



Site CAASPP Coordinator Checklist

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

California Department of Education (CDE) | July 2025

This checklist for site CAASPP coordinators 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 site CAASPP coordinator to support a successful administration. Ongoing tasks are listed at the beginning of the checklist.

This checklist is in an editable format so site CAASPP coordinators 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.

Site CAASPP Coordinator Checklist

Before Testing

Designation

- Ensure your local educational agency (LEA) coordinator has set you up as the site CAASPP coordinator in the Test Operations Management System (TOMS).

Manage Users

- Follow your LEA process to add local users to TOMS at the appropriate user level. Complete the additions as soon as possible to provide the ability to administer the California Alternate Assessment (CAA) for Science or interim assessments, if applicable. A list of all user roles in TOMS and their complete definitions is available in the [TOMS User Roles for CAASPP](#) subsection in the [TOMS User Guide](#).
- Ensure that staff who will be assisting with testing, but do not need TOMS access, or any staff member (for example, custodial staff, aides, nurses, etc.) who will have access to testing material, complete a non-TOMS user affidavit. The *Test Security Affidavit for Non-TOMS Users* is available on the [Test Security web page](#).

Review Information

- Review scheduled system downtimes on the [System Downtime Schedule web page](#) and communicate them to staff.

Share Test Resources

- Encourage use of the practice and training tests available on the [Practice and Training Tests web page](#).
 - Note that practice and training tests do not produce scores for review.
- Share additional resources with educators, including but not limited to the following:
 - [Tools for Teachers website](#)
 - [Smarter Annotated Response Tool website](#)
 - [Smarter Content Explorer website](#)
 - [Starting Smarter website](#)
 - [Lexile® & Quantile® Hub](#)

Plan for Testing

- Work with your LEA coordinator to review test administration windows and plan the test administration schedule for your site.
- Review the test assignments and assigned accessibility resources for the entire CAASPP administration.
 - Verify that individualized education programs (IEPs) and Section 504 plans 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. The [View & Edit Students: Overview](#) section of the [TOMS User Guide](#) is available for further details.

- Follow your LEA process to enter condition codes NTE (Not tested medical emergency) and PGE (Parent/Guardian exemption) in TOMS as necessary.
- Plan for the time and space requirements for testing. This includes accommodating students with separate settings, supporting educators administering one-on-one assessments as needed, and ensuring all instructional materials are removed from walls or covered prior to testing. Information regarding time requirements for testing is available in the [Testing Time and Recommended Order of Administration](#) subsection of the [CAASPP Online Test Administration Manual](#).
 - Note that there are [optional testing notices for printing](#).
 - Testing—Do not disturb
 - Unauthorized electronic devices **may not** be used at any time during the testing session.

Communication

- Follow your LEA process to notify parents/guardians about upcoming CAASPP testing.
 - Notification letter templates are provided on the [Notification Letter Templates web page](#) and are available in multiple languages.
 - Parent guides are provided on the CDE [Parent Guides to Understanding web page](#) and are available in multiple languages.

Accessibility

- Communicate with special education staff, ELA, and School Psychologists and other staff as needed to review IEPs and Section 504 Plan, EL Designated Support before the summative CAASPP assessments start.
- Review the [California Assessment Accessibility Resources Matrix](#) with testing staff.
 - Review universal tools, designated supports, and accommodations with educators to ensure they understand their role in providing resources.
- Share the following resources associated with student accessibility:
 - [Accessibility Resource Graphics web page](#)
 - [Accessibility Resource Demonstration Videos web page](#)
 - [Individual Student Assessment Accessibility Profile \(ISAAP\) Tool](#)
 - [Accessibility Resources web page](#)
 - [Accessibility Guide](#)
- Remind TAs that designated supports are available to all students when determined for use by an educator or team of educators (with parent/guardian

and student input, as appropriate) or specified in the student's IEP or Section 504 plan.

- Coordinate with special education administrators, English language development administrators, and educators to establish a consistent process to document the selection of accessibility resources for students. Share the [Effective Use of Accessibility Resources web document](#) and [Accessibility Resources Planning Tool web document](#) with relevant staff.
- Work with the LEA CAASPP coordinator to verify the need for special test versions, such as braille or large print, as stated in students' active IEPs or Section 504 plans.
- Share the web-based ISAAP Tool, which is located on the ETS [ISAAP Tool website](#), with appropriate staff.
- Verify accessibility resources with teachers or department chairs.
 - Follow your LEA procedures to ensure that all accessibility resources are loaded into TOMS (manually or upload template).
 - Follow your LEA procedures to ensure that all unlisted resources are requested in TOMS at least two weeks prior to test administration. The California Assessment Accessibility Resources Matrix is located on the [California Assessment Accessibility Resources Matrix web page](#).
 - Work with TAs and TEs to identify students who will need specialized equipment for accessibility resources, and perform an equipment needs check based on individual student requirements.
- Ensure that student test settings, both embedded and non-embedded, are updated in TOMS prior to testing.

Trainings

- Attend trainings that your LEA offers, and review test administration manuals, guides, and videos as needed.
 - [Manuals Library](#)
 - [Administer a Test Session web page](#)
- Conduct any required site trainings for TAs and TEs, following your LEA process.
- Check for applicable trainings on the [Upcoming and On-Demand Trainings web page](#).

Technology

- Verify that bandwidth and technology capabilities are adequate. Additional information is available on the [Technology Resources and Secure Browsers web page](#).
- Create a testing schedule for your school site, taking into account device availability, bandwidth, available TAs and TEs, schedules, etc.
- Have the technology coordinator confirm that the latest secure browser is loaded onto all necessary devices.

- Confirm that the correct number of student testing devices and TA or TE devices are available.
- Communicate with the TAs and TEs to identify the number of headsets needed for testing and ensure that the number needed is available at least two weeks prior to the testing window.
 - Headsets are required for the English language arts/literacy (ELA) computer adaptive test and the California Spanish Assessment (CSA) listening domain to support the listening portions of the assessment, for students who use text-to-speech on any assessment (California Science Test [CAST] included), and for students requiring audio glossaries (mathematics only).
 - Note that it is recommended but not required that students taking the CSA speaking domain use headsets with a microphone to best capture their audio response.

During Testing

Testing Windows

September—CAA for Science testing window opens.

April 20, 2026—The following statewide CAASPP testing windows open:

- Smarter Balanced for ELA
- Smarter Balanced for Mathematics
- CAST
- CAA for ELA
- CAA for Mathematics

Reminders Prior to Test Administration

- Use the *Administration Planning Guides*, available on the [CAA for Science Administration Planning Guides web page](#), to plan when embedded performance tasks (PTs) will be administered throughout the school year for the CAA for Science.
- Share *Administration Planning Guides* with TEs.
- Ensure that CAA TEs have completed the required online CAA tutorial(s) prior to administering the test. This includes test site coordinators who plan on administering the CAA.
- Communicate the availability of the CAA for Science embedded PTs to special education staff and TEs.
- Remind TEs of the various response options for the CAA for Science. A guide for TEs that details the response options available in the Test Delivery System for the CAA for Science is provided in the [Response Options for Alternate Assessments web document](#).
- If your LEA is selected for second scoring, ensure that a second scorer is trained and scheduled for all students taking the CAA for ELA. More information about

the second-scoring process and assignments is available on the [Form Assignments, Second Scoring, and RSVP web page](#).

- Remind TAs, maintenance and operations departments, school administrators, and support staff of the site testing schedule.
- For the general CAASPP, download and distribute the full or abridged *Administering an Online Test Session* documents, which are located on the [Administer a Test Session web page](#).
- For the CAAs, download and securely distribute the *Directions for Administration* that are securely housed under the [**Resources**] tab in TOMS.

Security

- Monitor the site during testing to support and ensure that test security procedures are followed.
 - Ensure unauthorized electronic devices **are not** used at any time during the test session.
- Follow your LEA process to submit incident reports as needed using the Security and Test Administration Incident Reporting System (STAIRS). Report test security incidents within 24 hours.
- Ensure proper handling of all printed test materials and scratch paper. Collect all test materials on each day of testing to store in a secure location until after the test session, and then destroy the materials according to the security policy outlined in the [Handling Secure Materials](#) section of the [CAASPP Online Test Administration Manual](#).

Technology

- Collaborate with technology personnel to make sure all devices and systems are ready for testing. Additional information is located on the [Technology Resources and Secure Browsers web page](#).

Accessibility

- Review that IEPs and Section 504 plans 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 prior to test administration. The [View & Edit Students: Overview](#) section of the [TOMS User Guide](#) is available for further details.

Completion Monitoring

- Monitor completion rates and communicate testing progress to other staff as appropriate, to ensure that all students participate as appropriate, addressing student issues as needed. Completion Status Reports are located in TOMS as well as in the [Completion Status System](#). Refer to the [TOMS User Guide](#) and [Guide to Completion Status](#) for details about each system, respectively.
- Monitor and confirm that all three CAA for Science embedded PTs have been administered as required.

After Testing

Results

- Review information from your LEA CAASPP coordinator regarding the availability of the CAASPP results, including the timeline and delivery status of the Student Score Reports (SSRs).
 - Follow your LEA process to make SSRs available and communicate results to parents/guardians, educators, and other interest holders.

Feedback

- Solicit feedback about CAASPP test administration from TAs and TEs to identify changes for next year. Share feedback with the LEA CAASPP coordinator.

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
CaITAC	California Technical Assistance Center
CAST	California Science Test
CAT	computer adaptive test
CBT	computer-based test
CCR	<i>California Code of Regulations</i>
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	<i>Directions for Administration</i>
EAP	Early Assessment Program
EC	<i>Education Code</i>
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

Term	Meaning
OTAM	online test administration manual
PFA	<i>Preparing for Administration</i>
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	<i>Smarter Balanced Usability, Accessibility, and Accommodations Guidelines</i>
UDAs	universal tools, designated supports, and accommodations