



# Before Testing Checklist

Spring 2025 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 *Spring 2025 CMAS and CoAlt Procedures Manual* and \*DAC\* email updates from CDE for additional information.

## November and December

- Read the [Spring 2025 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., large print, braille, auditory/signed presentation script, text-to-speech, Spanish, color contrast)
  - By **December 15**
    - Submit [CMAS UAR documentation](#) to CDE Assessment via Syncplicity
    - Through the *Spring 2025 CMAS District Testing Information and Format Selections* form\*, notify CDE of:
      - District/school-wide intent to use paper-based testing
      - Selected testing window options
      - 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 testing schedule
    - Provide district testing windows information to CDE (see *By December 15* above)
  - Confirm all school organizations are in PearsonAccess<sup>next</sup> for the district
    - Verify shipping address
      - Notify [Sara Loerzel](#) if changes are needed

## January 6 to 24, 2025

- 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., large print, braille, auditory/signed presentation script, CSLA, Spanish) 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 paper-based testing labels, rosters, and initial materials shipment
  - Labels are sorted by “Class” if this information is indicated through the SR/PNP

## 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 computer-based testing
- 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
  - 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 CMAS tests
- 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 – DocuSign link accessed through the CDE-hosted *CMAS Administration Training for DACs*)
  - Submit [Verification of District Training](#) to CDE through DocuSign
- 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
  - 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