



# Before Testing Checklist

CMAS and CoAlt: Mathematics, English Language Arts including CSLA, Science, and Social Studies

**Note:** This is a high-level checklist and is not all inclusive of the activities required in your district and schools. Review the *CMAS and CoAlt Procedures Manual* and \*DAC\* email updates from CDE for additional information.

## November and December

- ☐ Read the [CMAS and CoAlt Procedures Manual](#) to prepare for DAC responsibilities
  - ☐ Notify students and parents about district/school spring assessment dates if not previously communicated
  - ☐ Create a list of students who require accommodations and accessibility features (e.g., standard print, large print, braille, auditory/signed presentation script, text-to-speech, Spanish including CSLA, color contrast)
  - ☐ By **December 15**
    - ☐ Submit [CMAS UAR documentation](#) to CDE Assessment via Syncplicity
    - ☐ Through the *CMAS District Testing Information* form\*, notify CDE of:
      - ☐ Desire for CDE to create generic PearsonAccess<sup>next</sup> sessions based on school and grade
      - ☐ Desire to receive hard copy Student Performance Reports
      - ☐ Data Respondent contact information
      - ☐ PearsonAccess<sup>next</sup> Work Request/Transfer Request contact information
- \*Form provided to DACs upon their completion of the CDE-hosted *CMAS Administration Training for DACs*
- ☐ DACs update/create [PearsonAccess<sup>next</sup>](#) and [Training Site](#) SAC accounts
- ☐ Establish a district training and testing schedule
- ☐ Confirm all school organizations are in PearsonAccess<sup>next</sup> for the district
  - ☐ Verify shipping address
  - ☐ Notify CDE Assessment if changes are needed

## January

- ☐ Confirm student registrations in PearsonAccess<sup>next</sup> against current district enrollment (refer to [Student Registration/Personal Needs Profile](#) guidance, as needed)
  - ☐ View applicable training modules
  - ☐ Register new students and use Work Requests to transfer student records between districts
  - ☐ Remove incorrect test assignments and add correct assignments (e.g., students taking CSLA in grades 3 and 4 who are assigned to ELA)
- ☐ Add accommodations and accessibility features that require physical test materials (e.g., standard print, large print, braille, auditory/signed presentation script) based on information collected in November and December
- ☐ Verify accuracy of registration information, including accommodations and accessibility features, as it is used to automatically generate initial materials shipment

## February until before testing

### *PearsonAccess<sup>next</sup> Activities*

- ☐ Confirm all accommodations and accessibility features are identified in advance through the SR/PNP
- ☐ Create PearsonAccess<sup>next</sup> test sessions for all students
- ☐ Optional – Proctor cache test content in PearsonAccess<sup>next</sup>
- ☐ [“Prepare” test sessions in PearsonAccess<sup>next</sup>](#) (function available one school day before earliest testing date, by test)
  - ☐ DO NOT “prepare” test sessions until accommodations and accessibility features are confirmed
  - ☐ DO NOT “prepare” test sessions that will not be started (e.g., parent excusal sessions)

## February until before testing continued from previous page

### Prepare for Test Administration

- ☐ Prepare Test Administrators to administer accommodations and accessibility features, if necessary
- ☐ Schedule time for students to use [practice resources](#) (recommended)
- ☐ Develop district plans:
  - ☐ Security
  - ☐ Logistics
  - ☐ Training
- ☐ Meet with and train Technology Coordinators
  - ☐ Ensure DTC attends CDE technology webinars and completes training
  - ☐ Complete technology setup
- ☐ Verify technology readiness using CMAS Test Simulator administration in the PearsonAccess<sup>next</sup> Training Site
- ☐ SACs update/create PearsonAccess<sup>next</sup> Test Administrator user accounts for individuals who will administer online tests and transcribe paper test responses into online transcription forms (includes all CMAS paper tests and CoAlt)
- ☐ DACs ensure all school and district personnel involved in the spring administrations are trained
  - ☐ All personnel must sign the [CMAS and CoAlt Security Agreement](#) form (DACs sign a separate online form – link accessed through the CDE-hosted *CMAS Administration Training for DACs*)
  - ☐ Submit [Verification of District Training](#) to CDE
- ☐ DACs receive, inventory, and secure testing materials (March)
- ☐ Prepare testing environments and testing devices

### Two weeks before testing

- ☐ Finalize school testing schedules
- ☐ Finalize school security and logistics plans

### One week before testing

- ☐ Meet with Test Administrators and Proctors
- ☐ SACs receive, inventory, and store materials
- ☐ Confirm setup of test sessions in PearsonAccess<sup>next</sup>
  - ☐ Test Administrator accounts are active for individuals administering online CMAS tests and transcribing paper CMAS tests and CoAlt
  - ☐ Optional – Online tests are proctor cached

### Four days before testing

- ☐ Open sealed test packages
- ☐ Provide access to accommodated materials as needed for translation (i.e., sign language and translation into languages other than English or Spanish)
- ☐ Make final preparations as needed (e.g., headphones for text-to-speech, handheld calculators for math)

### 24 hours before testing

- ☐ Test Administrators providing paper-based testing auditory presentation in English or Spanish may view auditory presentation scripts
- ☐ TVIs access Teacher Notes for braille assessments (test books are not to be reviewed)
- ☐ “Prepare” online test session through PearsonAccess<sup>next</sup> (see *February until before testing – PearsonAccess<sup>next</sup> Activities*) if not previously completed