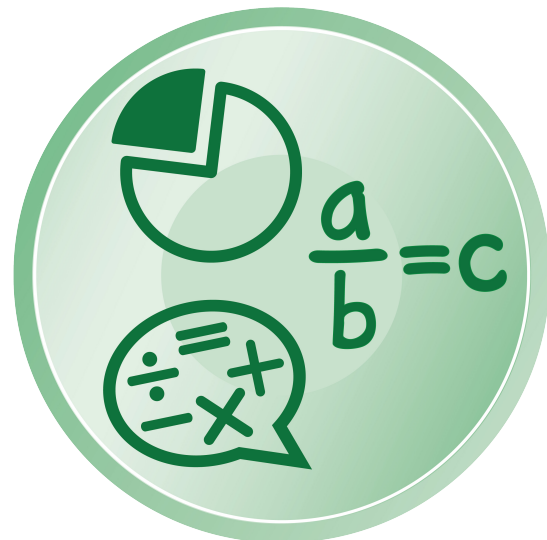


California Alternate Assessment

California Assessment of Student
Performance and Progress



English Language Arts/Literacy and Mathematics Preparing for Administration



2026–27
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 include the following:

- This document, [Preparing for Administration \(PFA\) \(PDF\)](#), should be used to prepare for the administration of the assessment 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 assessment. 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 questions (items) or content before the actual testing.

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

- 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 [Contact Us 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 Library web page](#).

Table of Contents

Preparing for Administration 1

 Helpful Links 1

 Resources Listed in the *PFA*. 2

 Alternative Text for a Student with Visual Impairments 4

 Student Responses 4

 Student Response Check 5

 Ending Assessments 6

 Student Engagement 6

 Second Scoring Assessments 6

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Preparing for Administration

Helpful Links

- [Accessibility Resources web page](#)
- [Alternate Assessment Individualized Education Program \(IEP\) Team Guidance web page](#)
- [California Alternate Assessments \(CAAs\) web page](#)
- [California Alternate Assessments Blueprint for English Language Arts \(DOC\)](#)
- [California Alternate Assessments: Revised Blueprint for Mathematics \(DOC\)](#)
- [How to Access a Practice or Training Test Through the Student Interface \(PDF\)](#)
- [How to Administer a Practice or Training Test with a Session ID \(PDF\)](#)
- [Practice and Training Tests Overview video](#)
- [Practice and Training Test Resources web page](#)
- [Practice and Training Tests 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 web page	https://www.caaspp-elpac.org/resources/preparation/accessibility-resources/
Alternate Assessment IEP Team Guidance web page	https://www.cde.ca.gov/ta/tg/ca/caaiepteamrev.asp
CAA for ELA Second Scoring web page	https://www.caaspp-elpac.org/resources/administration/form-assignments-second-scoring-rsvp/second-scoring--caa-ela/
CAASPP and ELPAC Manuals Library web page	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) web page	https://www.caaspp-elpac.org/assessments/caaspp/caa/
California Alternate Assessments Blueprint for English Language Arts (DOC)	https://www.cde.ca.gov/ta/tg/ca/documents/caa15elabluepts.doc
California Alternate Assessments: Revised Blueprint for Mathematics (DOC)	https://www.cde.ca.gov/ta/tg/ca/documents/caa17mathblueprint.doc
Contact Us web page	https://www.caaspp-elpac.org/help/contact/
Get Answers web page	https://www.caaspp-elpac.org/help/get-answers/
How to Access a Practice or Training Test Through the Student Interface (PDF)	https://www.caaspp-elpac.org/s/docs/qrgaccesspracticetest.pdf
How to Administer a Practice or Training Test with a Session ID (PDF)	https://www.caaspp-elpac.org/s/docs/qrgadministertest.pdf
Practice and Training Test Resources web page	https://www.caaspp-elpac.org/resources/preparation/practice-and-training-tests/practice-and-training-resources/

Table continues on the next page.

Preparing for Administration (cont.)

Continuation of Table 1 from the previous page.

Resources	URL
Practice and Training Tests Overview video	https://www.youtube.com/watch?v=FYKtfd8bmyo
Practice and Training Tests web page	https://www.caaspp-elpac.org/resources/preparation/practice-and-training-tests/
PFA (PDF)	https://www.caaspp-elpac.org/s/docs/PFA.CAA.ELA-Math.Operational.2026-27.pdf
Success Agent Lookup web page	https://www.caaspp-elpac.org/help/success-agent-lookup/
TOMS	https://mytoms.ets.org/
Test Security Affidavit for Non-TOMS Users	https://www.caaspp-elpac.org/resources/administration/test-security/

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 a student who has 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 a student with visual impairments 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 based on 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, a student should enter responses directly into the testing device. A test examiner may prompt the student to scroll to access all test content in the item. 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 based on 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 test item

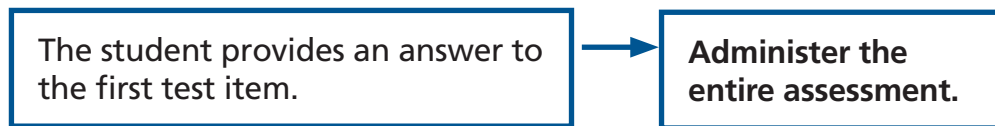
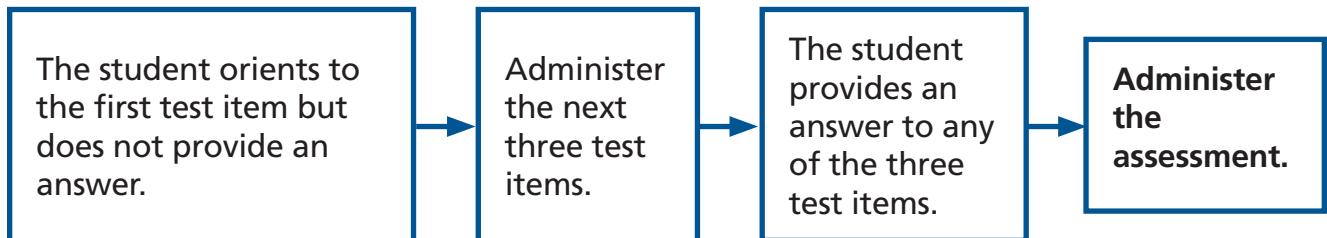


Figure 2. Responses to first four test items



When to end the assessment during the SRC:

Figure 3. No response to the first test item

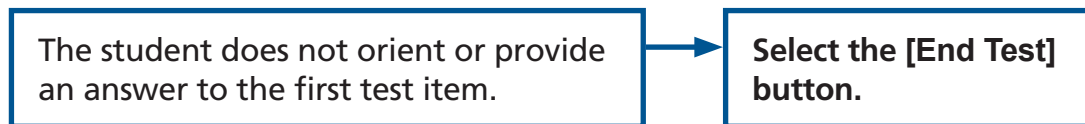
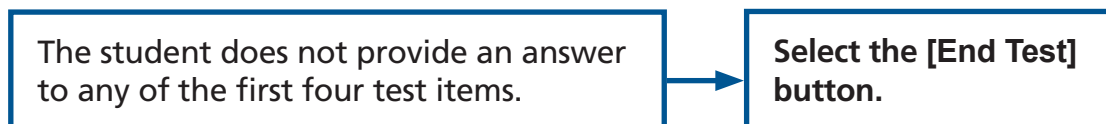


Figure 4. No responses to the first four test items



Refer to the SRC information in the ELA and mathematics sections of the *DFA* for more specific details.

Preparing for Administration (cont.)

Ending Assessments

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

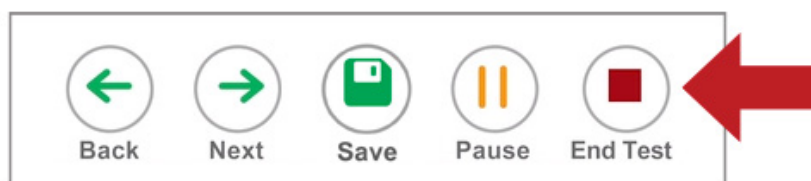


Figure 5. **[End Test]** button

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 assessment. Testing may resume at a later time as appropriate for the student.

A student should be administered as much content of each assessment 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 assessment. To end the assessment early, advance through the remaining test items and then submit the assessment.

Second Scoring Assessments

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 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 second scoring training 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.