

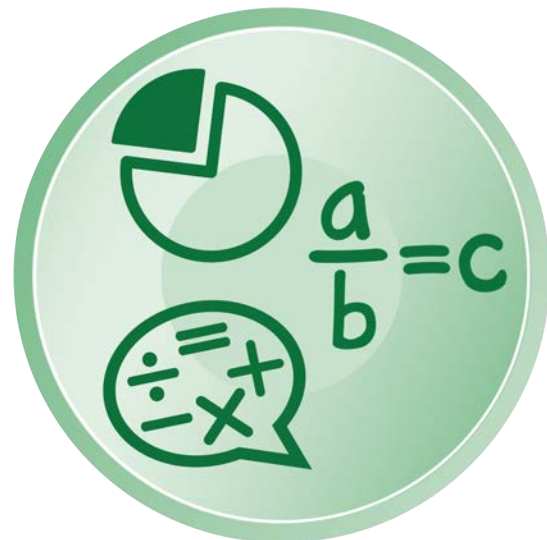
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# California Alternate Assessment

California Assessment of Student  
Performance and Progress



## English Language Arts/Literacy and Mathematics Preparing for Administration



### Practice Test



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## CAA for ELA and Mathematics Administration Notes

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Beginning with the 2022–23 Administration, this document, *Preparing for Administration (PFA)*, should be referred to when preparing for administration of the test. The information contained in this document was previously found at the beginning of the *Directions for Administration (DFA)*. The *DFA*, which now contains only information to be used at the time of test administration, can be found within the Test Operations Management System (TOMS) that can be accessed through the CAASPP website.

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

- Parents/Guardians should contact their child’s teacher.
- Test examiners and other school personnel should contact their LEA CAASPP coordinator.
- 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 *Online Test Administration Manual for CAASPP Testing*, 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

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## Helpful Links

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- [How to Start a Practice Test Session for the CAAs](https://www.cde.ca.gov/ta/tg/ca/documents/caaqrpractice.pdf) web document located at <https://www.cde.ca.gov/ta/tg/ca/documents/caaqrpractice.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>
- [Online Practice Test Scoring Guides and Directions for Administration \(DFAs\)](https://www.caaspp.org/ta-resources/practice-training.html) web page located at <https://www.caaspp.org/ta-resources/practice-training.html>

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

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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. 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.

## Student Responses

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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.)

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## Student Engagement

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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.