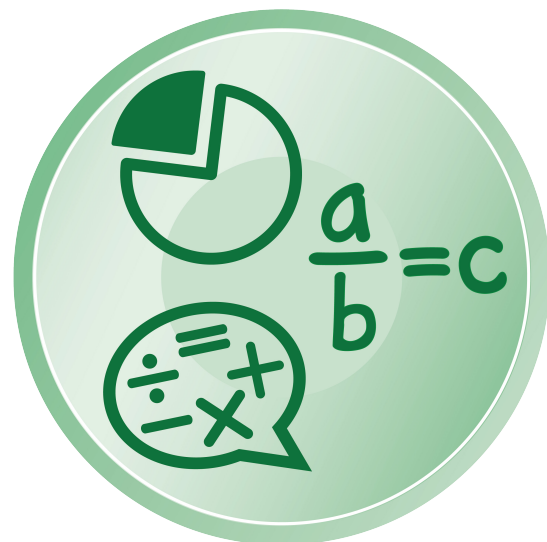

California Alternate Assessment

California Assessment of Student
Performance and Progress



English Language Arts/Literacy and Mathematics

Preparing for Administration



2023–24

Grades 3–8 and 11



CAA for ELA and Mathematics Administration Notes

Notes to CAASPP coordinators and CAA for 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 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 sign the *Test Security Affidavit* 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 CAA for ELA and Mathematics.
- The test examiner should be the educator who is the most 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 or content before the actual testing.

For questions regarding the CAA for ELA and Mathematics or other CAASPP assessments:

- All users are encouraged to use the [Get Answers](https://ca-toms-help.ets.org/contact/get-answers/) web page located at <https://ca-toms-help.ets.org/contact/get-answers/> 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 as directed.
- LEA CAASPP coordinators should contact their LEA Success Agent, preferably by email. Refer to the [LEA Success Agent](https://ca-toms-help.ets.org/contact/lea-success-agents/) web page located at <https://ca-toms-help.ets.org/contact/lea-success-agents/> to look up the name and contact information for the LEA's assigned representative or the [California Outreach](https://ca-toms-help.ets.org/contact) web page located at <https://ca-toms-help.ets.org/contact> 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*, which is linked on the [CAASPP Manuals and Instructions](https://www.caaspp.org/administration/instructions/index.html) web page located at <https://www.caaspp.org/administration/instructions/index.html>.

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Preparing for Administration

Helpful Links

- [How to Start a Practice Test Session](https://www.cde.ca.gov/ta/tg/ca/documents/qrgstartpracticetest.pdf) web document located at <https://www.cde.ca.gov/ta/tg/ca/documents/qrgstartpracticetest.pdf>
- [California Alternate Assessments](http://www.caaspp.org/administration/about/caa/) web page located at <http://www.caaspp.org/administration/about/caa/>
- [Accessibility Resources](https://www.caaspp.org/ta-resources/accessibility/index.html) web page located at <https://www.caaspp.org/ta-resources/accessibility/index.html>
- [CAASPP Online Test Administration Manual](https://ca-toms-help.ets.org/caaspp-otam/) web page located at <https://ca-toms-help.ets.org/caaspp-otam/>
- [Online Practice and Training Tests](http://www.caaspp.org/practice-and-training/) located at <http://www.caaspp.org/practice-and-training/>
- [California Alternate Assessments Blueprint for English Language Arts](https://www.cde.ca.gov/ta/tg/ca/documents/caa15elablueprts.doc) web document located at <https://www.cde.ca.gov/ta/tg/ca/documents/caa15elablueprts.doc>
- [California Alternate Assessments: Revised Blueprint for Mathematics](https://www.cvusd.us/uploaded/pdf_files/departments/educational_services/testing_assessments/caaspp/2018-19/CAA_Math_Blueprint.pdf) web document located at https://www.cvusd.us/uploaded/pdf_files/departments/educational_services/testing_assessments/caaspp/2018-19/CAA_Math_Blueprint.pdf
- [Alternate Assessment IEP Team Guidance](https://www.cde.ca.gov/ta/tg/ca/caaiepteamrev.asp) located at <https://www.cde.ca.gov/ta/tg/ca/caaiepteamrev.asp>

Alternative Text for a Student with Visual Impairment **ALT**

Within the *DFA* is boxed and *italicized* text preceded by the **ALT** symbol that provides the alternative text for a student with visual impairment. 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 a visual impairment 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 impairment. The alternative text can be repeated 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.

Preparing for Administration (cont.)

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 CAA 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 individualized education program (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. **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 if 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:

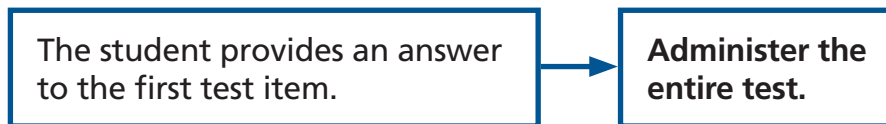


Figure 1. Response to first item

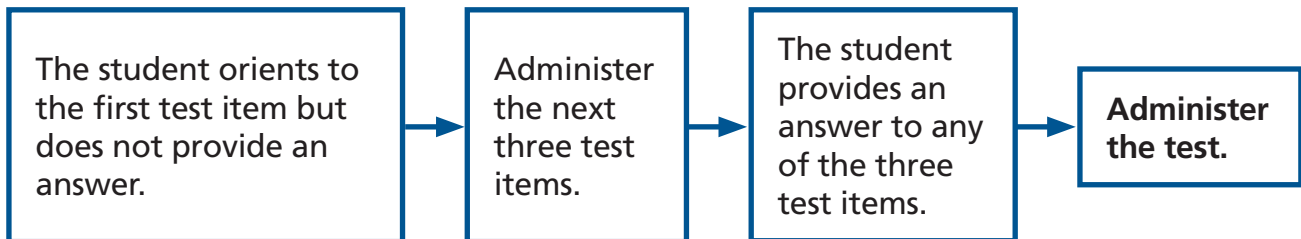


Figure 2. Responses to first four items

When to end the assessment during the Student Response Check:

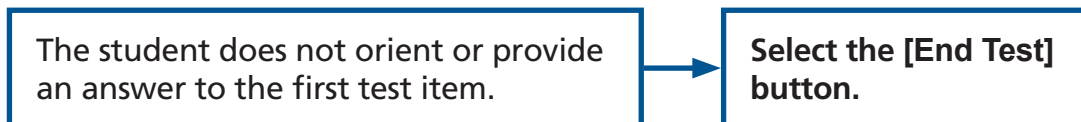


Figure 3. No response to the first item

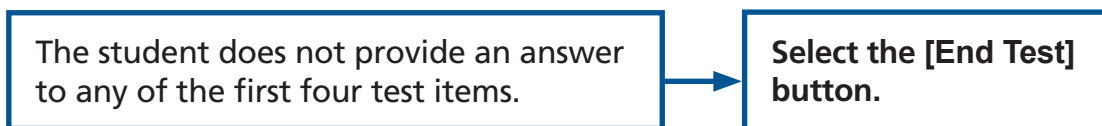


Figure 4. No responses to the first four items

Refer to the Student Response Check 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.

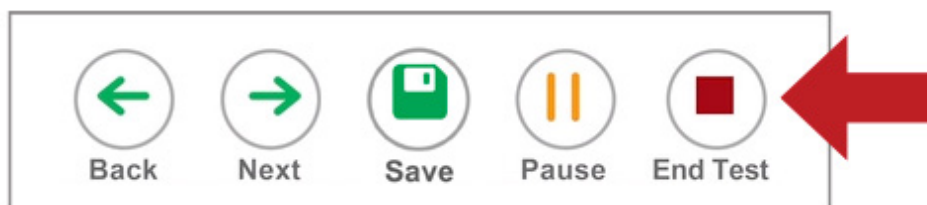


Figure 5. **[End Test]** button

Student Engagement

Establishing and maintaining student engagement is important to the successful administration of the CAA 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. (Refer to [CAA for ELA Second Scoring Assignments](https://www.caaspp.org/administration/about/caa/caa-ela-second-scoring-assignments.2023-24.html) located at <https://www.caaspp.org/administration/about/caa/caa-ela-second-scoring-assignments.2023-24.html> for the list of schools preselected for second scoring.) Only students participating within these preselected schools in the designated grades will require second scores.

Second scoring is the process of having another educator, a secondary test examiner, use rubrics provided in the *DFA* to **simultaneously and independently** score the student's response. In order to participate in second scoring, the secondary test examiner must receive the same training as the primary test examiner and have the test examiner role assigned in TOMS. 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.