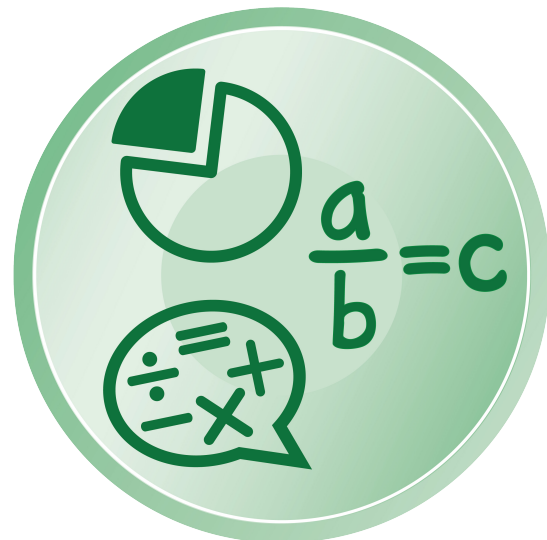# California Alternate Assessment

California Assessment of Student Performance and Progress

English Language Arts/Literacy and Mathematics

Preparing for Administration

2024–25
Grades 3–8 and 11

CAAs for ELA and Mathematics Administration Notes

Notes to California Assessment of Student Performance and Progress (CAASPP) coordinators and California Alternate Assessments (CAAs) for English language arts/ literacy (ELA) and mathematics test examiners:

- This document, *Preparing for Administration (PFA)*, should be used to prepare for the administration of the test prior to the first day of testing. The *Directions for Administration* (*DFA*) contains the information that is used at the time of test administration. The *DFA* can be found within the Test Operations Management System (TOMS) (secure logon required) and accessed through the CAASPP & ELPAC Website.
- Local educational agency (LEA) CAASPP coordinators and site CAASPP coordinators must electronically sign the *Test Security Agreement* and the *Test Security Affidavit* (found within TOMS) prior to accessing the test materials.
- Test examiners and anyone handling test and training materials must electronically sign the *Test Security Affidavit* (found within TOMS) prior to accessing the test materials or administering the test. Users with roles that do not require access to TOMS must complete the *Test Security Affidavit for Non-TOMS Users*.
- All test materials must be kept secure and securely destroyed when testing is complete, as directed by the LEA CAASPP coordinator.
- Only a trained test examiner may administer the CAAs for ELA and mathematics.
- The test examiner should be an educator who is familiar with the individual needs of the student as well as the student's individually preferred communication modes.
- Students must **not** be exposed to the test items before the actual testing.

For questions regarding the CAAs for ELA and mathematics or other CAASPP assessments:

- All users are encouraged to use the Get Answers web page to look up answers to commonly asked questions.
- Parents/Guardians should contact their child's teacher.
- Test examiners and other school personnel should contact their site CAASPP coordinator.
- Site CAASPP coordinators should contact their LEA CAASPP coordinator.
- LEA CAASPP coordinators should contact their LEA Success Agent, preferably by email. 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.
- For more information on all aspects of the CAAs, including test security, item types, and guidelines, refer to the *CAASPP Online Test Administration Manual* on the CAASPP and ELPAC Manuals web page.

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Preparing for Administration

Helpful Links

- [How to Start a Practice Test](#) web document
- [California Alternate Assessments](#) web page
- [Accessibility Resources](#) web page
- [Practice and Training Tests](#) web page
- [California Alternate Assessments Blueprint for English Language Arts](#) web document
- [California Alternate Assessments: Revised Blueprint for Mathematics](#) web document
- [Alternate Assessment Individualized Education Program (IEP) Team Guidance](#) web page

Preparing for Administration (cont.)

Resources Listed in the *PFA*

This *PFA* contains hyperlinks to resources essential for test administration. Table 1 includes the URLs for the embedded links in this *PFA*.

Table 1. Resources Listed in this Document

Resources	URL
Accessibility Resources	https://www.caaspp-elpac.org/resources/preparation/accessibility-resources
Alternate Assessment IEP Team Guidance	https://www.cde.ca.gov/ta/tg/ca/caaiepteamrev.asp
CAA for ELA Second Scoring Assignments	https://www.caaspp-elpac.org/resources/administration/form-assignments-second-scoring-rsvp/second-scoring--caa-ela
CAASPP and ELPAC Manuals	https://ca-toms-help.ets.org/
CAASPP & ELPAC Website	https://www.caaspp-elpac.org/
CAASPP Online Test Administration Manual	https://ca-toms-help.ets.org/caaspp-otam/
California Alternate Assessments (CAAs)	https://www.caaspp-elpac.org/assessments/caaspp/caa
California Alternate Assessments Blueprint for English Language Arts	https://www.cde.ca.gov/ta/tg/ca/documents/caa15elablueprts.doc
California Alternate Assessments: Revised Blueprint for Mathematics	https://www.cde.ca.gov/ta/tg/ca/documents/caa17mathblueprint.doc
California Outreach	https://ca-toms-help.ets.org/contact/
Get Answers	https://ca-toms-help.ets.org/contact/get-answers/
How to Start a Practice Test	https://www.cde.ca.gov/ta/tg/ca/documents/qrgstartpracticetest.pdf
Practice and Training Tests	https://www.caaspp-elpac.org/resources/preparation/practice-and-training-tests
Preparing for Administration (*PFA*)	https://www.caaspp-elpac.org/s/docs/PFA.CAA.ELA-Math.Operational.2024-25.pdf
Success Agent Lookup	https://ca-toms-help.ets.org/contact/lea-success-agents/
Test Operations Management System (TOMS)	https://mytoms.ets.org/

Preparing for Administration (cont.)

Alternative Text for a Student with Visual Impairments ALT

Within the *DFA* is boxed and *italicized* text preceded by the ALT symbol that provides the alternative text for a student with visual impairments. The alternative text in these boxes should be used to describe images for a student who is not able to fully access the images or videos used in the assessment. **Only students who have been identified as having visual impairments should be read the alternative text.**

The alternative text is intended to be a supplement to the administration script for students who are visually impaired and should not be used in place of the administration script. Where the administration script prompts a test examiner to "**POINT TO**" an image, the test examiner would instead read the alternative text to the student with visual impairments. Where the administration script prompts a test examiner to play a video, the test examiner would instead read the alternative text to the student with visual impairments. In cases where a student with low vision benefits from having the test examiner point to an image or play a video, in addition to having the alternative text read, test examiners are permitted to use their discretion, as long as the decision is consistent with the student's IEP. The alternative text can be reread on the basis of a student's need or request. The alternative text should be read exactly as it is written in the *DFA*, without clarification or rephrasing.

Student Responses

The CAAs are designed for one-on-one administration between a student and a test examiner who is familiar with the student. Like other standardized assessments, the CAAs for ELA and mathematics should be administered to each student in a consistent manner according to the directions provided, with variations only as specified in each student's IEP. When able, students should enter responses directly into the testing device. In some cases, the test examiner may select the responses indicated by the student by means that include, but are not limited to, gesture, eye gaze, or an alternative communicative device. In all cases, responses must come from the student and not from the test examiner. Test items and *DFA* scripts can be reread on the basis of a student's need or request. **Hand-over-hand or other physical prompting by the test examiner is *not* permitted on any CAA.**

Preparing for Administration (cont.)

Student Response Check `SRC`

The purpose of the Student Response Check (SRC) is for the test examiner to determine whether the student has a consistent and observable way of indicating responses to test items.

Specifications and guidance for administering the SRC are as follows:

1. Figure 1 and figure 2 detail when to administer the assessment to the student.
2. Figure 3 and figure 4 detail when to end the assessment and not administer it to the student.

Note: Answers can be correct or incorrect.

When to administer the assessment:
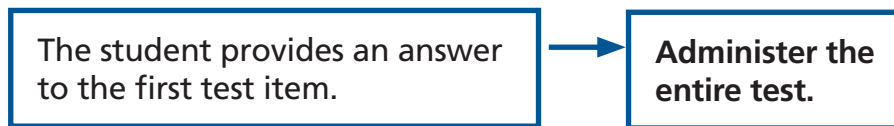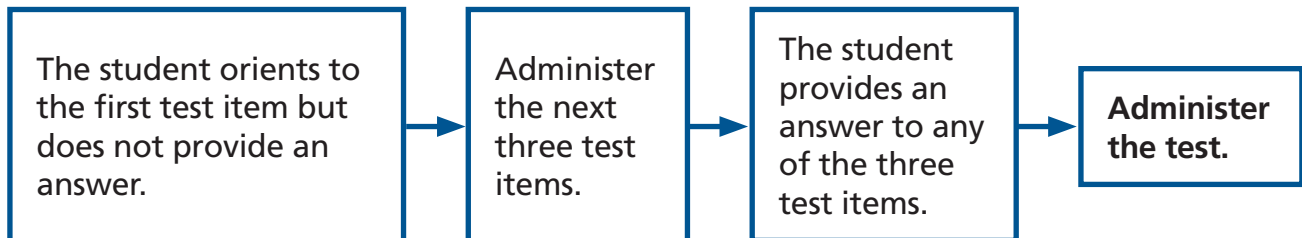
Figure 1. Response to first item

| The student provides an answer to the first test item. | → | **Administer the entire test.** |

Figure 2. Responses to first four items

| The student orients to the first test item but does not provide an answer. | → | Administer the next three test items. | → | The student provides an answer to any of the three test items. | → | **Administer the test.** |

When to end the assessment during the SRC:

Figure 3. No response to the first item

| The student does not orient or provide an answer to the first test item. | → | **Select the [End Test] button.** |
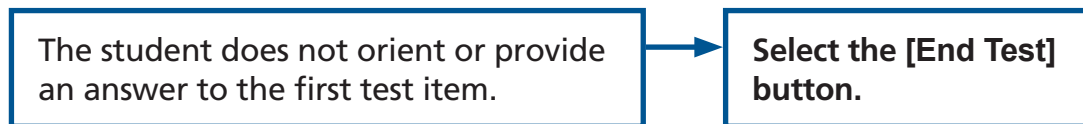
Figure 4. No responses to the first four items

| The student does not provide an answer to any of the first four test items. | → | **Select the [End Test] button.** |
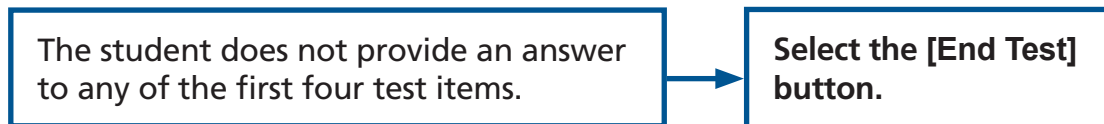
Refer to the SRC information in the ELA and Mathematics sections of the *DFA* for more specific details.

Preparing for Administration (cont.)

Ending Tests

Test examiners should only select the [**End Test**] button (figure 5) when the results of the SRC indicate that a test should be closed.

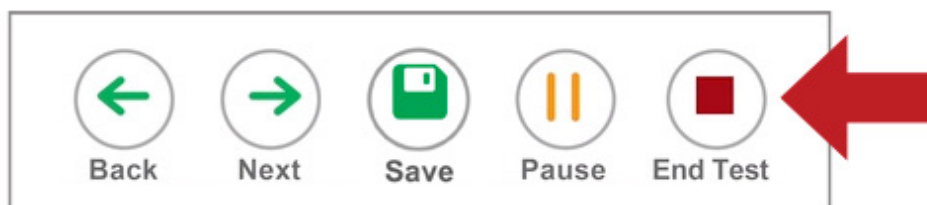Figure 5. [**End Test**] button

Student Engagement

Establishing and maintaining student engagement is important to the successful administration of the CAAs for ELA and mathematics. The test examiner may pause testing if the student is no longer engaged, is not actively participating, or is showing signs of behavioral or functional concerns related to the test. Testing may resume at a later time as appropriate for the student.

A student should be administered as much content of each test as possible. A test examiner should take the time necessary to elicit the student's best performance on each test item. A student should use the mode(s) of communication used in daily instruction.

If a student does not regain productivity and engagement, even after allowing breaks over multiple days, a test examiner may end the student's test. To end the test early, advance through the remaining test items and then submit the test.

Second Scoring Tests

The CAA for ELA will require second scoring only for a preselected group of schools in grades six, seven, eight, and eleven. (Refer to the CAA for ELA Second Scoring assignments web page for the list of schools preselected for second scoring.) Only students participating within these preselected schools in the designated grade levels will require second scores.

Second scoring is the process of having another test examiner or a test administrator use rubrics provided in the *DFA* to **simultaneously and independently** score the student's response. To participate in second scoring, the second scorer must receive the same training as the test examiner and have either a test examiner role or a test administrator role assigned in TOMS. The second scorer should be familiar with the individual needs of the student as well as the student's individually preferred communication modes.

The purpose of second scoring is to establish and document standardized scoring procedures. Second scoring is one method of providing evidence of scorer reliability or interrater reliability.