count towards students' scores.
- The contractor, ETS, will continue to score all *constructed-response* items for grade three through high school.
- The CSA accommodated form for high school will include *constructed-response* items for speaking and writing. The accommodated forms for grades three through eight will include *constructed-response* items for writing only.
- The CSA practice tests have been updated to include constructed-response speaking and writing items for grade 3–HS. The practice test scoring guides have also been updated to include *constructed-response* items, exemplars, and justifications.
- A [Student Tips for the CSA Speaking Test video](#) is available for test administrators to share with students prior to the administration of the CSA. This video is directed specifically to test takers by a student who provides tips on how to successfully take the CSA speaking test.

# Preparing for Administration

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## Helpful Links

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### Online Resources for CSA Administration

- [\*CSA Administering an Online Test Session\*](#)
- [\*Preparing for Administration\* web document](#)
- [\*CAASPP Online Test Administration Manual\*](#)

### Additional Resources

- [\*Student Tips for the CSA Speaking Test\* video](#)
- [\*Bilingualism and the CSA\* video \(English\)](#)
- [\*Bilingüismo y la prueba CSA\* video \(Spanish\)](#)
- [\*CSA 101 for Test Administrators\* video](#)
- [\*CSA Practice and Training Test\* Flyer](#)
- [\*Using the Online Practice and Training Tests\* video](#)
- [\*Practice and Training Tests\* web page](#)
- [\*California Assessment Accessibility Resources Matrix\* web document](#)
- [\*Assessment Fact Sheet\* web document](#)

### Remote Testing

Remote administration is intended as an option for LEAs only when students are receiving remote instruction or have health concerns that require remote testing. Students receiving in-person instruction should be tested in person.

Remote testing administration demonstration videos are located in the [\*Videos and Quick Reference Guides\*](#) section of the *Remote Testing* chapter of the [\*CAASPP Online Test Administration Manual\*](#). Test administrators are encouraged to watch these videos prior to administering the CSA remotely:

- [\*How to Give a Remote Group Test\*](#) (Video; 11:32)
- [\*Scheduling, Starting, and Stopping a Remote Test Session\*](#) (Video; 12:07)
- [\*Monitoring a Remote Test Session\*](#) (Video; 08:25)

# Preparing for Administration (cont.)

## Resources Listed in the PFA

This *PFA* contains hyperlinks to resources essential for test administration. The following table includes the URLs for the embedded links in this *PFA*.

**Table 1. Resources Listed in this Document**

Resources	URL
Assessment Fact Sheet web document	<a href="https://www.cde.ca.gov/ta/tg/ca/documents/csafactsheet.pdf">https://www.cde.ca.gov/ta/tg/ca/documents/csafactsheet.pdf</a>
Bilingualism and the CSA video (English)	<a href="https://www.youtube.com/watch?v=CdXMI9DFcw4">https://www.youtube.com/watch?v=CdXMI9DFcw4</a>
Bilingüismo y la prueba CSA video (Spanish)	<a href="https://www.youtube.com/watch?v=YpRT2EXBK7I">https://www.youtube.com/watch?v=YpRT2EXBK7I</a>
CAASPP & ELPAC Website	<a href="https://www.caaspp-elpac.org/">https://www.caaspp-elpac.org/</a>
<i>CAASPP Online Test Administration Manual</i>	<a href="https://ca-toms-help.ets.org/caaspp-otam/">https://ca-toms-help.ets.org/caaspp-otam/</a>
California Assessment Accessibility Resources Matrix web document	<a href="https://www.cde.ca.gov/ta/tg/ca/documents/accessibilitymatrix24-25.docx">https://www.cde.ca.gov/ta/tg/ca/documents/accessibilitymatrix24-25.docx</a>
California Outreach web page	<a href="https://www.caaspp-elpac.org/help/contact">https://www.caaspp-elpac.org/help/contact</a>
CSA 101 for Test Administrators video	<a href="https://www.caaspp-elpac.org/assessments/caaspp/csa">https://www.caaspp-elpac.org/assessments/caaspp/csa</a>
CSA Administering an Online Test Session web document	<a href="https://ca-toms-help.ets.org/s/pdf/CSA-Administer-an-Online-Test-Session.pdf">https://ca-toms-help.ets.org/s/pdf/CSA-Administer-an-Online-Test-Session.pdf</a>
CSA Practice and Training Test Flyer	<a href="https://www.caaspp-elpac.org/s/docs/CSA-Practice-Training-Tests-Flyer.pdf">https://www.caaspp-elpac.org/s/docs/CSA-Practice-Training-Tests-Flyer.pdf</a>
Get Answers web page	<a href="https://ca-toms-help.ets.org/contact/get-answers/">https://ca-toms-help.ets.org/contact/get-answers/</a>
How to Give a Remote Group Test video	<a href="https://www.youtube.com/watch?v=1rypWJLTiBk">https://www.youtube.com/watch?v=1rypWJLTiBk</a>
Monitoring a Remote Test Session video	<a href="https://www.youtube.com/watch?v=MFdAkWBpLmE">https://www.youtube.com/watch?v=MFdAkWBpLmE</a>
Practice and Training Tests web page	<a href="https://www.caaspp-elpac.org/resources/preparation/practice-and-training-tests">https://www.caaspp-elpac.org/resources/preparation/practice-and-training-tests</a>
<i>Preparing for Administration</i> web document	<a href="https://www.caaspp-elpac.org/s/docs/CSA-PFA.pdf">https://www.caaspp-elpac.org/s/docs/CSA-PFA.pdf</a>
Scheduling, Starting, and Stopping a Remote Test Session video	<a href="https://www.youtube.com/watch?v=QukThDxsFzc">https://www.youtube.com/watch?v=QukThDxsFzc</a>
Student Tips for the CSA Speaking Test video	<a href="https://www.caaspp-elpac.org/assessments/caaspp/csa">https://www.caaspp-elpac.org/assessments/caaspp/csa</a>
Success Agent Lookup web page	<a href="https://ca-toms-help.ets.org/contact/lea-success-agents/">https://ca-toms-help.ets.org/contact/lea-success-agents/</a>
<i>Test Security Affidavit for Non-TOMS Users</i>	<a href="https://www.caaspp-elpac.org/resources/administration/test-security">https://www.caaspp-elpac.org/resources/administration/test-security</a>
Using the Online Practice and Training Tests video	<a href="https://www.youtube.com/watch?v=QdTfIGLeC3w">https://www.youtube.com/watch?v=QdTfIGLeC3w</a>
<i>Videos and Quick Reference Guides</i> section	<a href="https://ca-toms-help.ets.org/caaspp-otam/remote-testing/videos-quick-reference-guides/">https://ca-toms-help.ets.org/caaspp-otam/remote-testing/videos-quick-reference-guides/</a>

# Test Materials

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## Assembling Test Materials

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Before testing begins, the test administrator should assemble the following materials:

- ☐ This *PFA*, if needed
- ☐ Electronic device for the students to access the test
- ☐ Electronic device for the test administrator to begin the test session
- ☐ Student logon information (Statewide Student Identifier [SSID] and first name) as listed in TOMS (Use this information to produce logon tickets for students in the testing session.)

# Test Materials (cont.)

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The following equipment and materials are highly recommended to ensure a successful administration but are not required.

## Equipment Recommendations for Speaking and Writing

### Audio Equipment

#### Speaking—High School Only

Prepare the headsets with microphones for distribution, if available. If headsets with microphones are not available, the device's microphone will capture the student's response. Headsets with microphones are recommended as they capture student responses more clearly and help to eliminate background noise.



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### Dividers

#### Speaking—High School Only

Use dividers to provide students with some level of privacy while recording their responses. Alternatively, seat students farther apart from one another.



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### Scratch Paper

#### Speaking—High School Only

Provide scratch paper for students to take notes while listening to prompts for the constructed-response speaking items.

#### Writing—All grades

Provide scratch paper for the constructed-response writing items so students can write down important points and outline their responses prior to typing their responses into the Test Delivery System (TDS).





# Accessing the Training and Practice Tests

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## Training Tests

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The CSA training tests include an audio-response speaking item and a full-write item. The CSA training tests are available for each of the following grade bands: grades three through five, grades six through eight, and high school (grades nine through twelve).

Training tests assess several of the standards that are included in the operational assessments and help familiarize students and teachers with the online testing environment. The training tests are composed of approximately 10 test items and intended to provide students with practice and exposure to using the item types and accessibility resources.

In preparation for the administration of the CSA in 2024–25, educators should use the CSA training test so students can

- practice a constructed-response speaking item and a full-write item;
- practice recording, listening to, and rerecording their responses;
- practice using writing tools, such as accent marks;
- interact with technology-enhanced items; and
- familiarize themselves with the embedded accessibility resources.

The training tests can be administered in a standardized way that simulates a testing environment. Students can individually take the assessment in a group setting as they would during a live testing session.

Educators can also gain an understanding of the item types included on the CSA and consider the option of providing opportunities through instruction for students to practice during the time leading up to the administration of the CSA in 2024–25.

## Practice Tests

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CSA practice tests are available at each of grades three through eight and one for high school. The online practice tests allow educators and students to experience a full grade-level test and gain insight into the CAASPP computer-based assessments. Practice test scoring guides, which are available for each practice test, offer details about the items, student response types, and anchor samples with justifications.

The practice test is versatile and can be administered in a nonstandardized manner. Educators may use these materials in flexible ways for instructional purposes. They may administer the entire practice test or choose certain items or item sets. Educators may provide students an opportunity to share responses, review scoring rubrics, or work collaboratively in small groups.

Access the [Practice and Training Test web page](#) and select the [Practice and Training Tests for Students] button to open the Practice and Training Test website.

# Administering the Test

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## Before Testing

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Before administering the assessment, the test administrator should take the following actions:

- ☐ Print or have an electronic copy of the *CSA Administering an Online Test Session* document and read through all elements.
- ☐ Read the three demographic questions, which are located in the *CSA Administering an Online Test Session* document, and prepare answers to the questions in Advance (provided on the next page). Provide students with these answers to enter into the student TDS during administration.
- ☐ Verify the student's test setting in the Test Administrator Interface.
- ☐ Make sure to keep the content of the CSA secure. Information about items cannot be shared with students or other educators who are not involved in the test administration.
- ☐ Eliminate distractions in the testing environment (e.g., extraneous noises, the view from windows, students who are not testing, etc.).
- ☐ Verify that the appropriate test settings (e.g., masking, etc.) have been assigned by accessing student profiles in TOMS at least 24 to 48 hours prior to the test administration.
- ☐ Because the CSA is an optional assessment, verify that students were registered in TOMS prior to the opening of the test administration window on January 9, 2024.
- ☐ Work with the site CAASPP coordinator to prepare testing devices and materials for you and the students.
  - ◆ Check the volume on the students' devices prior to logon. After logon, the maximum volume cannot be increased.
  - ◆ Be mindful of the 30-minute session time-out that could occur between logon and the sound check.
  - ◆ Make sure each testing device or workstation has headphones or a headset. For the CSA speaking domain, a headset with a microphone is recommended for better clarity of the voice capture but is not required.
- ☐ Access the CSA training test to provide students with time to practice the audio-response speaking item (if applicable) and the full-write item.

# Administering the Test (cont.)

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## Demographic Questions

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The CSA includes a student survey at the beginning of the assessment. The student survey comprises the first three questions on each assessment asking student-specific demographic questions. The test administrator should guide students through this survey, as accuracy is paramount.

Survey data will be analyzed and summarized once all CAASPP testing windows have closed.

### Questions

Each grade-level test will present the following three demographic-related questions regarding the student at the beginning of each test form. For the first survey question, students should indicate whether or not they received instruction in Spanish, inclusive of content area courses, in the previous school year.

**Did you receive instruction in Spanish in the current school year? ¿Recibiste educación en español durante el presente año escolar?**

- Yes (Sí)
- No (No)

**Which program were you enrolled in? ¿En qué tipo de programa escolar estuviste matriculado/inscrito?**

- One-Way Immersion (Inmersión únicamente para hablantes de español)
- Dual-Language Immersion (Inmersión para hablantes de español y de inglés)
- Developmental Bilingual (Programas de desarrollo del idioma)
- Heritage Language or Indigenous Language (Programas para hispanohablantes [hablantes de español])
- **(Grade Six–High School Only)** Spanish as a foreign language (i.e., Spanish I, Spanish II, etc.) (Español como lengua extranjera [es decir, Español I, Español II, etc.])
- None of the above (Ninguno de los anteriores)

**What percentage of your school day instruction was provided in Spanish? ¿Qué porcentaje de tu educación diaria recibiste en español?**

- 0–25%
- 26–50%
- 51–75%
- 76–100%

# Administering the Test (cont.)

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## During Testing

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- ☐ Greet the students as they enter; only students who are testing should be in the room.
- ☐ If possible, provide headsets with microphones to students taking the speaking domain. If headsets are not available, students may use the microphone on their device along with headphones. Students who are not taking the speaking domain may use either headphones or headsets.
- ☐ Provide students with scratch paper
- ☐ Ensure students do not use books or technology outside what is being used for testing unless for medical purposes and documented in TOMS, or other reference materials during testing. Students' desks should be clear of all items except for those materials provided by the test administrator.
- ☐ Note that the universal tools (e.g., zoom, line reader, etc.) as described in the [California Assessment Accessibility Resources Matrix](#) are available in the TDS for students who need them.
- ☐ Monitor students during the testing session and give reminders or recommendations to individual students, as appropriate, about the availability of universal tools.
- ☐ Before Segment Three B, an instructional page in the assessment will alert students to raise their hand and receive guidance from the test administrator on whether to continue testing or wait until the next session to continue. Refer to the test administration script for details and the Estimated Testing Time table on page 10.

## Coaching and Guessing

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- ☐ Do not show or suggest the correct answer to any question. If a student asks about a test question, give a neutral response to encourage them to do their best.
- ☐ Do not coach the student. The test administrator should not provide assistance that will inadvertently indicate an answer.
- ☐ Encourage the student to do the best they can on the assessment. Encouragement can be provided in any language the student prefers.

## After Testing

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- ☐ Thank the students for their attention and hard work.
- ☐ Collect and securely destroy students' logon tickets and scratch paper.
- ☐ Collect headsets, if applicable.

# Administering the Test (cont.)

## Estimated Test Administration Time

The estimated testing times shown in the following tables are based on data from the 2023–24 field test. Please note that, as students and test administrators become more familiar with the CSA's new *constructed-response* item types, actual testing times may vary.

**Table 2. Grade Three Administration**

Test Section	Administration Activity	Estimated Time (minutes)
Logon Instructions and Segment One	<ul style="list-style-type: none"><li>• Student logs on</li><li>• Student conducts recording device check, and verifies sound and video check</li><li>• Students and test administrator complete 3-question demographic survey as a class</li></ul>	15
Segment Two	<ul style="list-style-type: none"><li>• Student completes listening and writing items</li><li>• Student reviews segment two summary screen</li></ul>	60–90
Segment Three A	<ul style="list-style-type: none"><li>• Student completes reading and writing items (non-constructed responses)</li></ul>	30–60
Segment Three B	<ul style="list-style-type: none"><li>• Student continues reading and writing items (contains constructed-response)</li><li>• Student reviews segment three summary screen and submits test for scoring</li></ul>	45–70

**Total testing time: 150–235 minutes**

**Table 3. Grades Four Through Six Administration**

Test Section	Administration Activity	Estimated Time (minutes)
Logon Instructions and Segment One	<ul style="list-style-type: none"><li>• Student logs on</li><li>• Student conducts recording device check, and verifies sound and video check</li><li>• Students and test administrator complete 3-question demographic survey as a class</li></ul>	15
Segment Two	<ul style="list-style-type: none"><li>• Student completes listening and writing items</li><li>• Student reviews segment two summary screen</li></ul>	60–100
Segment Three A	<ul style="list-style-type: none"><li>• Student completes reading and writing items (non-constructed responses)</li></ul>	30–60
Segment Three B	<ul style="list-style-type: none"><li>• Student continues reading and writing items (contains constructed-response)</li><li>• Student reviews segment three summary screen and submits test for scoring</li></ul>	60–80

**Total testing time: 165–255 minutes**

# Administering the Test (cont.)

**Table 4. Grades Seven And Eight Administration**

Test Section	Administration Activity	Estimated Time (minutes)
Logon Instructions and Segment One	<ul style="list-style-type: none"> <li>• Student logs on</li> <li>• Student conducts recording device check, and verifies sound and video check</li> <li>• Students and test administrator complete 3-question demographic survey as a class</li> </ul>	15
Segment Two	<ul style="list-style-type: none"> <li>• Student completes listening and writing items</li> <li>• Student reviews segment two summary screen</li> </ul>	60–100
Segment Three A	<ul style="list-style-type: none"> <li>• Student completes reading and writing items (non-constructed responses)</li> </ul>	30–50
Segment Three B	<ul style="list-style-type: none"> <li>• Student continues reading and writing items (contains constructed-response)</li> <li>• Student reviews segment three summary screen and submits test for scoring</li> </ul>	45–70

**Total testing time: 150–235 minutes**

**Table 5. High School Administration**

Test Section	Administration Activity	Estimated Time (minutes)
Logon Instructions and Segment One	<ul style="list-style-type: none"> <li>• Student logs on</li> <li>• Student conducts recording device check, and verifies sound and video check</li> <li>• Students and test administrator complete 3-question demographic survey as a class</li> </ul>	15
Segment Two	<ul style="list-style-type: none"> <li>• Student completes listening and speaking items</li> <li>• Student reviews segment two summary screen</li> </ul>	85–125
Segment Three A	<ul style="list-style-type: none"> <li>• Student completes reading and writing items (non-constructed responses)</li> </ul>	30–50
Segment Three B	<ul style="list-style-type: none"> <li>• Student continues reading and writing items (contains constructed-response)</li> <li>• Student reviews segment three summary screen and submits test for scoring</li> </ul>	45–70

**Total testing time: 175–260 minutes**

# Administering the Test (cont.)

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## Pause Rules

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The CSA can be paused by either the student or the test administrator during the assessment. The CSA may be paused for, but not limited to, the following reasons:

- Students needing a break
- End of a testing session
- Inactivity
- Technical issues such as a power outage

### Equal to or Less Than 20 Minutes

The student will return to where the student left off within a segment and revisit previously answered questions in the current segment. The student will not be able to access a previously submitted segment.

### More Than 20 Minutes

- The student returns to the last page containing questions with which the student has not yet interacted.
- The student cannot return to previously answered segments or questions, even if the questions are marked for review.
- When pausing more than 20 minutes during a *constructed-response* item (i.e., audio-response speaking item or full-write item), the TDS will consider the partial response to be complete. The student will not be able to return to complete that item.
- Any highlighted text will be saved regardless of how long the assessment is paused; notes entered into the digital notepad will not be saved.

### Test Time-Out Due to Inactivity

- As a security measure, students and test administrators are automatically logged off the assessment after 30 minutes of inactivity.
- Before the secure browser logs the student off the assessment, a warning message will be displayed on the screen. Selecting **[OK]** will restart the 30-minute inactivity timer.
- The system recognizes “activity” as selecting or entering an answer and using navigation tools. Moving the mouse is not considered “activity.”

# Administering the New Constructed-Response Items

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The following sections provide information on how the CSA constructed-response items for speaking and writing are administered.

## Administering the Audio-Response Speaking Items for High School Only

- The speaking domain is intended to be administered in a group setting. A designated support of a separate setting is available to students who need to be tested in a separate setting.
- For speaking items that require students to provide a verbal response, students will first listen to a passage and then record their response to the prompt. Students will have the opportunity to listen to the passages as often as needed and then record their responses. Students can rerecord their responses as often as they would like until they are satisfied with their answers and are ready to move on to the next question.
- As students listen to the passage, they can take notes through the notepad feature in the TDS or on scratch paper provided by the test administrator to reference their notes prior to recording their response.
- It is highly recommended that students use headsets with built-in microphones to minimize background noise and capture their responses clearly but it is not required. Students should be encouraged to speak in a normal tone of voice while recording their responses, but loud enough for a scorer to hear.
- As typical testing environments do not involve students recording responses, it is not unusual for students to feel hesitant to speak in a group setting during a test. Providing students with the opportunity to practice the audio-response item in the training test will help students gain an understanding of how the recording feature works in the TDS (more on this topic on page 6).
- It is recommended for students to listen to their recording to ensure their response was captured and audible, time-permitting.
- In addition, it is recommended that students be provided with dividers, or be seated further away from one another, for a sense of privacy when recording their audio responses.

## Administering the Full-Write Items for Grade Three Through High School

- For full-write items, students will read a passage and be asked to respond to a prompt. All the writing tools, including the tool used to insert accent marks, will be available in the writing section of the assessment in the TDS.
- The accent mark chart will include only the characters (i.e., á, é, í, ó, ú, ÿ, ç).
- The spell check feature is available and underlines words that are misspelled without providing the option to select the correct spelling.
- For students to move on to the next test item, students must enter a typed response.