



CAASPP Test Administrator Checklist

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

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This checklist for CAASPP test administrators (TAs) 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 CAASPP TA to support a successful administration. Ongoing tasks are listed at the beginning of the checklist.

This checklist is in an editable format so CAASPP TAs 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.

CAASPP Test Administrator Checklist

Before Testing

User Account

- Confirm that Test Operations Management System (TOMS) logon information has been received in an automated email from TOMS with logon instructions. This username and password are also used for the online Test Delivery System.
 - Note that user roles do not carry over from test administration years and will need to be re-created annually.
 - If this information has not been received, check a spam or junk email folder to determine whether it was mistakenly routed there. The role designation email will be sent from ca-assessments@ets.org. If you are still unable to locate logon information, contact your site CAASPP coordinator.
- Log on to [TOMS](#) and electronically sign the CAASPP *Test Security Affidavit*.
 - Note that TAs must sign the affidavit as part of the TOMS logon process. This step must be completed prior to administering summative assessments to students.

Manage Student Logon

- Create a logon card for each student that includes the student's first name and Statewide Student Identifier (SSID)—it is also permissible to include a photo of the student or include the student's last name with the logon information as additional safeguards to ensure that the student receives the correct logon information.
 - Note that if the *Preferred Name* field is populated in the California Longitudinal Pupil Achievement Data System, that is the name the student will use to log on to the test.
 - Optional: As an extra safeguard to ensure students and TAs are aware and can verify test settings add each student's test settings for designated supports and accommodations on the logon card.

Review Information

- Review all CAASPP policy and test administration documents in the [About the Assessments](#) section of the [CAASPP Online Test Administration Manual](#).
- Review the training modules and materials on the [Upcoming and On-Demand Trainings web page](#) and attend school or local educational agency (LEA) training sessions, if any are offered.
- Review all guidelines for managing a secure test environment as well as all security procedures and guidelines in the [Security of the Test Environment](#) section of the [CAASPP Online Test Administration Manual](#).

Access Test Resources

- Guide students through a training test or practice test for familiarity with navigation of the system and tools. Practice tests and training tests are available on the [Practice and Training Tests web page](#) under the “Practice and Training Tests for Students” section.
 - Note that practice and training tests do not produce scores for review.

Accessibility

- Review 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](#)
- Optionally, take the [Accessibility Resources On-Demand Modules](#) for a deep dive into the topic of accessibility resources.

Plan for Testing

- Work with site staff to plan for the time and space requirements for testing. This includes accommodating any student with separate setting and one-on-one administration.
- Make sure that the physical conditions of the testing room are satisfactory. Make sure that no instructional materials directly related to the content of the assessments are visible.
 - 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.
- 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.

Communication

- Communicate to students the requirement of wired, non-Bluetooth headsets when taking various assessments:
 - Smarter Balanced for English language arts/literacy (ELA) listening portions, for students who require text-to-speech
 - Smarter Balanced for Mathematics for students requiring audio glossaries, for students who require text-to-speech

Technology

- Perform an equipment needs check based on individual student requirements.
 - Work with your site CAASPP coordinator to identify students who will need specialized equipment for accessibility resources. Students are permitted and encouraged to use their own wired earbuds or headsets—but LEAs and schools should also have some available.
- Confirm that the correct number of student testing devices and a TA device are available and working properly.
- Ensure that all student testing devices have the most up-to-date secure browser installed.
 - Complete this prior to testing and verify again the day before testing. If the **[Secure Browser]** icon is missing, contact your site CAASPP coordinator or school technology coordinator. The [Technical Specifications and Configuration Guide for Online Testing](#) is available for detailed instructions.

During Testing

Reminders Prior to Test Administration

- Ensure the student sets the system volume prior to launching the secure browser to ensure the student can hear any audio portions, such as the ELA segment.
- If tested students are expected to remain in the testing room until the end of the session, instruct them on what activities they may engage in after they finish the test.
- Administer an online test session, following the scripts in the following *Administer an Online Test Session* web documents that are available on the [Administer a Test Session web page](#).
- Provide students with scratch paper and dividers for all test sessions. Also, provide students in grades six and above graph paper for the mathematics assessments.
 - Refer to the [Accessibility Guide](#) subsection [Scratch Paper](#), which outlines its usage and how to maintain test security.
- Check that students have the correct accessibility resources assigned prior to testing. Provide any necessary non-embedded designated supports and accommodations as assigned.

Security

- Have students seated so there is enough space between each student (or provide desktop partitions, while still allowing the TA the ability to monitor for cell phone use) to minimize opportunities to look at each other's screen.
- Note that students who are not being tested may not be in the room when a test is being administered.

- o Note that students who were testing but have completed testing during this session may remain in the room and should be provided with a quiet activity.
- Ensure that students clear their desks and put away all books, backpacks, purses, and other materials not needed for the test. This includes electronic devices (for example, cell phones, smartwatches) unless they are an approved medical support or unless they are required by a student's IEP or Section 504 plan. Access the [Test Security](#) chapter of the [CAASPP Online Test Administration Manual](#).
- Actively monitor students throughout the test sessions.
- Follow local procedures to report any summative testing improprieties, irregularities, or breaches to your site CAASPP coordinator and LEA CAASPP coordinator immediately following an impropriety, irregularity, or breach.
 - o Note that the coordinator will report the incident using the online CAASPP Security and Test Administration Incident Reporting System/Appeals process. Document and report any security incidents to the site CAASPP coordinator.

Technology

- Check all devices that will be used and close all applications except those identified as necessary by the school's technology coordinator or the student's IEP or Section 504 plan.
- Ensure that the student opens the secure browser on each device after closing any unnecessary applications.
- Make sure that no device has dual monitors except where required in an IEP or Section 504 plan.
- Verify that the student has the correct logon information (first name, SSID, and session ID). Logon cards are secure testing material until testing is completed; these are to be securely destroyed after testing.

After Testing

- Deliver all secure materials (paper–pencil tests) back to your Test Site CAASPP coordinator.
 - o Secure testing materials include paper–pencil tests, scratch paper with test content, print-on-demand documents, and any other materials that may contain test content.
- Securely dispose of all nonsecure testing materials that do not contain test content, such as student logon cards, unused scratch paper, and testing scripts.
 - o Note that the only exception to the requirement governing the immediate destruction of printed materials and scratch paper is when students take notes or draft responses to ELA, mathematics, or science performance tasks (PTs). All scratch paper (including graph paper) must have the student's name on it and be collected, inventoried, and securely stored for student use in a subsequent test session. The retention of scratch paper is only allowed for

the Smarter Balanced PTs, CAST, California Alternate Assessments, and CSA.

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
CalTAC	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

Term	Meaning
NTE	Not tested medical emergency
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