



# CMA

# 2012

## California Modified Assessment

### GRADES 9, 10, AND 11

## DIRECTIONS FOR ADMINISTRATION

### Test Examiner and Proctor Responsibilities

Completing **all** of the following steps will help ensure that no testing irregularities occur, that your students' test results will be valid, and that the Academic Performance Index (**API**) and Adequate Yearly Progress (**AYP**) information for your school will be as accurate as possible.

- Review the materials before testing to ensure that you have all required materials, including both student and examiner materials. (See page 4 of this manual.)
- If the students' answer documents were pre-identified (Pre-ID'd), check each answer document for a bar code label in Section 2. Distribute each answer document **only to the student whose name is under the bar code**.
- Ensure that students have and use **only** No. 2 pencils.
- Ensure that students complete Section 1 on their answer documents before beginning testing.
- Ensure that each student receives the correct grade-level test booklet and answer document each day. Grade-level test booklets and answer documents are the same color.
- Ensure that **students print their first and last names on the front cover of their test booklets**.
- Ensure that students mark the grade 9, 10, or 11 test booklet version number inside their answer documents.
- When administering the California Modified Assessment (CMA) for Mathematics, ensure that students receive the correct test booklets (Algebra I or Geometry), print their first and last names on their test booklets, and mark the correct test subject and test booklet version number in the "CMA version number for Mathematics" box inside their answer documents.
- Administer each test part according to the schedule provided by your test site coordinator, and ensure that you have enough time to complete each test part in a single sitting.**
- If translators are regularly used in the classroom, make sure they are available for testing.
- Read** the directions in the "**SAY**" boxes to students exactly as they are printed. Only boxes with a "**T**" may be translated.
- Actively supervise students while they are working on the tests.
- Collect and account for all test booklets and answer documents **before dismissing** any students each day.



## CHECKLISTS

Complete the following checklists to ensure that you have taken all necessary steps in preparation for administering the CMA.



| <b>TEST EXAMINER AND PROCTOR CHECKLIST</b>   | √ |
|--|---|
| <b>I have read, I understand, and I have signed a security affidavit and have given it to my test site coordinator.</b>  |   |
| I have completed the 2012 CMA Testing Schedule (page iii) or received a printed schedule.  |   |
| I have read and I understand Testing Cautions (page 1).  |   |
| I have read and I understand Before the Test (page 7).   |   |
| I have read and I understand Day Before Testing (page 8).  |   |
| I have read and I understand During Testing (page 9).  |   |
| I have read and I understand After Testing Each Day (page 10).   |   |
| I have asked my test site coordinator any questions I had about information in this manual.  |   |
| I have checked each student's individualized education program (IEP) and ensured that all students are eligible to take the CMA.   |   |
| I have checked students' IEPs and Section 504 plans and will ensure that those students receive only the accommodations listed.  |   |
| I understand which testing variations are allowable for students who regularly use them in the classroom and will ensure that those variations are provided to those students.   |   |
| I understand which testing variations are allowable for English learners and will ensure that those variations are provided to those students.   |   |
| If my school will be testing English learners in a separate setting, I know who will be testing those students and where to send them for testing.   |   |
| I will ensure that only students in grade 9, 10, or 11 take the CMA for Mathematics; only students in grade 9 take the grade 9 CMA for English–Language Arts; only students in grade 10 take the grade 10 CMA for English–Language Arts or the grade 10 CMA for Life Science; and only students in grade 11 take the grade 11 CMA for English–Language Arts. |   |

| <b>ANSWER DOCUMENT CHECKLIST</b>  | √ |
|---|---|
| <p>I will receive <b>Pre-ID</b> answer documents and know where to find students' names on them.</p> <ul style="list-style-type: none"> <li>a. Staff will hand-mark any needed demographic data per the Standardized Testing and Reporting (STAR) test site coordinator's instruction. (See Appendix C.)</li> <li>b. Students will hand-mark any needed demographic data per the STAR test site coordinator's instruction. (See Appendix D.)</li> </ul> |   |
| <p>I will affix <b>Pre-ID</b> labels to my students' answer documents.</p> <ul style="list-style-type: none"> <li>a. Staff will hand-mark any needed demographic data per the STAR test site coordinator's instruction. (See Appendix C.)</li> <li>b. Students will hand-mark any needed demographic data per the STAR test site coordinator's instruction. (See Appendix D.)</li> </ul>  |   |
| <p>I will receive <b>blank</b> answer documents. Before testing begins,</p> <ul style="list-style-type: none"> <li>a. Staff will hand-mark answer documents. (See Appendix C.)</li> <li>b. Students will hand-mark demographic data on the day prior to testing; staff will hand-mark other needed demographic data. (See Appendixes C and D.)</li> </ul>   |   |



**CALIFORNIA MODIFIED ASSESSMENT  
DIRECTIONS FOR ADMINISTRATION  
GRADES 9, 10, and 11**

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## **TESTING CAUTIONS**

### **Test Security**

Each person who has access to STAR test materials, including California Modified Assessment (CMA) materials, must sign a security affidavit before receiving any student test materials. If you have not signed a security affidavit, contact your STAR test site coordinator immediately.

The contents of all California STAR test booklets, including CMA booklets, are secure materials. Unauthorized copying or reuse of any California STAR test booklet or of any questions within the booklet is illegal.

### **Do**

- Keep the tests secure at all times.
- Limit access to the tests and test materials to actual testing sessions.
- Collect and account for all test materials BEFORE dismissing students.
- Return all test materials to the designated STAR test site coordinator daily upon completion of testing.
- Administer the tests in accordance with the directions for test administration in this manual.

### **Do Not**

- Review any test questions, passages, or other test items independently or with students before, during, or after testing.
- Disclose, or allow to be disclosed, the contents of the tests to anyone through verbal, written, or any other means of communication.
- Copy any part of the tests or test materials.
- Permit students to remove test materials from the testing room.
- Develop scoring keys or review or score any student responses.

### **Testing Problems**

Testing administration errors and irregularities must be reported to your STAR test site coordinator or principal/school administrator immediately.

Test administration errors include, but are not limited to:

- Failure to administer the tests according to the directions in this manual.
- Randomly distributing Pre-ID answer documents rather than distributing each answer document to the student listed on the bar code.
- Not having students complete version information.

Testing irregularities that may affect your school's API and/or AYP include, but are not limited to:

- Failure to maintain test security (see Test Security section above).
- Leaving informational materials on the walls in the testing room.
- "Coaching" students (anything that may indicate correct or incorrect answers).
- Changing students' answers on answer documents.
- Allowing students to have additional unauthorized materials during testing.

**If the test examiner or proctor observed a student cheating (e.g., using unauthorized materials, copying, or helping another student), he or she must stop the cheating. After testing, the examiner must mark **C** in Section A2, Special Conditions, on the student's answer document and notify the STAR test site coordinator.**

|  |
|--|
| <b>DO NOT CALL THE CDE TO REPORT CHEATING.</b> |
|--|

## TEST ADMINISTRATION TIMES

The CMA is not timed. **Each test part, however, must be finished in a single sitting, with no breaks, on the designated test date unless the student has an individualized education program (IEP) or a Section 504 plan that allows for breaks during testing, or the student is an English learner who is eligible to take additional supervised breaks as an allowable test variation.** Estimated times are provided for planning testing schedules, but **students must be allowed as much time as needed to complete each part of the test.** The estimated test administration times in Table 1 below are the **minimum amount of time** that students should have for completing each test part. The times listed include 10 minutes to distribute materials, give directions, and collect materials, as well as the student working time needed for each test part. Most students will complete the test parts within the estimated times given in this table.

**Table 1. Estimated Test Administration Times**

| Subtest  | Total No. of Items | Estimated Time*  |
|--|--------------------|--|
| California English–Language Arts Modified Assessment | 70                 | Part 1: 50 minutes<br>Part 2: 50 minutes<br>Part 3: 50 minutes |
| California Life Science Modified Assessment          | 66                 | Part 1: 50 minutes<br>Part 2: 50 minutes<br>Part 3: 50 minutes |
| California Mathematics Modified Assessment           | 70                 | Part 1: 50 minutes<br>Part 2: 50 minutes<br>Part 3: 50 minutes |

\*The times include 10 minutes to distribute materials, give directions, and collect materials for each part. Students should be able to complete each test part in the time estimated in this table.

### Schedules and Breaks

Each test part should be administered sequentially (e.g., Part 1, followed by Part 2, and so forth). Test parts should only be administered out of sequence to students who have missed a regular test administration day and when no other options are available for testing in the proper sequence.

**You must follow the schedule your STAR test site coordinator provided.** The schedule may call for administering one or two test parts during a day. When any two test parts are administered on one day, students should have a break of at least 10 minutes between the two parts. During the break, test booklets are to remain closed and students are not to refer to them. Students may leave the room during the break **between the test parts** to get drinks and use the restroom or to go to nutrition/recess or lunch. The next test part must be administered immediately after the break. If the room is left unattended during the break:

- collect and secure the test materials in locked cabinets if the room cannot be locked; **or**
- have students leave the test materials on their desks, and then lock the testing room.

**Classes or groups of students may not take a break (e.g., recess, lunch, and so forth) during a test part.** If individual students need to use the restroom during a test part, the student’s materials should be collected and the student should be monitored until she/he returns to finish testing.

**Do not begin a test part unless there is enough time to complete it in one sitting**  
(with the exceptions described below).

Some students may have an IEP or a Section 504 plan that allows for breaks within a test part. Also, some English learners may be eligible to take additional supervised breaks during a test part as an allowable test variation. Your STAR test site coordinator may ask you to provide this accommodation or variation for specific students. If you are testing students who you think will require more time than is shown, work with the test site coordinator to plan an appropriate schedule.

## TEST MATERIALS

### Test Examiner Materials

- California Modified Assessment *Directions for Administration* (this manual).
- Grade 9, 10, or 11 California Modified Assessment test booklet(s) for demonstration.
- The appropriate California Modified Assessment mathematics test booklet for demonstration, plus a few additional test booklets in case students have been incorrectly assigned to a specific CMA for Mathematics.
- Grades 9, 10, and/or 11 answer document(s) for demonstration.

### School Provides

- “Testing—Do Not Disturb” signs for doors.

**NOTE:** If you are testing students who are being assessed with American Sign Language, overhead transparencies of the sample test questions from the student test booklets are available from your STAR test site coordinator.

### Student Materials

- Grade 9, 10, or 11 California Modified Assessment test booklet.
- Grade 9, 10, or 11 answer document (blank or Pre-ID).
- California Modified Assessment mathematics test booklet.

### School Provides

- Scratch paper for the mathematics and Life Science tests—scratch paper may be lined, unlined, or graph paper. **Used scratch paper is secure and must be returned to the STAR test site coordinator.**  
**(Note: Scratch paper may not be used for the English–Language Arts test.)**
- Two No. 2 pencils with erasers (plus extras).

**NOTE:** Students may use highlighters in test booklets.

Students may use other materials during testing **ONLY** in cases in which the student has an IEP and/or a Section 504 plan that lists other materials as accommodations, or the student is eligible to use other materials as an allowable test variation.

**NOTES:**

- For purposes of field testing new questions, the sets of grade 9, 10, or 11 and mathematics test booklets provided to your classroom contain multiple versions.
- The order of the test booklet versions must be maintained. **Do not** reorder or sort the different versions before distributing the test booklets to the students.
- Ensure that every student prints his or her first and last names on the test booklet cover.
- For the grade-level tests, ensure that every student marks the test booklet version number in the **“CMA version number for ELA” or the “CMA version number for ELA and Life Science (not for CMA Mathematics)” box** inside the answer document.
- For students taking a CMA for Mathematics, ensure that every student marks the **“CMA version number for Mathematics” box in the CMA for Mathematics section inside the answer document.**
- For the end-of-course mathematics tests, ensure that students mark the test subject in the mathematics section inside the answer document.

## WHO TAKES THE CMA?

### Students Who Take the CMA

The multiple-choice CMA tests are to be administered to eligible students in grades 3 through 11 in California public schools.

Students in grades 3 through 11 **are eligible** to take the CMA if they meet the participation criteria adopted by the State Board of Education. Each student shall:

- Have an IEP that specifies that he or she take the CMA in one or more content areas;
- Have taken the California Standards Test (CST) in a previous year and scored *below basic* or *far below basic* in the content area being assessed by the CMA. For the CMA for Science, a student may have taken the CST and scored *below basic* or *far below basic* in ELA, Math, OR Science. The student may have taken the CST with modifications; and
- Not be eligible to take the California Alternate Performance Assessment (CAPA).

**Further information on the CMA participation criteria is available on the California Department of Education (CDE) Web page at <http://www.cde.ca.gov/ta/tg/sr/participcriteria.asp>.**

### Students Who Do Not Take the CMA

Students in grades 3 through 11 **are not eligible** to take the CMA if they:

- Do not have an IEP; or
- Are eligible to take the CAPA.

**If students with the qualifications listed in the bullets directly above take the CMA, their tests will NOT be scored.**

## WHAT TO DO

### Before the Test

- Attend** the pre-test training session held by the STAR test site coordinator.
- Find out where** students who require extra time to finish the tests are to go and who will supervise the extended session. Enter this information on the School Testing Schedule (page iii) and on the first page of directions for each CMA (page 16 for English–Language Arts [ELA], page 30 for Life Science, and page 41 for Mathematics).
- Review students’ IEPs and Section 504 plans for appropriate accommodations.** Also, determine which students will use allowable test variations. Check with your test site coordinator to determine where these students will be tested.
- Confirm** where to pick up and return materials each day of testing.
- Plan a quiet activity** for each testing session for students who finish early. The activity should not be related to the test being given. Students may work on assignments for unrelated subjects, read library books, and so forth.
- If your district used the Pre-ID Service,** student name and other information will be printed in the bar code box (Section 2) on the front page of each answer document. If your district ordered adhesive bar code labels, you may be asked to affix the labels to student answer documents.

Your STAR test site coordinator may instruct **you** to complete specific demographic information on each student’s answer document (e.g., information not included in the Pre-ID file or for students who did not receive a Pre-ID answer document). In this event, see Appendix C, “Completing the Demographic Information on Answer Documents” (on page 60).

Alternatively, your STAR test site coordinator may instruct you to have **students** mark specific demographic information on their answer documents on the day prior to testing and instruct you to complete the remaining demographic information. In this event, find the directions in Appendix D, “Directions for Completing Student Information” (on page 74), and tab the page for easy reference.

- If your district did not use the Pre-ID Service,** all demographic data must be hand-marked on each student’s answer document. See Appendix C, “Completing the Demographic Information on Answer Documents” (on page 60), and, if appropriate, Appendix D, “Directions for Completing Student Information” (on page 74).
- If you have English learners who require directions to be translated** (“**SAY**” boxes labeled with “**T**” only), and translators are regularly used in the classroom, arrange for the translators to be present. They may translate “**SAY**” boxes only.

### Day Before Testing

- Tell** students where and what time to report for testing the following day.
- Read** the *Directions for Administration* (this manual).
- Flag** the page in this manual where you will begin on the first day of testing.
- Flag** the page in this manual where you will begin each testing session.
- Identify** the directions that may be translated, if testing English learners.
- Identify** students who will not be tested because:
  - they have been exempted by a parent/guardian (exemption letters must be on file with the principal/school administrator or in the students' records), or
  - they will be taking the California Standards Tests (CSTs) for one or more subjects, or
  - they will be taking the California Alternate Performance Assessment (CAPA).
- Students who are not being tested may not be in the room where a test is being administered.** Find out where to send these students during testing and prepare appropriate assignments for them as needed.
- Give** the test site coordinator the answer documents for students who will not be tested.
- Make sure the physical conditions in the testing room are satisfactory.** Students should be seated so that there is enough space between them to minimize opportunities to look at each other's work. On testing days, post a "Testing—Do Not Disturb" sign on the door. **If you are testing more than 25 students in a classroom, it is recommended that a proctor help you supervise testing.**
- Make sure that no instructional materials directly related to the content of the tests are visible to students.** Inappropriate materials include, but are not limited to, vocabulary or spelling lists, tables of mathematical facts or formulas, and science reference tables. All such materials must be removed or covered during the testing session.
- Verify** that all testing materials are assembled and ready. (See page 4.)

|                       |
|-----------------------|
| <b>During Testing</b> |
|-----------------------|

- Encourage** students to do their best.
- Make sure students clear their desks** of and stow away all books, electronic devices, and other materials not needed for the test.
- Distribute answer documents and test booklets only to students whose names are on them. On the first day of testing, distribute blank test booklets and answer documents to students with no Pre-ID test materials.**
- Make sure** students have and use **only** No. 2 pencils.
- Make sure** students complete Section 1 on their answer documents and print their first and last names on the front cover of their test booklets.
- Make sure students mark the correct grade-level test booklet version number in the CMA section inside their answer documents.**
- Ensure** that students taking a CMA for Mathematics mark the correct circle for the mathematics test subject and the test booklet version number in the CMA for Mathematics section inside their answer documents. **NOTE: The test will not be scored unless this circle is marked. Students who mark the wrong circle will receive an incorrect score report for mathematics.**
- Read all “SAY” boxes exactly as they are written**, using a natural tone and manner. If necessary, explain the directions, but do not give help on specific test questions.
- “SAY” boxes marked with a “T” may be translated when testing English learners. Test questions, answer choices, and passages may not be translated.**
- If you make a mistake in reading a direction or sample question, stop and say, **“No, that is wrong. Listen again.”** Then read the direction or sample question again.
- Check periodically** to make sure that students are working on the correct test part, **are marking their answers in the correct section of their answer documents**, and are following instructions.

**After Testing Each Day**

- Count all test booklets and answer documents BEFORE allowing any student to leave the testing room.
- Verify** that you have collected all answer documents, test booklets, pencils, and scratch paper.
- Keep each student's answer document with his or her test booklet until you have verified that all students have:
  - printed their first and last names on their test booklets.
  - marked the correct mathematics test subjects and test booklet version numbers inside their answer documents. NOTE: **The test will not be scored unless the circle for the mathematics test subject is marked.** Students who mark the wrong circle will receive an incorrect score report for mathematics.
- Before returning materials to the test site coordinator, mark any applicable circle(s) in Sections A2, A3, and/or A4 in the California Modified Assessment column on the back cover of students' answer documents. See **Accommodations for Students with IEPs or Section 504 Plans and Allowable Variations for English Learners: Key Sections** (Appendix A) and **Guide to Answer Document Sections A2, A3, and A4** (on the inside back cover of this manual). Confirm with your test site coordinator that you have marked all applicable circles.
- California Modified Assessment test booklets are **secure** materials. **Return** all test booklets (including your demonstration booklet), answer documents, and scratch paper to your STAR test site coordinator each day **immediately** after testing has been completed.

## FIRST DAY OF TESTING

- Materials required for each student:
  - Two No. 2 pencils with erasers (plus extras).
  - Grade 9, 10, or 11 answer document.
  - Grade 9, 10, or 11 test booklet.
  - Mathematics test booklet if administering a CMA for Mathematics first.
  - A piece of scratch paper (if administering a mathematics test or the CMA for Life Science first).

**Other materials may be used during this test ONLY if specified in the student's IEP and/or Section 504 plan, or the student is eligible to use additional materials as an allowable test variation.** (See Appendix A.)

- Each part of the test must be administered in a single sitting, **with no breaks**, unless the student has an IEP or a Section 504 plan that allows for breaks during testing, or the student is an English learner who is eligible to take additional supervised breaks as an allowable test variation.
- Ensure that students who have accommodations** specified in their IEPs or Section 504 plans receive the appropriate accommodations. Also ensure that students who are eligible for test variations receive the appropriate variations.
- Check each answer document for the student's name.** Be sure that each student receives the answer document with his or her name on it. **It is essential that no student use an answer document that is identified with the name of another student.**
- Read** directions in “**SAY**” boxes **exactly as they are printed.**
- Only directions in “**SAY**” boxes marked “**T**” may be translated when testing English learners. **Test questions, answer choices, and passages may not be translated.**
- Make certain you have a copy of the answer document(s) and test booklet(s) for demonstration purposes.
- If the students did not complete demographic information on their answer documents prior to testing, print the names of the test examiner, school, and district on the board. The test examiner name is the name of the person administering the test.

### IF YOUR CLASS COMPLETED DEMOGRAPHIC INFORMATION ON THE ANSWER DOCUMENTS PRIOR TO TESTING:

Make sure students clear their desks of and stow away all books, electronic devices, and other materials not needed for the test.

Give each student two No. 2 pencils with erasers. When you are ready to begin,

**SAY** I am going to give you your answer document now. Do not open it or write  
**T** anything on it until I tell you what to do.

Give each student the grade 9, 10, or 11 answer document **with his or her name on it**. If you do not have an answer document with a student's name in Section 1, give the student a blank answer document. If you must give a student a blank answer document, all demographic information must be hand-marked on that answer document after testing is completed.

**SAY** Look at the grade that is printed at the top of the answer document. This should be the grade in which you are enrolled. If you think that you have an  
**T** incorrect grade-level answer document, please raise your hand.

Use the demonstration answer document to show students where to look. If a student has an incorrect grade-level answer document, verify the student's grade and, if appropriate, give the student a blank answer document for the correct grade. All demographic information must be hand-marked on blank answer documents after testing is completed.

**SAY** On the front page of your answer document, look at the information written in Section 1. Make sure that your first and last names are written in the box or that the box is blank. If someone else's name is written there, please raise  
**T** your hand.

Use the demonstration answer document to show students where to look. Check the answer documents for students who raised their hands. Each student must have the answer document **with his or her name on it**.

If you are able to locate the correct answer document for all students, go to the section **Name on Front Cover of Grades 9, 10, and 11 Test Booklets** on page 14 and continue reading all instructions.

**Do the following ONLY if you must give a student a blank answer document:**

- Go to the section **Student Name** on the following page.
- Read the sections **Student Name; Test Examiner, School, and District; Math Class; and Science Class** only for the student(s) with a blank answer document.  
**Note:** All demographic information will need to be hand-marked on the answer document(s) after testing is completed.
- Continue reading instructions from **Name on Front Cover of Grades 9, 10, and 11 Test Booklets** to ALL students.

**IF YOUR CLASS DID NOT COMPLETE DEMOGRAPHIC INFORMATION ON THE ANSWER DOCUMENTS PRIOR TO TESTING, READ ALL OF THE FOLLOWING INSTRUCTIONS:**

Make sure students clear their desks of and stow away all books, electronic devices, and other materials not needed for the test.

Give each student two No. 2 pencils with erasers. When you are ready to begin,

**SAY** I am going to give you your answer document now. Do not open it or write  
**T** anything on it until I tell you what to do.

Give each student the grade 9, 10, or 11 answer document **with his or her name on it**. If you do not have a Pre-ID answer document for a student, give the student a blank answer document. If you must give a student a blank answer document, all demographic information must be hand-marked on that answer document after testing is completed.

**SAY** Look at the grade that is printed at the top of the answer document. This should be the grade in which you are enrolled. If you think that you have an incorrect grade-level answer document, please raise your hand.  
**T**

Use the demonstration answer document to show students where to look. If a student has an incorrect grade-level answer document, verify the student's grade and, if appropriate, give the student a blank answer document for the correct grade. All demographic information must be hand-marked on blank answer documents after testing is completed.

**SAY** On the front page of your answer document, look at the information printed in Section 2, the box on the left that has dashed lines around it. Make sure that your first and last names are printed in the box or that the box is empty. If someone else's name is printed there, please raise your hand.  
**T**

Use the demonstration answer document to show students where to look. Check the answer documents for students who raised their hands. Each student must have the answer document **with his or her name on it**.

If a student has an incorrect answer document, find the correct one for the student or give the student a blank answer document. If you must give a student a blank answer document, all demographic information must be hand-marked on that answer document after testing is completed.

***Student Name***

**SAY** Find Section 1 at the top, where it says "Student Name." In that box, print your first and last names.  
**T**

Give help as needed.

***Test Examiner, School, and District***

**SAY** In the box that says "Test Examiner," print my name. In the box that says "School," print the name of our school. In the box that says "District," print the name of our school district.  
**T**

Refer students to the board, where you have printed your name, the school name, and the district name. While students are marking the information, walk around the room to see that they are following instructions. Give help as needed.

**Math Class**

**If the students will be taking a CMA for Mathematics, read the following SAY box. Otherwise, go to Science Class below.**

**SAY** Next to the boxes for the test examiner and district names, there are boxes for you to print information about your math class. Print the name of your math class, the name of your math teacher, the period during which you take math, and your math classroom number. If you are not taking math at this time, leave this section blank.

**T**

Give help as needed.

**Science Class**

**If the students will be taking the Grade 10 CMA for Life Science, read the following SAY box. Otherwise, go to Name on Front Cover of Grades 9, 10, and 11 Test Booklets below.**

**SAY** Next to the boxes for the test examiner and district names, there are boxes for you to print information about your science class. Print the name of your science class, the name of your science teacher, the period during which you take science, and your science classroom number. If you are not taking science at this time, leave this section blank.

**T**

Give help as needed.

**Name on Front Cover of Grades 9, 10, and 11 Test Booklets**

**If you will be administering ONLY a CMA for Mathematics to these students, turn to the California Mathematics Modified Assessment Directions for Administration that begin on page 41. Starting with the first unshaded "SAY" box on page 42, read the directions to ALL students.**

For purposes of field-testing new questions, the set of grade 9, 10, or 11 test booklets provided to your classroom contains multiple versions. **Do not** reorder or sort the different versions before you hand out the test booklets to the students. It is essential that each student receive the same test booklet each day of testing.

**SAY** I am going to give you your test booklet now. Do not open your test booklet or write anything on it until I tell you what to do.

**T**

Distribute the grade 9, 10, or 11 test booklets to students.

**SAY** Look at the grade level and color of the test booklet you received. If the grade level and color are not the same as those on your answer document, please raise your hand.

**T**

Check the answer documents and test booklets for students who raised their hands. Do not continue administering the test until you have verified that every student has the correct grade-level answer document and test booklet.

**SAY** Print your first and last names on the line at the top of the front cover of the  
**T** test booklet.

Pause while students print their first and last names on their test booklets.

***CMA Version Number***

**SAY** Open your answer document.  
Now look at the front cover of your test booklet. In the top right-hand corner, you will see the word “Version” followed by a two-digit number.  
On the right-hand page of your answer document, find the box labeled “CMA version number for ELA” or “CMA version number for ELA and Life Science (not for CMA Mathematics)” at the top of the page. In that box, mark the  
**T** circle for the version number that is on your test booklet.

Pause while students mark the version number circle. Give help as needed. **It is very important that the version number on the test booklet be marked accurately in the answer document. Circulate through the classroom to make sure students printed their first and last names on their test booklets and are marking the version number correctly.**

Turn to the Directions for Administration for the first test session. Starting with the first unshaded “**SAY**” box, read the directions to ALL students.



**CALIFORNIA ENGLISH–LANGUAGE ARTS  
MODIFIED ASSESSMENT  
DIRECTIONS FOR ADMINISTRATION  
GRADE 9, 10, OR 11**

This test is **untimed**.  
Students needing more time are to be escorted to \_\_\_\_\_.

- Materials required for each student:
- Two No. 2 pencils with erasers (plus extras).
  - Grade 9, 10, or 11 answer document.
  - Grade 9, 10, or 11 test booklet.

**Other materials may be used during this test ONLY if specified in the student’s IEP and/or Section 504 plan, or the student is eligible to use additional materials as an allowable test variation.** (See Appendix A.)

- Each part of the test must be administered in a single sitting, **with no breaks**, unless the student has an IEP or a Section 504 plan that allows for breaks during testing, or the student is an English learner who is eligible to take additional supervised breaks as an allowable test variation.
- Ensure that students who have accommodations** specified in their IEPs or Section 504 plans receive the appropriate accommodations. Also ensure that students who are eligible for test variations receive the appropriate variations.
- Read** directions in “**SAY**” boxes **exactly as they are printed**.
- Test questions and answer choices may be read to students **ONLY** in cases in which the student has an IEP that specifies these accommodations.
- Passages in the California English–Language Arts Modified Assessment may not be read to students under any circumstances.
- Only directions in “**SAY**” boxes marked “**T**” may be translated when testing English learners. **Test questions, answer choices, and passages may not be translated.**
- Make certain you have a copy of the grade 9, 10, or 11 test booklet and answer document for demonstration purposes.

Make sure students clear their desks of and stow away all books, electronic devices, and other materials not needed for the test.

Before distributing test booklets and answer documents, read the shaded boxes. If students already have their own test booklets and answer documents, go to the first unshaded box.

**SAY** I am going to give each of you your test booklet and answer document. Do not open the test booklet or answer document or write anything on them until  
**T** I tell you what to do.

Give each student two No. 2 pencils with erasers and the grade 9, 10, or 11 test booklet and answer document **with his or her name on them**. Students should already have marked the student-identification information on their answer documents.

**SAY** Look at the front cover of your test booklet. Be sure your first and last names are written on the line at the top of the front cover. If your name is not written on the front cover, please raise your hand.

**T**

Use the demonstration booklet to show students where to look. Check the test booklets for students who raised their hands. Each student must have the test booklet with his or her name on it.

**SAY** Now look at the front page of your answer document. Find Section 1 at the top of the page. If your first and last names are not there, please raise your hand.

**T**

Use the demonstration answer document to show students where to look. Check the answer documents for students who raised their hands. Each student must have the answer document with his or her name on it.

**SAY** Today you are going to take a test that will show how much you have learned. Some of the questions will be easy, and some will be harder. Don't worry about the ones that seem hard—do the best you can and try to answer all the questions.

**T** Now open your answer document.

If students have already marked the circle for their test booklet version number, go to the first SAY box on the next page and continue reading the directions.

If students have NOT marked the circle for their test booklet version number, read the directions in the following SAY box.

**SAY** Now look at the front cover of your test booklet. In the top right-hand corner, you will see the word “Version” followed by a two-digit number. On the right-hand page of your answer document, find the box labeled “CMA version number for ELA” or “CMA version number for ELA and Life Science (not for CMA Mathematics)” at the top of the page. In that box, mark the circle for the version number that is on your test booklet.

**T**

Pause while students mark the test booklet version number circle. Give help as needed. **It is very important that the version number on the test booklet be marked accurately in the answer document.**

When students have finished,

**SAY** Look at the right-hand page of your answer document. Find the section called  
**T** “CMA for English–Language Arts,” where you see the picture of an open book  
in a circle.

Hold up an answer document with the CMA for English–Language Arts section facing students. Check that all students are in the correct place in their answer documents.

**SAY** Now open your test booklet to Part 1 of the CMA for English–Language Arts  
**T** on page 1. Find the picture of an open book in a circle at the top of the page.

Use the demonstration booklet to show students the picture. Walk around the room to make sure everyone is on the correct page. Booklets and answer documents should be opened flat, not folded back.

**SAY** Look at the directions at the top of the page. Read them to yourself as I read  
**T** them aloud. “*Directions: Read each question and choose the best answer.  
Then mark the space for the answer you have chosen.*”

### Sample Questions (Page 1)

**SAY** Now look at sample question A. Read it to yourself as I read it aloud.  
**T**

If you are translating these directions for students, be sure to read the sample question and the answer choices in English only. The next SAY box should not be translated.

**SAY** “*Read this sentence. My cousin Elizabeth is the most stubborn person in our  
family; once she makes a decision, she does not change her mind easily. The  
underlined words mainly suggest*  
**A** *that Elizabeth is determined.*  
**B** *that Elizabeth is moody.*  
**C** *that Elizabeth is realistic.”*

**SAY** Which is the correct answer?  
**T**

Pause for replies.

**SAY** Yes, that’s right. The correct answer is “(A) that Elizabeth is determined.” Mark the circle for choice A in the shaded sample box in the CMA for English–Language Arts section in your answer document.

**T** Are there any questions?

Answer all questions.

**SAY** Now look at sample question B. Read it to yourself. Mark the circle for your answer in the shaded sample box in your answer document.

**T**

Pause while students mark their answers.

**SAY** Which is the correct answer?

**T**

Pause for replies.

**SAY** That’s right. The correct answer is “(F) a sandwich, an apple, and a bottle of lemonade.” If you did not mark the circle for “(F) a sandwich, an apple, and a bottle of lemonade,” mark that circle now. Erase any other answer circle you marked. Are there any questions?

**T**

Answer all questions.

## Part 1

**SAY** Turn to page 2 in your test booklet. You will now read the rest of the passages and answer the questions in Part 1 by yourself. After you finish this page, keep working until you finish question \_\_\_\_

| Test     | Question |
|----------|----------|
| Grade 9  | 22       |
| Grade 10 | 19       |
| Grade 11 | 20       |

**T** and see a stop sign. Do not go on to any other pages after the stop sign. You may use your pencil to underline or make notes in the test booklet. Are there any questions?

Answer all questions.

**SAY** If you're not sure about the answer to a question, do the best you can, but don't spend too much time on any one question. If you finish Part 1 early, you may check your work in this part only. After you have checked your work, close your test booklet and put your answer document on top of your test booklet. You may do a quiet activity until the end of this test session.

**T** Are there any questions?

Answer all questions. Repeat instructions if necessary.

**SAY** Be sure to begin at number 1 in your answer document in the CMA for English–Language Arts section, where you see the picture of an open book in a circle. Remember, keep working until you see a stop sign. Do not go on

**T** to any other pages after the stop sign. You may start working now.

While the students are working, walk around the room to make sure that they are working in the correct part of their test booklets. **Make sure that students are marking their answers in the correct section of their answer documents.** Do not give help on specific test questions. If students ask for help reading a word, **encourage them to sound it out, but do not read words for them.**

After all students have closed their test booklets or after approximately 40 minutes have passed,

**SAY** Has everyone finished Part 1 of the test? If you have not finished Part 1, you will be given additional time.

**T** Make sure that you have marked all your answers clearly in your answer document and have completely erased any marks you do not want. Then close your test booklet so the front cover is on top. Close your answer document and put it on top of your test booklet.

This is the end of Part 1 of the California English–Language Arts Modified Assessment. Students who have not finished Part 1 must be allowed to do so. Have an adult escort the students who need more time to finish to the quiet room set up by the STAR test site coordinator.

**If you are giving Part 2 after a break,**

**SAY** We will take a break now.

**T**

Be sure to secure the testing materials if you leave the room during the break. (See the bulleted text on page 2 of this manual.) Begin Part 2 immediately after the break.

**If you are giving Part 2 on another testing day,**

After the students who have not finished Part 1 have left the room, collect the test booklets with the answer documents together. Then collect the pencils. Before dismissing the remaining students, count and compare the sets of test booklets and answer documents to ensure that all have been turned in and that you have both a test booklet and an answer document for each student. **DO NOT** separate the test booklets and answer documents.

Note the students for whom special conditions, accommodations, and/or English-learner variations applied. Record the appropriate information on each student's answer document in Sections A2, A3, and/or A4 after CMA for English–Language Arts testing is completed.

Return all test materials to your STAR test site coordinator.

## Part 2

Make sure students clear their desks of and stow away all books, electronic devices, and other materials not needed for the test.

Before distributing test booklets and answer documents, read the shaded boxes. If students already have their own test booklets and answer documents, go to the first unshaded box.

**SAY** I am going to give each of you your test booklet and answer document.  
Do not open the test booklet or answer document or write anything on them  
**T** until I tell you what to do.

Give each student two No. 2 pencils with erasers and the grade 9, 10, or 11 test booklet and answer document **with his or her name on them.**

**SAY** Look at the front cover of your test booklet. Be sure your first and last names are written on the line at the top of the front cover. If your name is not written there, please raise your hand.  
**T**

Use the demonstration booklet to show students where to look. Check the test booklets for students who raised their hands. Each student must have the test booklet with his or her name on it.

**SAY** Now look at the front page of your answer document. Find Section 1 at the top of the page. If your first and last names are not there, please raise your hand.  
**T**

Use the demonstration answer document to show students where to look. Check the answer documents for students who raised their hands. Each student must have the answer document with his or her name on it.

**SAY** We will now continue with Part 2 of the California English–Language Arts Modified Assessment. Remember that some of the questions will be easy, and some will be harder. Don't worry about the ones that seem hard—just do the best you can.  
**T** Now open your test booklet to page 1 and review sample questions A and B.

Pause while students review the sample questions.

**SAY** Listen to the following directions for what you will do in this part of the test. *“Directions: Read each passage. Then read each question about the passage. Decide which is the best answer to the question. Mark the space for the answer you have chosen.”*  
**T** Are there any questions?

Answer all questions.

**SAY** Turn to Part 2 on page \_\_\_\_

| Test     | Page for Part 2 | Large-Print Page for Part 2 |
|----------|-----------------|-----------------------------|
| Grade 9  | 20              | 23                          |
| Grade 10 | 22              | 27                          |
| Grade 11 | 20              | 23                          |

**T** in your test booklet, where you see the picture of an open book in a circle at the top of the page.

Pause while students find the page. Check that all students are in the correct place in their test booklets.

**SAY** Now open your answer document and look at the right-hand page. Find the section called “CMA for English–Language Arts,” where you see the picture of an open book in a circle.

**T**

Hold up an answer document with the CMA for English–Language Arts section facing students. **Check that all students are in the correct place in their answer documents.**

**SAY** You will now read the passages and answer questions \_\_\_\_.

| Test     | Questions |
|----------|-----------|
| Grade 9  | 23–41     |
| Grade 10 | 20–42     |
| Grade 11 | 21–44     |

If there are no passages, read and answer all of the questions. Mark your answers to the questions in your answer document. Keep working until you see a stop sign. Do not go on to any other pages after the stop sign. You may use your pencil to underline information or make notes in the test booklet.

If you finish early, you may check your work in this part only. After you have checked your work, close your test booklet and put your answer document on top of your test booklet. You may do a quiet activity until the end of this test session. Are there any questions?

**T**

Answer all questions. Repeat instructions if necessary.

**Note:** Students may check their work after completing this part, but they may not check the work they finished in previous parts of the test.

**SAY** Be sure to begin at number \_\_\_\_

| Test     | Question |
|----------|----------|
| Grade 9  | 23       |
| Grade 10 | 20       |
| Grade 11 | 21       |

**in your answer document in the CMA for English–Language Arts section, where you see the picture of an open book in a circle.**

**T** Remember, keep working until you see a stop sign. Do not go to any other parts of the test booklet. You may start working now.

While the students are working, walk around the room to make sure that they are working in the correct part of their test booklets. **Make sure that students are marking their answers in the correct section of their answer documents.** Do not give help on specific test questions. If students ask for help reading a word, **encourage them to sound it out, but do not read words for them.**

After all students have closed their test booklets or after approximately 40 minutes have passed,

**SAY** Has everyone finished Part 2 of the test? If you have not finished Part 2, you will be given additional time.

**T** Make sure that you have marked all your answers clearly in your answer document and have completely erased any marks you do not want. Then close your test booklet so the front cover is on top. Close your answer document and put it on top of your test booklet.

This is the end of Part 2 of the California English–Language Arts Modified Assessment. Students who have not finished Part 2 must be allowed to do so. Have an adult escort the students who need more time to finish to the quiet room set up by the STAR test site coordinator.

**If you are giving Part 3 after a break,**

**SAY** We will take a break now.

**T**

Be sure to secure the testing materials if you leave the room during the break. (See the bulleted text on page 2 of this manual.) Begin Part 3 immediately after the break.

**If you are giving Part 3 on another testing day,**

After the students who have not finished Part 2 have left the room, collect the test booklets with the answer documents together. Then collect the pencils. Before dismissing the remaining students, count and compare the sets of test booklets and answer documents to ensure that all have been turned in and that you have both a test booklet and an answer document for each student. **DO NOT** separate the test booklets and answer documents.

Note the students for whom special conditions, accommodations, and/or English-learner variations applied. Record the appropriate information on each student's answer document in Sections A2, A3, and/or A4 after CMA for English–Language Arts testing is completed.

Return all test materials to your STAR test site coordinator.

### **Part 3**

Make sure students clear their desks of and stow away all books, electronic devices, and other materials not needed for the test.

Before distributing test booklets and answer documents, read the shaded boxes. If students already have their own test booklets and answer documents, go to the first unshaded box.

**SAY** I am going to give each of you your test booklet and answer document. Do not open the test booklet or answer document or write anything on them until I tell you what to do.

Give each student two No. 2 pencils with erasers and the grade 9, 10, or 11 test booklet and answer document **with his or her name on them.**

**SAY** Look at the front cover of your test booklet. Be sure your first and last names are written on the line at the top of the front cover. If your name is not written there, please raise your hand.

Use the demonstration booklet to show students where to look. Check the test booklets for students who raised their hands. Each student must have the test booklet with his or her name on it.

**SAY** Now look at the front page of your answer document. Find Section 1 at the top of the page. If your first and last names are not there, please raise your hand.

Use the demonstration answer document to show students where to look. Check the answer documents for students who raised their hands. Each student must have the answer document with his or her name on it.

**SAY** We will now continue with Part 3 of the California English–Language Arts Modified Assessment. Remember that some of the questions will be easy, and some will be harder. Don't worry about the ones that seem hard—just do the best you can.

**T** Now open your test booklet to page 1 and review sample questions A and B.

Pause while students review the sample questions.

**SAY** Turn to Part 3 on page \_\_\_\_

| Test     | Page for Part 3 | Large-Print Page for Part 3 |
|----------|-----------------|-----------------------------|
| Grade 9  | 42              | 52                          |
| Grade 10 | 44              | 51                          |
| Grade 11 | 42              | 47                          |

**T** in your test booklet, where you see the picture of an open book in a circle at the top of the page.

Pause while students find the page. Check that all students are in the correct place in their test booklets.

**SAY** Look at the directions at the top of the page. Read them to yourself as I read them aloud. *“Directions: Read each passage. Then read each question about the passage. Decide which is the best answer to the question. Mark the space for the answer you have chosen.”*

**T** Are there any questions?

Answer all questions.

**SAY** Open your answer document and look at the right-hand page. Find the section called “CMA for English–Language Arts,” where you see the picture of an open book in a circle.

**T**

Hold up an answer document with the CMA for English–Language Arts section facing students. **Check that all students are in the correct place in their answer documents.**

**SAY** You will now read the passages and answer questions \_\_\_\_.

| Test     | Questions |
|----------|-----------|
| Grade 9  | 42–70     |
| Grade 10 | 43–70     |
| Grade 11 | 45–70     |

If there are no passages, read and answer all of the questions. Mark your answers to the questions in your answer document. Keep working until you finish question 70 and see a stop sign. Do not go to any other parts of the test booklet. You may use your pencil to underline information or make notes in the test booklet.

If you finish early, you may check your work in this part only. After you have checked your work, close your test booklet and put your answer document on top of your test booklet. You may do a quiet activity until the end of this test session. Are there any questions?

**T**

Answer all questions. Repeat instructions if necessary.

**Note:** Students may check their work after completing this part, but they may not check the work they finished in previous parts of the test.

**SAY** Be sure to begin at number \_\_\_\_

| Test     | Question |
|----------|----------|
| Grade 9  | 42       |
| Grade 10 | 43       |
| Grade 11 | 45       |

in your answer document in the CMA for English–Language Arts section, where you see the picture of an open book in a circle.

**T** Remember, keep working until you finish question 70 and see a stop sign. Do not go to any other parts of the test booklet. You may start working now.

While the students are working, walk around the room to make sure that they are working in the correct part of their test booklets. **Make sure that students are marking their answers in the correct section of their answer documents.** Do not give help on specific test questions. If students ask for help reading a word, **encourage them to sound it out, but do not read words for them.**

After all students have closed their test booklets or after approximately 40 minutes have passed,

**SAY** Has everyone finished Part 3 of the test? If you have not finished the test, you will be given additional time.

**T** Make sure that you have marked all your answers clearly in your answer document and have completely erased any marks you do not want. Then close your test booklet so the front cover is on top. Close your answer document and put it on top of your test booklet.

This is the end of the California English–Language Arts Modified Assessment. Students who have not finished must be allowed to do so. Have an adult escort the students who need more time to finish to the quiet room set up by the STAR test site coordinator.

After the students who have not finished Part 3 have left the room, collect the test booklets with the answer documents together. Then collect the pencils. Before dismissing the remaining students, count and compare the sets of test booklets and answer documents to ensure that all have been turned in and that you have both a test booklet and an answer document for each student. **DO NOT** separate test booklets and answer documents until the answer documents have been checked to **verify that the correct test booklet version number is marked inside each answer document.**

Before returning materials to the test site coordinator, mark any applicable circle(s) in Sections A2, A3, and/or A4 in the California Modified Assessment ELA column on the back cover of students' answer documents. See **Accommodations for Students with IEPs or Section 504 Plans and Allowable Variations for English Learners: Key Sections** (Appendix A) and **Guide to Answer Document Sections A2, A3, and A4** (on the inside back cover of this manual). Confirm with your test site coordinator that you have marked all applicable circles.

Return all test materials to your STAR test site coordinator.



**CALIFORNIA LIFE SCIENCE  
MODIFIED ASSESSMENT  
DIRECTIONS FOR ADMINISTRATION  
GRADE 10 ONLY**

This test is **untimed**.  
Students needing more time are to be escorted to \_\_\_\_\_.

Materials required for each student:

- Two No. 2 pencils with erasers (plus extras).
- Grade 10 answer document.
- Grade 10 test booklet.
- Scratch paper—scratch paper may be lined, unlined, or graph paper. **Used scratch paper is secure and must be returned to the STAR test site coordinator.**

**Other materials may be used during this test ONLY if specified in the student’s IEP and/or Section 504 plan, or the student is eligible to use additional materials as an allowable test variation.** (See Appendix A.)

- Each part of the test must be administered in a single sitting, **with no breaks**, unless the student has an IEP or a Section 504 plan that allows for breaks during testing, or the student is an English learner who is eligible to take additional supervised breaks as an allowable test variation.
- Ensure that students who have accommodations** specified in their IEPs receive the appropriate accommodations. Also ensure that students who are eligible for test variations receive the appropriate variations.
- Read** directions in “**SAY**” boxes **exactly as they are printed**.
- Test questions and answer choices may be read to students **ONLY** in cases in which the student has an IEP or a Section 504 plan that specifies these accommodations.
- Only directions in “**SAY**” boxes marked “**T**” may be translated when testing English learners. **Test questions and answer choices may not be translated.**
- Make certain you have a copy of the grade 10 test booklet and answer document for demonstration purposes.

Make sure students clear their desks of and stow away all books, electronic devices, and other materials not needed for the test.

Before distributing test booklets and answer documents, read the shaded boxes. If students already have their own test booklets and answer documents, go to the first unshaded box.

**SAY** I am going to give you your test booklet and answer document. Do not open the test booklet or answer document or write anything on them until I tell you what to do.

**T**

Give each student two No. 2 pencils with erasers and the grade 10 test booklet and answer document **with his or her name on them**. Students should already have marked the student-identification information on their answer documents.

**SAY** Look at the front cover of your test booklet. Be sure your first and last names are written on the line at the top of the front cover. If your name is not written  
**T** on the front cover, please raise your hand.

Use the demonstration booklet to show students where to look. Check the test booklets for students who raised their hands. Each student must have the test booklet with his or her name on it.

**SAY** Now look at the front page of your answer document. Find Section 1 at  
**T** the top of the page. If your first and last names are not there, please raise your hand.

Use the demonstration answer document to show students where to look. Check the answer documents for students who raised their hands. Each student must have the answer document with his or her name on it.

**SAY** Today you are going to take a test that will show how much you have learned. Some of the questions will be easy, and some will be harder. Don't worry about the ones that seem hard—do the best you can and try to answer all the questions.  
**T** I am going to give you a piece of scratch paper. If you need space to help you work out the answer, use the blank areas in your test booklet or the scratch paper.

Distribute the scratch paper.

**SAY** Now open your answer document.  
**T**

**If students have already marked the circle for their test booklet version number, go to the first SAY box on the next page and continue reading the directions.**

**If students have NOT marked the circle for their test booklet version number, read the directions in the following SAY box.**

**SAY** Now look at the front cover of your test booklet. In the top right-hand corner, you will see the word "Version" followed by a two-digit number. On the right-hand page of your answer document, find the box labeled "CMA version number for ELA and Life Science (not for CMA Mathematics)." In that box,  
**T** mark the circle for the version number that is on your test booklet.

Pause while students mark the version number circle. Give help as needed. **It is very important that the version number on the grade 10 test booklet be marked accurately in the answer document.**

When students have finished,

**SAY** Look at the right-hand page of your answer document. Find the section called  
**T** “CMA for Life Science,” where you see the picture of an owl in a circle.

Hold up an answer document with the CMA for Life Science section facing students. **Check that all students are in the correct place in their answer documents.**

**SAY** Open your test booklet to Part 1 of the CMA for Life Science on page 60  
(page 68 in large print). Find the picture of an owl in a circle at the top of  
**T** the page.

Use the demonstration booklet to show students the picture. Walk around the room to make sure everyone is on the correct page. Booklets and answer documents should be opened flat, not folded back.

**SAY** Look at the directions at the top of the page. Read them to yourself as I read  
them aloud. *“Directions: Read each question and choose the best answer.  
**T** Then mark the space for the answer you have chosen.”*

### Sample Questions (Page 60)

**SAY** Now look at sample question A. Read it to yourself as I read it aloud.  
**T**

If you are translating these directions for students, be sure to read the question and the answer choices in English only. The next SAY box should not be translated.

**SAY** *“Which of the following ecosystems has the **GREATEST** diversity of  
producers?”*

**A** rain forest

**B** tundra

**C** desert”

**SAY** Which is the correct answer?  
**T**

Pause for replies.

**SAY** Yes, that's right. The correct answer is "(A) rain forest." Mark the circle for choice A in the shaded sample box in the CMA for Life Science section in your answer document.

**T** Are there any questions?

Answer all questions.

**SAY** Now look at sample question B. Read it to yourself. Mark the circle for your answer in the shaded sample box in the CMA for Life Science section in your answer document.

**T**

Pause while students mark their answers.

**SAY** Which is the correct answer?

**T**

Pause for replies.

**SAY** That's right. The correct answer is "(H) four." If you did not mark the circle for "(H) four," mark that circle now. Erase any other answer circle you marked.

**T** Are there any questions?

Answer all questions.

## Part 1

**SAY** Turn to Part 1 on page 61 (page 69 in large print) in your test booklet. You will now answer questions 1 through 22. If you're not sure about the answer to a question, do the best you can, but don't spend too much time on any one question. Keep working until you finish question 22 and see a stop sign. Do not go on to any other pages after the stop sign.

Remember, if you need space to help you work out the answer, use the blank areas in your test booklet or the scratch paper I have given you. Be sure to mark the circle in the answer document for your answer. During the test, raise your hand if you need additional scratch paper.

If you finish Part 1 early, you may check your work in this part only. After you have checked your work, close your test booklet and put your answer document on top of your test booklet. You may do a quiet activity until the

**T** end of this test session. Are there any questions?

Answer all questions. Repeat instructions if necessary.

**SAY** Be sure to begin at number 1 in your answer document in the CMA for Life Science section, where you see the picture of an owl in a circle. Remember, keep working until you finish question 22 and see a stop sign. Do not go on to any other pages after the stop sign. You may start working now.

**T**

While the students are working, walk around the room to make sure that they are working in the correct part of their test booklets. **Make sure that students are marking their answers in the correct section of their answer documents.** Do not give help on specific test questions. If students ask for help reading a word, **encourage them to sound it out, but do not read words for them.**

After all students have closed their test booklets or after approximately 40 minutes have passed,

**SAY** Has everyone finished Part 1 of the test? If you have not finished Part 1, you will be given additional time.

**T** Make sure that you have marked all your answers clearly in your answer document and have completely erased any marks you do not want. Then close your test booklet so that the front cover is on top. Close your answer document and put it on top of your test booklet.

This is the end of Part 1 of the California Life Science Modified Assessment. Students who have not finished Part 1 must be allowed to do so. Have an adult escort the students who need more time to finish to the quiet room set up by the STAR test site coordinator.

**If you are giving Part 2 after a break,**

**SAY** We will take a break now.

**T**

Be sure to secure the testing materials if you leave the room during the break. (See the bulleted text on page 2 of this manual.) Begin Part 2 immediately after the break.

**If you are giving Part 2 on another testing day,**

After the students who have not finished Part 1 have left the room, collect the scratch paper. The scratch paper must be given to the STAR test site coordinator.

Next collect the test booklets and the answer documents together. Then collect the pencils. Before dismissing the remaining students, count and compare the sets of test booklets and answer documents to ensure that all have been turned in and that you have a test booklet and an answer document for each student. **DO NOT** separate the test booklets and answer documents.

Note the students for whom special conditions, accommodations, and/or English-learner variations applied. Record the appropriate information on each student's answer document in Sections A2, A3, and/or A4 after CMA for Life Science testing is completed.

Return all test materials to your STAR test site coordinator.

## Part 2

Make sure students clear their desks of and stow away all books, electronic devices, and other materials not needed for the test.

Before distributing test booklets and answer documents, read the shaded boxes. If students already have their own test booklets and answer documents, go to the first unshaded box.

**SAY** I am going to give each of you your test booklet, your answer document, and a piece of scratch paper. Do not open the test booklet or answer document or write anything on them until I tell you what to do.

**T**

Give each student two No. 2 pencils with erasers, scratch paper, and the grade 10 test booklet and answer document **with his or her name on them.**

**SAY** Look at the front cover of your test booklet. Be sure your first and last names are written on the line at the top of the front cover. If your name is not written there, please raise your hand.

**T**

Use the demonstration booklet to show students where to look. Check the test booklets for students who raised their hands. Each student must have the test booklet with his or her name on it.

**SAY** Now look at the front page of your answer document. Find Section 1 at the top of the page. If your first and last names are not there, please raise your hand.

**T**

Use the demonstration answer document to show students where to look. Check the answer documents for students who raised their hands. Each student must have the answer document with his or her name on it.

**SAY** We will now continue with Part 2 of the California Life Science Modified Assessment. Remember that some of the questions will be easy, and some will be harder. Don't worry about the ones that seem hard—just do the best you can.

**T** Now open your test booklet to page 60 (page 68 in large print) and review the sample questions.

Pause while students review the sample questions.

**SAY** Turn to Part 2 on page 72 (page 80 in large print) in your test booklet, where you see the picture of an owl in a circle at the top of the page.

**T**

Pause while students find the page. Check that all students are in the correct place in their test booklets.

**SAY** Look at the directions at the top of the page. Read them to yourself as I read them aloud. *“Directions: Read each question and choose the best answer. Then mark the space for the answer you have chosen.”*

**T** Are there any questions?

Answer all questions.

**SAY** Open your answer document and look at the right-hand page. Find the section called “CMA for Life Science,” where you see the picture of an owl in a circle.

**T**

Hold up an answer document with the CMA for Life Science section facing students. **Check that all students are in the correct place in their answer documents.**

**SAY** You will now answer questions 23 through 44. Mark your answers to the questions in your answer document. Keep working until you finish question 44 and see a stop sign. Do not go on to any other pages after the stop sign.

If you need space to help you work out the answer, use the blank areas in your test booklet or the scratch paper. Be sure to mark the circle in the answer document for your answer. During the test, raise your hand if you need additional scratch paper.

If you finish early, you may check your work in this part only. After you have checked your work, close your test booklet and put your answer document on top of your test booklet. You may do a quiet activity until the end of this test session.

**T** Are there any questions?

Answer all questions. Repeat instructions if necessary.

**Note:** Students may check their work after completing this part, but they may not check the work they finished in previous parts of the test.

**SAY** Be sure to begin at number 23 in your answer document in the CMA for Life Science section, where you see the picture of an owl in a circle. Remember, keep working until you finish question 44 and see a stop sign. Do not go on to any other pages after the stop sign.

**T** You may start working now.

While the students are working, walk around the room to make sure that they are working in the correct part of their test booklets. **Make sure that students are marking their answers in the correct section of their answer documents.** Do not give help on specific test questions. If students ask for help reading a word, **encourage them to sound it out, but do not read words for them.**

After all students have closed their test booklets or after approximately 40 minutes have passed,

**SAY** Has everyone finished Part 2 of the test? If you have not finished Part 2, you will be given additional time.

**T** Make sure that you have marked all your answers clearly in your answer document and have completely erased any marks you do not want. Then close your test booklet so that the front cover is on top. Close your answer document and put it on top of your test booklet.

This is the end of Part 2 of the California Life Science Modified Assessment. Students who have not finished Part 2 must be allowed to do so. Have an adult escort the students who need more time to finish to the quiet room set up by the STAR test site coordinator.

**If you are giving Part 3 after a break,**

**SAY** We will take a break now.  
**T**

Be sure to secure the testing materials if you leave the room during the break. (See the bulleted text on page 2 of this manual.) Begin Part 3 immediately after the break.

**If you are giving Part 3 on another testing day,**

After the students who have not finished Part 2 have left the room, collect the scratch paper. The scratch paper must be given to the STAR test site coordinator.

Next collect the test booklets and the answer documents together. Then collect the pencils. Before dismissing the remaining students, count and compare the sets of test booklets and answer documents to ensure that all have been turned in and that you have a test booklet and an answer document for each student. DO NOT separate the test booklets and answer documents.

Note the students for whom special conditions, accommodations, and/or English-learner variations applied. Record the appropriate information on each student's answer document in Sections A2, A3, and/or A4 after CMA for Life Science testing is completed.

Return all test materials to your STAR test site coordinator.

### **Part 3**

Make sure students clear their desks of and stow away all books, electronic devices, and other materials not needed for the test.

Before distributing test booklets and answer documents, read the shaded boxes. If students already have their own test booklets and answer documents, go to the first unshaded box.

**SAY** I am going to give each of you your test booklet, your answer document, and a piece of scratch paper. Do not open the test booklet or answer document or write anything on them until I tell you what to do.  
**T**

Give each student two No. 2 pencils with erasers, scratch paper, and the grade 10 test booklet and answer document **with his or her name on them.**

**SAY** Look at the front cover of your test booklet. Be sure your first and last names are written on the line at the top of the front cover. If your name is not written there, please raise your hand.  
**T**

Use the demonstration booklet to show students where to look. Check the test booklets for students who raised their hands. Each student must have the test booklet with his or her name on it.

**SAY** Now look at the front page of your answer document. Find Section 1 at the top of the page. If your first and last names are not there, please raise your hand.  
**T**

Use the demonstration answer document to show students where to look. Check the answer documents for students who raised their hands. Each student must have the answer document with his or her name on it.

**SAY** We will now continue with Part 3 of the California Life Science Modified Assessment. Remember that some of the questions will be easy, and some will be harder. Don't worry about the ones that seem hard—just do the best you can.  
**T** Now open your test booklet to page 60 (page 68 in large print) and review the sample questions.

Pause while students review the sample questions.

**SAY** Turn to Part 3 on page 86 (page 94 in large print) in your test booklet, where you see the picture of an owl in a circle at the top of the page.  
**T**

Pause while students find the page. Check that all students are in the correct place in their test booklets.

**SAY** Look at the directions at the top of the page. Read them to yourself as I read them aloud. *“Directions: Read each question and choose the best answer. Then mark the space for the answer you have chosen.”*

**T** Are there any questions?

Answer all questions.

**SAY** Open your answer document and look at the right-hand page. Find the section called “CMA for Life Science,” where you see the picture of an owl in a circle.

**T**

Hold up an answer document with the CMA for Life Science section facing students. **Check that all students are in the correct place in their answer documents.**

**SAY** You will now answer questions 45 through 66. Mark your answers to the questions in your answer document. Keep working until you finish question 66 and see a stop sign. Do not go to any other parts of the test booklet.

If you need space to help you work out the answer, use the blank areas in your test booklet or the scratch paper. Be sure to mark the circle in the answer document for your answer. During the test, raise your hand if you need additional scratch paper.

If you finish early, you may check your work in this part only. After you have checked your work, close your test booklet and put your answer document on top of your test booklet. You may do a quiet activity until the end of this test session. Are there any questions?

**T**

Answer all questions. Repeat instructions if necessary.

**Note:** Students may check their work after completing this part, but they may not check the work they finished in previous parts of the test.

**SAY** Be sure to begin at number 45 in your answer document in the CMA for Life Science section, where you see the picture of an owl in a circle. Remember, keep working until you finish question 66 and see a stop sign. Do not go to any other parts of the test booklet. You may start working now.

**T**

While the students are working, walk around the room to make sure that they are working in the correct part of their test booklets. **Make sure that students are marking their answers in the correct section of their answer documents.** Do not give help on specific test questions. If students ask for help reading a word, **encourage them to sound it out, but do not read words for them.**

After all students have closed their test booklets or after approximately 40 minutes have passed,

**SAY** Has everyone finished Part 3 of the test? If you have not finished the test, you will be given additional time.

**T** Make sure that you have marked all your answers clearly in your answer document and have completely erased any marks you do not want. Then close your test booklet so that the front cover is on top. Close your answer document and put it on top of your test booklet.

This is the end of the California Life Science Modified Assessment. Students who have not finished must be allowed to do so. Have an adult escort the students who need more time to finish to the quiet room set up by the STAR test site coordinator.

After the students who have not finished Part 3 have left the room, collect the scratch paper. The scratch paper must be given to the STAR test site coordinator.

Collect the test booklets and the answer documents together. Collect the pencils. Before dismissing the remaining students, count and compare the sets of test booklets and answer documents to ensure that all have been turned in and that you have both a test booklet and an answer document for each student. DO NOT separate test booklets and answer documents until the answer documents have been checked to **verify that the correct test booklet version number is marked inside each answer document.**

Before returning materials to the test site coordinator, mark any applicable circle(s) in Sections A2, A3, and/or A4 in the California Modified Assessment Life Science column on the back cover of students' answer documents. See **Accommodations for Students with IEPs or Section 504 Plans and Allowable Variations for English Learners: Key Sections** (Appendix A) and **Guide to Answer Document Sections A2, A3, and A4** (on the inside back cover of this manual). Confirm with your test site coordinator that you have marked all applicable circles.

Return all test materials to your STAR test site coordinator.



**CALIFORNIA MATHEMATICS MODIFIED ASSESSMENT  
DIRECTIONS FOR ADMINISTRATION  
GRADE 9, 10, OR 11**

- This test is **untimed**.  
Students needing more time are to be escorted to \_\_\_\_\_.
- Materials required for each student:
  - Two No. 2 pencils with erasers (plus extras).
  - Grade 9, 10, or 11 answer document.
  - Math test booklet. For more information on which mathematics test subject students should take, see Appendix B, “CMA for Mathematics for Grades 9–11” (on page 58).
  - Scratch paper—scratch paper may be lined, unlined, or graph paper. **Used scratch paper is secure and must be returned to the STAR test site coordinator.**
- Other materials may be used during this test ONLY if specified in the student’s IEP and/or Section 504 plan, or the student is eligible to use additional materials as an allowable test variation. (See Appendix A.) NOTE: Students are not allowed to use calculators under any circumstances.**
- Each part of the test must be administered in a single sitting, **with no breaks**, unless the student has an IEP or a Section 504 plan that allows for breaks during testing, or the student is an English learner who is eligible to take additional supervised breaks as an allowable test variation.
- Ensure that students who have accommodations** specified in their IEPs or Section 504 plans receive the appropriate accommodations. Also ensure that students who are eligible for test variations receive the appropriate variations.
- Read** directions in “**SAY**” boxes **exactly as they are printed**.
- Test questions and answer choices may be read to students **ONLY** in cases in which the student has an IEP or a Section 504 plan that specifies these accommodations.
- Only directions in “**SAY**” boxes marked “**T**” may be translated when testing English learners. **Test questions and answer choices may not be translated.**
- Make certain you have a copy of the appropriate mathematics test booklet and the grade 9, 10, or 11 answer document for demonstration purposes.
- During testing, **verify that every student has marked the circles for the correct mathematics test subject and test booklet version number** inside the answer document.
- For purposes of field-testing new questions, the sets of test booklets provided contain multiple versions. **Do not** reorder or sort the different versions.

Make sure students clear their desks of and stow away all books, electronic devices, and other materials not needed for the test.

Before distributing answer documents, read the shaded boxes. If students already have their own answer documents, go to the first unshaded box.

**SAY** I am going to give you your answer document. Do not open your answer document or write anything on it until I tell you what to do.  
**T**

Give each student two No. 2 pencils with erasers and the grade 9, 10, or 11 answer document **with his or her name on it**. Students should already have marked the student-identification information on their answer documents.

**SAY** Now look at the front of your answer document. Find Section 1 at the top of the page. If your first and last names are not there, please raise your hand.  
**T**

Use the demonstration answer document to show students where to look. Check the answer documents for students who raised their hands. Each student must have the answer document with his or her name on it.

Before distributing test booklets to students,

**SAY** Today you are going to take a test that will show how much you have learned. Some of the questions will be easy, and some will be harder. Don't worry about the ones that seem hard—do the best you can and try to answer all the questions.

I am going to give each of you a test booklet. The test booklet you receive will depend on the mathematics course you are taking or have completed. Do not open the test booklet or write anything on it until I tell you what to do.  
**T**

Give each student the appropriate CMA for Mathematics test booklet (Algebra I or Geometry).

**SAY** Look at the title on the cover of your California Modified Assessment mathematics test booklet. You will be taking one of the following tests:

- Algebra I
- Geometry

If you think that you have been given the wrong test booklet, please raise your hand.  
**T**

Provide the correct test booklet as needed.

**SAY** Print your first and last names on the line at the top of the front cover of the test booklet.  
**T**

Pause while students print their first and last names on their test booklets.

**SAY** I am going to give you a piece of scratch paper. If you need space to work the problems, use the blank areas in your test booklet or the scratch paper.  
**T**

Distribute the scratch paper.

## Version Number and Mathematics Test

**SAY** Open your answer document.

Now look at the front cover of your mathematics test booklet. In the top right-hand corner, you will see the word “Version” followed by a two-digit number.

**T** On the right-hand page of your answer document, find the box labeled “CMA version number for Mathematics” at the bottom of the page. In that box, mark the circle for the version number that is on your test booklet.

Pause while students mark the version number circle. It is very important that the version number on the test booklet be marked accurately in the answer document. Circulate through the classroom to make sure students printed their first and last names on their test booklets and are marking the version number correctly.

**SAY** In the “CMA for Mathematics” section of your answer document, there are two choices for the California Modified Assessment for Mathematics, Algebra I and Geometry. Mark the circle for the test you are taking. Mark only one circle. Your test can be scored only if you mark the circle for the test subject you are taking.

**T**

*Before continuing, check each student’s answer document to verify that the mathematics test subject is marked correctly. The test will not be scored unless this circle is marked. Students who mark the wrong circle will receive an incorrect score report for mathematics.*

When students have finished,

**SAY** Now open your test booklet to Part 1 on page 1.

Look at the directions at the top of the page. Read them to yourself as I read them aloud. “*Directions: Read each question and choose the best answer. Then mark the space for the answer you have chosen.*”

**T** Are there any questions?

Answer all questions.

If you are administering the CST for Geometry, turn now to page 45 and continue with the directions beginning at the top of that page.

If you are administering the CMA for Algebra I, continue with the directions from here through the end of page 44.

**SAY** “Assume that no denominators are equal to zero.”

**T**

## Sample Questions (Algebra I, Page 1)

**SAY** Now look at sample question A in the box. Read it to yourself as I read  
**T** it aloud.

If you are translating these directions for students, be sure to read the question and the answer choices in English only. The next SAY box should not be translated.

**SAY** “What is the solution to two  $x$  minus four equals six?”

- A** one
- B** three
- C** five”

**SAY** Which is the correct answer?  
**T**

Pause for replies.

**SAY** Yes, that’s right. The correct answer is “(C) five.” Mark the circle for choice C in the shaded sample box in the CMA for Mathematics section in your answer document.

**T** Are there any questions?

Answer all questions.

**SAY** Now look at sample question B. Read it to yourself. Mark the circle for your answer in the shaded sample box in the CMA for Mathematics section in your answer document.

**T**

Pause while students mark their answers.

**SAY** Which is the correct answer?  
**T**

Pause for replies.

**SAY** That’s right. The correct answer is “(F) two.” If you did not mark the circle for “(F) two,” mark that circle now. Erase any other answer circle you marked.

**T** Are there any questions?

Answer all questions.

Now turn to the directions for Part 1 on page 46.

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## Sample Question (Geometry, Page 1)

**SAY** Now look at the sample question in the box. Read it to yourself as I read  
**T** it aloud.

If you are translating these directions for students, be sure to read the question and the answer choices in English only. The next SAY box should not be translated.

**SAY** *“Which figure can serve as a counterexample to the statement below?  
‘The diagonals of a quadrilateral are always perpendicular.’”*

**SAY** Now look at quadrilaterals A, B, and C. Which is the correct answer: option A,  
**T** option B, or option C?

Pause for replies.

**SAY** Yes, that’s right. The correct answer is “(C).” Mark the circle for option C in the shaded sample box in the CMA for Mathematics section in your answer document. There is no sample question B for this test.

**T** Are there any questions?

Answer all questions.

## Part 1

**SAY** Turn the page in your test booklet and find question 1. You will now answer the questions in Part 1. If you're not sure about the answer to a question, do the best you can, but don't spend too much time on any one question. Keep working until you see a stop sign. Do not go on to any other pages after the stop sign.

Remember, if you need space to work the problems, use the blank areas in your test booklet or the scratch paper I have given you. Be sure to mark the circle in the answer document for your answer. During the test, raise your hand if you need additional scratch paper.

If you finish Part 1 early, you may check your work in this part only. After you have checked your work, close your test booklet and put your answer document on top of your test booklet. You may do a quiet activity until the

**T** end of this test session. Are there any questions?

Answer all questions. Repeat instructions if necessary.

**SAY** Be sure to begin at number 1 in your answer document in the CMA for Mathematics section, where you see the picture of a ruler, a pencil, and a plus sign in a circle. Remember, keep working until you see a stop sign. Do not go on to any other pages after the stop sign. You may start working now.

**T**

While the students are working, walk around the room and verify that each student

- Marked the circle for the correct test subject in the answer document.
- Marked the circle for the correct test booklet version number in the answer document.
- Is working in the correct sections of the test booklet and answer document.

Do not give help on specific test questions. If students ask for help reading a word, **encourage them to sound it out, but do not read words for them.**

After all students have closed their test booklets or after approximately 40 minutes have passed,

**SAY** Has everyone finished Part 1 of the test? If you have not finished Part 1, you will be given additional time.

Make sure that you have marked all your answers clearly in your answer document and have completely erased any marks you do not want. Then close your test booklet so that the front cover is on top. Close your answer document and put it on top of your test booklet.

**T**

This is the end of Part 1 of the California Mathematics Modified Assessment. Students who have not finished Part 1 must be allowed to do so. Have an adult escort the students who need more time to finish to the quiet room set up by the STAR test site coordinator.

**If you are giving Part 2 after a break,**

|  |
|--|
| <b>SAY</b> We will take a break now.<br><b>T</b> |
|--|

Be sure to secure the testing materials if you leave the room during the break. (See the bulleted text on page 2 of this manual.) Begin Part 2 immediately after the break.

**If you are giving Part 2 on another testing day,**

After the students who have not finished Part 1 have left the room, collect the scratch paper. The scratch paper must be given to the STAR test site coordinator.

Next collect the test booklets and the answer documents together. Then collect the pencils. Before dismissing the remaining students, count and compare the sets of test booklets and answer documents to ensure that all have been turned in and that you have both a test booklet and an answer document for each student. DO NOT separate the test booklets and answer documents.

Note the students for whom special conditions, accommodations, and/or English-learner variations applied. Record the appropriate information on each student's answer document in Sections A2, A3, and/or A4 after CMA for Mathematics testing is completed.

Return all test materials to your STAR test site coordinator.

## **Part 2**

Make sure students clear their desks of and stow away all books, electronic devices, and other materials not needed for the test.

Before distributing test booklets and answer documents, read the shaded boxes. If students already have their own test booklets and answer documents, go to the first unshaded box.

**SAY** I am going to give each of you your test booklet, your answer document, and a piece of scratch paper. Do not open the test booklet or answer document or write anything on them until I tell you what to do.

**T**

Give each student two No. 2 pencils with erasers, scratch paper, and the mathematics test booklet and grade 9, 10, or 11 answer document **with his or her name on them.**

**SAY** Look at the front cover of your test booklet. Be sure your first and last names are written on the line at the top of the front cover. If your name is not written there, please raise your hand.

**T**

Use the demonstration booklet to show students where to look for their names. Check the test booklets for students who raised their hands. Each student must have the test booklet with his or her name on it.

**SAY** Now look at the front page of your answer document. Find Section 1 at the top of the page. If your first and last names are not there, please raise your hand.

**T**

Use the demonstration answer document to show students where to look. Check the answer documents for students who raised their hands. Each student must have the answer document with his or her name on it.

**SAY** We will now continue with Part 2 of the California Mathematics Modified Assessment. Remember that some of the questions will be easy, and some will be harder. Don't worry about the ones that seem hard—just do the best you can.

**T** Now open your test booklet to page 1 and review the sample questions.

Pause while students review the sample questions.

**SAY** Turn to Part 2 on page \_\_\_\_

| Test      | Page for Part 2 |
|-----------|-----------------|
| Algebra I | 10              |
| Geometry  | 16              |

**T** of your test booklet, where you see the picture of a ruler, a pencil, and a plus sign in a circle at the top of the page.

Pause while students find the page. Check that all students are in the correct place in their test booklets.

**SAY** Look at the directions at the top of the page. Read them to yourself as I read them aloud. *“Directions: Read each question and choose the best answer.*

**T** *Then mark the space for the answer you have chosen.”*

If you are administering the CMA for Geometry, go now to the fourth SAY box on this page.

If you are administering the CMA for Algebra I,

**SAY** *“Assume that no denominators are equal to zero.”*

**T**

Continue reading these directions for all students.

**SAY** Are there any questions?

**T**

Answer all questions.

**SAY** Now open your answer document and look at the right-hand page. Find the section called “CMA for Mathematics,” where you see the picture of a ruler, a pencil, and a plus sign in a circle.

**T**

Hold up an answer document with the CMA for Mathematics section facing students. **Check that all students are in the correct place in their answer documents.**

**SAY** You will now answer the questions in Part 2. Mark your answers to the questions in your answer document. Keep working until you see a stop sign. Do not go on to any other pages after the stop sign.

If you need space to work the problems, use the blank areas in your test booklet or the scratch paper. Be sure to mark the circle in the answer document for your answer. During the test, raise your hand if you need additional scratch paper.

If you finish early, you may check your work in this part only. After you have checked your work, close your test booklet and put your answer document on top of your test booklet. You may do a quiet activity until the end of this test session. Are there any questions?

**T**

Answer all questions. Repeat instructions if necessary.

**Note:** Students may check their work after completing this part, but they may not check the work they finished in previous parts of the test.

**SAY** Be sure to begin with the correct number in your answer document in the CMA for Mathematics section, where you see the picture of a ruler, a pencil, and a plus sign in a circle. Remember, keep working until you see a stop sign. Do not go on to any other pages after the stop sign. You may start working now.

**T**

While the students are working, walk around the room to make sure that they are following directions and are working in the correct part of their test booklets. **Make sure that students are marking their answers in the correct section of their answer documents.**

Do not give help on specific test questions. If students ask for help reading a word, **encourage them to sound it out, but do not read words for them.**

After all students have closed their test booklets or after approximately 40 minutes have passed,

**SAY** Has everyone finished Part 2 of the test? If you have not finished Part 2, you will be given additional time.

Make sure that you have marked all your answers clearly in your answer document and have completely erased any marks you do not want. Then close your test booklet so that the front cover is on top. Close your answer document and put it on top of your test booklet.

**T**

This is the end of Part 2 of the California Mathematics Modified Assessment. Students who have not finished Part 2 must be allowed to do so. Have an adult escort the students who need more time to finish to the quiet room set up by the STAR test site coordinator.

**If you are giving Part 3 after a break,**

**SAY We will take a break now.**  
**T**

Be sure to secure the testing materials if you leave the room during the break. (See the bulleted text on page 2 of this manual.) Begin Part 3 immediately after the break.

**If you are giving Part 3 on another testing day,**

After the students who have not finished Part 2 have left the room, collect the scratch paper. The scratch paper must be given to the STAR test site coordinator.

Next collect the test booklets and the answer documents together. Then collect the pencils. Before dismissing the remaining students, count and compare the sets of test booklets and answer documents to ensure that all have been turned in and that you have both a test booklet and an answer document for each student. **DO NOT** separate the test booklets and answer documents.

Note the students for whom special conditions, accommodations, and/or English-learner variations applied. Record the appropriate information on each student's answer document in Sections A2, A3, and/or A4 after CMA for Mathematics testing is completed.

Return all test materials to your STAR test site coordinator.

### **Part 3**

Make sure students clear their desks of and stow away all books, electronic devices, and other materials not needed for the test.

Before distributing test booklets and answer documents, read the shaded boxes. If students already have their own test booklets and answer documents, go to the first unshaded box.

**SAY** I am going to give each of you your test booklet, your answer document, and a piece of scratch paper. Do not open the test booklet or answer document or write anything on them until I tell you what to do.  
**T**

Give each student two No. 2 pencils with erasers, scratch paper, and the mathematics test booklet and grade 9, 10, or 11 answer document **with his or her name on them.**

**SAY** Look at the front cover of your test booklet. Be sure your first and last names are written on the line at the top of the front cover. If your name is not written there, please raise your hand.  
**T**

Use the demonstration booklet to show students where to look. Check the test booklets for students who raised their hands. Each student must have the test booklet with his or her name on it.

**SAY** Now look at the front page of your answer document. Find Section 1 at the top of the page. If your first and last names are not there, please raise your hand.  
**T**

Use the demonstration answer document to show students where to look. Check the answer documents for students who raised their hands. Each student must have the answer document with his or her name on it.

**SAY** We will now continue with Part 3 of the California Mathematics Modified Assessment. Remember that some of the questions will be easy, and some will be harder. Don't worry about the ones that seem hard—just do the best you can.  
**T** Now open your test booklet to page 1 and review the sample questions.

Pause while students review the sample questions.

**SAY** Turn to Part 3 on page \_\_\_\_

| Test      | Page for Part 3 | Large-Print Page for Part 3 |
|-----------|-----------------|-----------------------------|
| Algebra I | 22              | 20                          |
| Geometry  | 30              | 30                          |

**T** of your test booklet, where you see the picture of a ruler, a pencil, and a plus sign in a circle at the top of the page.

Pause while students find the page. Check that all students are in the correct place in their test booklets.

**SAY** Look at the directions at the top of the page. Read them to yourself as I read them aloud. *“Directions: Read each question and choose the best answer.*

**T** *Then mark the space for the answer you have chosen.”*

If you are administering the CMA for Geometry, go now to the fourth SAY box on this page.

If you are administering the CMA for Algebra I,

**SAY** *“Assume that no denominators are equal to zero.”*

**T**

Continue reading these directions for all students.

**SAY** Are there any questions?

**T**

Answer all questions.

**SAY** Open your answer document and look at the right-hand page. Find the section called “CMA for Mathematics,” where you see the picture of a ruler, a pencil, and a plus sign in a circle.

**T**

Hold up an answer document with the CMA for Mathematics section facing students. **Check that all students are in the correct place in their answer documents.**

**SAY** You will now answer the questions in Part 3. Mark your answers to the questions in your answer document. Keep working until you finish question 70 and see a stop sign. Do not go to any other parts of the test booklet.

If you need space to work the problems, use the blank areas in your test booklet or the scratch paper. Be sure to mark the circle in the answer document for your answer. During the test, raise your hand if you need additional scratch paper.

If you finish early, you may check your work in this part only. After you have checked your work, close your test booklet and put your answer document on top of your test booklet. You may do a quiet activity until the end of this test session. Are there any questions?

**T**

Answer all questions. Repeat instructions if necessary.

**Note:** Students may check their work after completing this part, but they may not check the work they finished in previous parts of the test.

**SAY** Be sure to begin with the correct number in your answer document in the CMA for Mathematics section, where you see the picture of a ruler, a pencil, and a plus sign in a circle. Remember, keep working until you finish question 70 and see a stop sign. Do not go to any other parts of the test booklet. You may start working now.

**T**

While the students are working, walk around the room to make sure that they are following directions and are working in the correct part of their test booklets. **Make sure that students are marking their answers in the correct section of their answer documents.**

Do not give help on specific test questions. If students ask for help reading a word, **encourage them to sound it out, but do not read words for them.**

After all students have closed their test booklets or after approximately 40 minutes have passed,

**SAY** Has everyone finished Part 3 of the test? If you have not finished the test, you will be given additional time.

Make sure that you have marked all your answers clearly in your answer document and have completely erased any marks you do not want. Then close your test booklet so that the front cover is on top. Close your answer document and put it on top of your test booklet.

**T**

This is the end of the California Mathematics Modified Assessment. Students who have not finished must be allowed to do so. Have an adult escort the students who need more time to finish to the quiet room set up by the STAR test site coordinator.

After the students who have not finished Part 3 have left the room, collect the scratch paper. The scratch paper must be given to the STAR test site coordinator.

Collect the test booklets and the answer documents together. Then collect the pencils. Before dismissing the remaining students, count and compare the sets of test booklets and answer documents to ensure that all have been turned in and that you have both a test booklet and an answer document for each student. DO NOT separate test booklets and answer documents until the answer documents have been checked to **verify that the correct math test subject and test booklet version number are marked inside each answer document.**

Before returning materials to the test site coordinator, mark any applicable circle(s) in Sections A2, A3, and/or A4 in the California Modified Assessment Mathematics column on the back cover of students' answer documents. See **Accommodations for Students with IEPs or Section 504 Plans and Allowable Variations for English Learners: Key Sections** (Appendix A) and **Guide to Answer Document Sections A2, A3, and A4** (on the inside back cover of this manual). Confirm with your test site coordinator that you have marked all applicable circles.

Return all test materials to your STAR test site coordinator.

## APPENDIX A

### ACCOMMODATIONS FOR STUDENTS WITH IEPs OR SECTION 504 PLANS AND ALLOWABLE VARIATIONS FOR ENGLISH LEARNERS: KEY SECTIONS

If you are testing students with accommodations and/or variations for English learners, you are required to mark the applicable circle(s) in **Section A3** and/or **Section A4** on students' answer documents.

Prior to the first day of testing, determine if you will be testing any students with:

- Accommodations specified in students' IEPs and/or Section 504 plans.
- Allowable variations for English learners.

To determine whether a student qualifies for accommodations,

1. Check the student's IEP and/or Section 504 plan for any accommodations regularly used for testing.
2. Review the matrices linked on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sa/> for information regarding allowable variations or accommodations for the California Modified Assessment.

If the student qualifies for and uses accommodations, review the **Guide to Answer Document Sections A2, A3, and A4** on the inside back cover of this manual to see which code(s) to use, and then mark the appropriate circle(s) in Section A3 after students finish testing for a subject.

#### Accommodations (Section A3)

To maintain the standardization of the tests, students taking tests within the STAR Program use identical materials, receive the same directions, and take the tests under the same conditions of administration. Some students may require accommodations to access the tests. Testing accommodations are used if a student requires a testing condition that differs from the standardized materials, directions, and/or procedures.

Accommodations should be used only when the student cannot take the test unless these adaptations are made. They should not give the student an unfair advantage or be used to improve a student's score.

Identify the accommodations that may be specified in each student's IEP and/or Section 504 plan. **DO NOT** provide an accommodation that is not specified in the student's IEP or Section 504 plan.

Most students with disabilities should be able to take the tests with no accommodations. When accommodations are used, they must be:

- Based on identified individual needs, not on the type of disability.
- Matched with accommodations provided in the student's regular instructional program.
- Specified in the student's IEP or Section 504 plan.

Accommodations do not change the skills and/or knowledge being tested. For example, using the accommodation of having supervised breaks within each part of the California English–Language Arts Modified Assessment does not change the skills and/or knowledge being tested.

**NOTE:** You are to mark only accommodations that you see the student use during the test. For example, a student with an IEP may be allowed to use math manipulatives on math tests. You must ensure that the student has the manipulatives for the test, but you will mark the accommodation only if the student actually uses the manipulatives.

In **part “a” of Section A3**, mark the “IEP” and (if applicable) “Section 504 plan” circles to indicate that the student has an IEP and a Section 504 plan. A student must have an IEP to be eligible to take the CMA. **This section must be marked for all students, even if they do not use any accommodations during testing.**

In **part “b” of Section A3** for each test, mark the codes for all of the accommodations that the student used as specified in his/her IEP and/or Section 504 plan. Codes for allowable accommodations are listed in the **Guide to Answer Document Sections A2, A3, and A4** on the inside back cover of this manual.

Following are examples of how accommodations would be coded for different students:

- If a student with an IEP used math manipulatives on the CMA for Mathematics, mark the “S” in the Math column.
- If a student with an IEP used a braille test and had additional breaks within the CMA for ELA, mark the “G” plus the “K” in the ELA column.

### ***Large-Print and Braille Tests (Section A3, Rows H and G)***

Use this *Directions for Administration* manual when administering the large-print or braille version of the California Modified Assessment. In this manual, the page numbers for the large-print test booklets are given in parentheses after the page numbers for the regular test booklets if they differ from the page numbers in the regular-print test booklets. Braille test booklet page numbers were not available when this manual was printed. For students taking braille or large-print versions of the tests, **mark “H” for large-print or “G” for braille in Section A3 on the answer document** for each test subject administered.

Large-print and braille tests require more time than regular-print tests. Students must be allowed as much time as needed to complete each test part. Generally, students taking large-print tests will need approximately 1½ times what is estimated for each test in this manual. Students taking braille tests may need up to 2½ times what is estimated in this manual.

See your test site coordinator for specific directions for handling large-print or braille testing materials. Large-print and braille tests can be scored only if students’ answers are transcribed onto regular answer documents.

### ***Guidelines for Scribes***

When a scribe is used to mark answers for the student, the scribe:

- Must be an employee of a school district or a person assigned by a nonpublic school to implement a student’s IEP.
- Is required to transcribe a student’s responses to the format required by the test.
- May not be the student’s parent or guardian.

### ***Allowable Variations for English Learners (Section A4)***

English learners may use the testing variations listed in Section A4 of the table on the inside back cover of this manual. The variations are allowable if the students regularly use them in the classroom. Mark all test variations used by English learners in **Section A4** on students’ answer documents.

**Note:** English learners may also use accommodations for testing if the student has an IEP and/or a Section 504 plan that states that the student may use specific accommodations.

**APPENDIX B**

**CMA FOR MATHEMATICS FOR GRADES 9–11**

There are two separate CMA for Mathematics end-of-course test booklets that may be administered to students in grades nine through eleven. The *Directions for Administration* in this manual are to be used for both of the following tests.

|   |
|---|
| <b><i>CMA for Mathematics for Grades 9–11</i></b> |
| • Algebra I                                       |
| • Geometry  |

The district STAR coordinator, in conjunction with the school’s mathematics department chair, should determine the most appropriate CMA for Mathematics to administer for each course by identifying the test blueprint that is most closely aligned with the course content. CMA blueprints are linked at: <http://www.cde.ca.gov/ta/tg/sr/cmablueprints.asp>.

Use the following table to determine the appropriate CMA for Mathematics for students in grades nine through eleven.

**Table 2. Mathematics Modified Assessments**

| <b>CMA for Mathematics</b> |  |
|----------------------------|--|
| <b>Test</b>                | <b>Students Required to Be Tested</b>  |
| <b>Algebra I</b>           | Students in grades nine through eleven who completed an Algebra I course in the 2011 summer session or will complete it during the 2011-12 school year |
| <b>Geometry</b>            | Students in grades nine through eleven who completed a Geometry course in the 2011 summer session or will complete it during the 2011-12 school year   |

**Some Mathematics Reminders:**

- All eligible students in a given course at a school will take the same end-of-course (EOC) CMA for Mathematics.
- Students in grades nine through eleven will take the CMA for Algebra I if they meet the eligibility criteria for the CMA and the criteria for taking an Algebra I test, that is, if they completed Algebra I in the 2011 summer session or will complete it during the 2011-12 school year.
- Students in grades nine through eleven will take the CMA for Geometry if they meet the eligibility criteria for the CMA and the criteria for taking a Geometry test, that is, if they completed Geometry in the 2011 summer session or will complete it during the 2011-12 school year.
- Because all students in grade nine must take a mathematics test whether or not they are enrolled in a mathematics course, students who meet the CMA participation criteria, but not the criteria for the CMA for Algebra I or Geometry, will take the CST for General Mathematics or an EOC CST for Mathematics unless their IEPs designate that they take the CAPA.
- Students in grades ten and eleven who are not eligible to take the CMA for Algebra I or Geometry will take the EOC CST for Mathematics for which they are eligible.
- Eligible students in schools with block schedules who will complete only one mathematics course during the fall or spring block are to take the CMA for Mathematics for that course.
- Eligible students in three-semester or two-year mathematics courses are not to take the CMA for the course until they have completed the course or they are in the last semester of the course. For example, students taking a two-year Algebra I course will not take the CMA for Algebra I until they have completed or are in the fourth semester of the course. Students in a three-semester Geometry course will not take the CMA for Geometry until they have completed or are in the third semester of the course.
- Eligible students who completed Algebra I or Geometry courses during the 2011 summer session and who are taking no mathematics course during the school year are to take the CMA for Mathematics for the summer course completed.
- Students who complete two mathematics courses between the beginning of the 2011 summer session and the end of the 2011-12 school year are to take the CMA for the mathematics course taken during the school year. For example, an eligible student who completed Algebra I during summer school and will complete a Geometry course by the end of the 2011-12 school year is to take the CMA for Geometry.

## APPENDIX C




### COMPLETING THE DEMOGRAPHIC INFORMATION ON ANSWER DOCUMENTS

To ensure accurate comparisons between and among schools, it is essential that all STAR coordinators and test examiners interpret the demographic fields on the answer documents in the same way. The following information is provided to assist with the marking of both pages of demographic information.

If all demographic information is not completed, your school district may receive a financial penalty. If incorrect demographic data are submitted, your district will be charged for the option of correcting the information used for AYP and API calculations.

Pre-ID demographic information may be changed only during test administration by the district STAR coordinator through the use of the Extended Pre-ID Data Corrections module in the STAR Management System. Pre-ID data may not be changed after the last day of testing. Pre-ID demographic data take precedence over demographic data that are hand-marked on answer documents, but data entered during the extended Pre-ID data corrections process take precedence over both. After test results are released, the school district will have the option of using the demographic data corrections service to correct demographic data.

Table 3, “Demographic Codes on Answer Documents” (on page 61), provides descriptions of the demographic sections found on the test booklet for grade three and on the answer documents for grades four through eleven. Students *must* complete Section 1. Either students or school staff *may* complete Sections 3 through 10. All other sections *must only* be completed by school staff. Table 3 contains the following information:

- **Field Name:** This column gives the name of the demographic data field and one of the following symbols, when applicable, to indicate who is to mark the information:
  -  Students must complete.
  -  School staff must complete after testing.
  -  Look carefully—if a bar code label is present, verify the student name.
- **Section:** The numbers in this column refer to the numbers printed at the top of each section on the answer document demographic page.
- **Description:** This column gives a description of the demographic data required.

Following Table 3 are Table 4 (on page 70), which lists the primary disability codes, and Table 5 (on page 73), which lists the primary language codes.

If your students will be completing some or all of the demographic information on the student demographic page, refer to Appendix D, “Directions for Completing Student Information” (on page 74), which includes directions to be read to students.

Table 3. Demographic Codes on Answer Documents





| Field Name   | Section | Description  |
|--|---------|--|
|  <p>Student writes<br/><b>Student Name, Test Examiner,<br/>School, and District</b></p>   | 1       | Must be printed by the student at time of testing.   |
|  <p>Student writes<br/><b>Math Class, Math Teacher,<br/>Period, and Room</b><br/><i>If applicable, grades seven through<br/>eleven only</i></p> | 1       | If the student is taking a CMA for Mathematics, this information must be printed by the student at time of testing.  |
|  <p>Student writes<br/><b>Science Class, Science Teacher,<br/>Period, and Room</b><br/><i>If applicable, grade ten only</i></p>                 | 1       | If the student is taking the CMA for Life Science, this information must be printed by the student at the time of testing.   |
|  <p><b>Bar code label</b></p>   | 2       | If the school district Pre-ID'd using the label option, place the demographic bar code label in this section on the document.  |
| <p>Student may write and mark<br/><b>Date of Birth</b></p>   | 3       | Mark the student's birth month and century and enter and mark the student's birth day and year.  |
| <p>Student may write and mark<br/><b>Last Name</b></p>   | 5       | Enter and mark the first 11 letters of the student's last name. For hyphenated names, mark up to 11 letters beginning with the name preceding the hyphen. For example, for "Smith-Harrison" mark "Smith Harri." Use only the student's legal name from school records.<br><br>Use <b>only letters and spaces</b> , <i>not</i> apostrophes, hyphens, numbers, periods, commas, and so forth. Left-justify and mark the circle at the top of each column with no letter entries. |
| <p>Student may write and mark<br/><b>First Name</b></p>  | 5       | Enter and mark the first 9 letters of the student's legal first name. <b>Do not</b> use a nickname or middle name instead of a first name. For example, enter "Kenneth," not "Ken" or "Kenny."<br><br>Use <b>only letters and spaces</b> . Left-justify and mark the circle at the top of each column with no letter entries.  |
| <p>Student may write and mark<br/><b>MI</b></p>  | 5       | Enter and mark the middle initial or leave the field blank. Mark the circle at the top of the column if the field is left blank.   |
| <p>Student may mark<br/><b>Gender</b></p>  | 6       | Mark "Female" or "Male."   |






Table 3. Demographic Codes on Answer Documents (continued)

| Field Name  | Section | Description  |
|---|---------|--|
| Student may mark<br><b>Grade</b>  | 7       | <p>Mark the student's current grade—this is the grade that the school shows as the student's enrollment grade and must match the grade of the test being administered. Schools may assign high school students to grades on the basis of credits earned or years in school.</p> <ul style="list-style-type: none"> <li>• For ungraded programs, subtract 5 from the student's age on December 2, 2011, to determine the student's testing grade level.</li> <li>• If students are counted as grade ten for the CAHSEE, they must take a grade ten STAR assessment.</li> <li>• For students in independent study or contract programs, assign the grade and administer the test for the grade in which the student was enrolled for the majority of the school year preceding the test administration.</li> </ul>   |
| Student may mark<br><b>Ethnicity/Race</b><br>Is the student Hispanic or Latino? | 8       | <p>Mark "Yes" or "No."</p> <p><b>Hispanic or Latino:</b> A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race</p>   |
| Student may mark<br><b>Ethnicity/Race</b><br>Mark one or more.                  | 9       | <p>Mark the appropriate circle(s) for all applicable groups. If "No" is marked in Section 8, at least one ethnicity/race in Section 9 must be marked.</p> <p><b>American Indian or Alaska Native:</b> Having origins in any of the original peoples of North, Central, or South America and maintaining tribal affiliation or community attachment</p> <p><b>Asian Indian:</b> Having origins in any of the original peoples of the Indian subcontinent</p> <p><b>Black or African American:</b> Having origins in any of the black racial groups of Africa</p> <p><b>Cambodian:</b> Having origins in any of the original peoples of Cambodia</p> <p><b>Chinese:</b> Having origins in any of the original peoples of China or Taiwan</p> <p><b>Filipino:</b> Having origins in any of the original peoples of the Philippine Islands</p> <p><b>Guamanian:</b> Having origins in any of the original peoples of Guam</p> <p><b>Hmong:</b> Having origins in any of the original peoples of the mountainous regions of Southeast Asia</p> <p><b>Japanese:</b> Having origins in any of the original peoples of Japan</p> |

Table 3. Demographic Codes on Answer Documents (continued)

| Field Name  | Section   | Description   |
|---|-----------|---|
|   |           | <p><b>Korean:</b> Having origins in any of the original peoples of North or South Korea</p> <p><b>Laotian:</b> Having origins in any of the original peoples of Laos</p> <p><b>Native Hawaiian:</b> Having origins in any of the original peoples of Hawaii</p> <p><b>Other Asian:</b> Having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent not included on this list</p> <p><b>Other Pacific Islander:</b> Having origins in any of the original peoples of other Pacific Islands not included on this list</p> <p><b>Samoaan:</b> Having origins in any of the original peoples of the Samoa Islands</p> <p><b>Tahitian:</b> Having origins in any of the original peoples of Tahiti</p> <p><b>Vietnamese:</b> Having origins in any of the original peoples of Vietnam</p> <p><b>White:</b> Having origins in any of the original peoples of Europe, the Middle East, or North Africa</p>   |
| <p>Student may mark<br/><b>Parent Education Level</b></p> | <p>10</p> | <p>Mark one. Parent Education Level indicates the educational attainment of the student's most educated parent or guardian with whom the student resides:</p> <ul style="list-style-type: none"> <li>• <b>Graduate school/postgraduate training:</b> Parent or guardian attended graduate school with or without attaining a graduate degree</li> <li>• <b>College graduate:</b> Parent or guardian received a BA or BS degree or an equivalent degree from a foreign university</li> <li>• <b>Some college (includes AA degree):</b> Parent or guardian completed any courses within a two- or four-year academic program, including an AA degree, but not including vocational or technical schools</li> <li>• <b>High school graduate:</b> Parent or guardian received a high school diploma, either by graduation or by testing, or completed preparatoria or received a comparable high school degree in another country</li> <li>• <b>Not a high school graduate:</b> Parent or guardian attended some or no school and did not graduate; or completed secundaria</li> <li>• <b>Declined to state or unknown</b></li> </ul> |

Table 3. Demographic Codes on Answer Documents (continued)

| Field Name   | Section | Description  |
|--|---------|--|
|  <b>Student ID Number</b>                                     | 11      | Enter and mark the local ID number assigned by the school or school district. Right-justify and include leading zeros if the ID number has fewer than 10 digits.   |
|  <b>Statewide Student Identifier (SSID)</b>                   | 12a     | Enter and mark the student's 10-digit Statewide Student Identifier. All students should have an SSID.  |
|  <b>Statewide Educator Identifier (SEID) for ELA Teacher</b>  | 12b     | Enter and mark the 10-digit SEID for the student's English–language arts (ELA) teacher.  |
|  <b>Statewide Educator Identifier (SEID) for Math Teacher</b> | 12c     | Enter and mark the 10-digit SEID for the student's mathematics teacher. Leave blank if the student's mathematics teacher is the same as the student's ELA teacher or if the student did not take a course for which there is an end-of-course mathematics test.  |
|  <b>NPS School Code</b>                                       | 13      | Nonpublic, nonsectarian school code. To find the code, go to <a href="http://www.cde.ca.gov/re/sd/">http://www.cde.ca.gov/re/sd/</a> . Select the radio button to choose <i>Nonpublic, Nonsectarian Schools</i> . Use the scrolling menus to select the county and district. If the school is outside of California, scroll to the bottom of the County Name list and select <i>Non-California</i> . Select <b>Search</b> . The NPS code is the last seven digits in the first column, <i>CDS Code</i> .   |
| <b>CBEDS Enrollment</b><br><br>School<br><br><br><br><br><br><br><br><br><br>District  | 14      | <p><b>School</b></p> <p>Mark “Yes” if the student was counted in the school's California Basic Educational Data System (CBEDS) enrollment and has been continuously enrolled in the school since that data collection—that is, the student has not been removed from the school's enrollment for any reason.</p> <p>Mark “No” if the student was either not counted in the school's CBEDS enrollment or the student was counted, was disenrolled from the school, and enrolled in the school again prior to testing.</p> <p><b>District</b></p> <p>Mark “Yes” if the student was counted in the district's CBEDS enrollment and has been enrolled in schools in the district since the data collection. The student may have moved among schools in the district but not to another district.</p> <p>Mark “No” if the student either was not enrolled in a district school for the CBEDS data collection or the student was counted in CBEDS, moved to another district, and then returned prior to the test administration.</p> |

**Table 3. Demographic Codes on Answer Documents** *(continued)*

| Field Name | Section | Description   |
|------------|---------|---|
|            |         | <p>Use the following criteria to determine continuous enrollment for Section 14. Evidence of withdrawal from a school or district includes, but may not be limited to, the following:</p> <ul style="list-style-type: none"> <li>• The student died while enrolled in school.</li> <li>• The parent/guardian withdrew the student to enroll in another school or district.</li> <li>• The parent/guardian withdrew the student with the intent to home school.</li> <li>• The student was placed in the California Youth Authority.</li> </ul> <p>Reasons for dropping a student from a school's or district's enrollment include, but may not be limited to, the following:</p> <ul style="list-style-type: none"> <li>• The student was expelled from the school and district with no further participation in an academic program.</li> <li>• The school/district has evidence (documentation) that the student moved.</li> <li>• The student left school and met the state criteria of a dropout.</li> </ul> <p>If a student is absent for an extended period of time because of illness, vacation, or a temporary move during which the student does not enroll in another school or district, the student is to be counted as continuously enrolled.</p> <p>Removal from a school's or district's enrollment generally means that the school received information that the student had moved or enrolled in another school or district, or the school or district determined that the student met the state dropout criteria.</p> |

Table 3. Demographic Codes on Answer Documents (continued)

| Field Name  | Section    | Description   |
|---|------------|---|
| <p><b>Student's English Proficiency</b></p>                       | <p>15</p>  | <p>Mark the student's English-language proficiency (English-language classification) at the time of testing. Proficiency levels are:</p> <ul style="list-style-type: none"> <li>• <b>English only (EO):</b> A student for whom there is a report of English as the primary language (i.e., language first learned, most frequently used at home, or most frequently spoken by the parents or adults in the home) on the "Home Language Survey"</li> <li>• <b>Initially fluent English proficient (I-FEP):</b> A student whose primary language is a language other than English who initially met the district criteria for determining proficiency in English</li> <li>• <b>English learner (EL):</b> A student who first learned or has a home language other than English who was determined to lack sufficient fluency in English on the basis of state oral language (K–12) and literacy (3–12) assessments to succeed in the school's regular instructional program (For students tested for initial classification prior to May 2001, this determination is made on the basis of the state-approved instrument the district was using. For students tested after May 2001, use the CELDT results.)</li> <li>• <b>Reclassified fluent English proficient (R-FEP):</b> A student whose primary language is a language other than English who was reclassified from English learner to fluent-English proficient</li> </ul> |
| <p><b>Special Education Services</b><br/>Primary disability</p>   | <p>16a</p> | <p>Mark the three-digit primary disability code from the student's IEP. If a code is not entered and the "IEP" circle is selected in part "a" of Section A3, this code will default to "unknown disability," which must be corrected through either the extended pre-ID data corrections process or the demographic data corrections process.</p> <p>Refer to Table 4 (on page 70) for primary disability codes. <b>Please note that students who do not have an IEP are not eligible to take the CMA. A code of "000" is not valid for the CMA.</b></p>  |
| <p><b>Special Education Services</b><br/>NPS enrollment</p>       | <p>16b</p> | <p>Mark "Yes" if the student receives special education services at a nonpublic, nonsectarian school (NPS) on the basis of his or her IEP.</p>  |
| <p><b>Program Participation</b><br/>Specially funded programs</p> | <p>17</p>  | <p>Mark the specially funded programs in which this student participated during the school year:</p> <ul style="list-style-type: none"> <li>• <b>Migrant Education:</b> For students participating in a migrant education program</li> <li>• <b>Gifted and Talented:</b> For students participating in Gifted and Talented Education programs</li> </ul>  |

Table 3. Demographic Codes on Answer Documents (*continued*)

| Field Name   | Section   | Description   |
|--|-----------|---|
| <p><b>Program Participation</b><br/>English-learner programs</p> | <p>17</p> | <p>If the student is an English learner, mark one of the following.</p> <ul style="list-style-type: none"> <li>• <b>EL in ELD:</b> The student is receiving English-language development (ELD) instruction, which is an academic subject of English-language instruction appropriate for the student’s identified level of language proficiency. ELD is consistently implemented and designed to promote second-language acquisition of listening, speaking, reading, and writing. ELD instruction must be provided by an authorized teacher (either certified or in training for the type of service provided).</li> <li>• <b>EL in ELD and SDAIE:</b> The student is receiving a program of English-language development and instruction through specially designed academic instruction in English (SDAIE) services, which is an approach used to teach academic courses to English learners in English. SDAIE must be designed for nonnative speakers of English and focused on increasing the comprehensibility of the academic courses normally provided to fluent-English proficient and English-only students in the district. SDAIE must be provided by an authorized teacher (either certified or in training for the type of service provided).</li> <li>• <b>EL in ELD and SDAIE with primary-language support:</b> The student is receiving a program of English-language development and instruction through specially designed academic instruction in English facilitated by primary-language support. Primary-language support is instructional support through the student’s primary language. Primary-language support may be used in order to clarify meaning and facilitate student comprehension of academic content-area concepts taught mainly through mainstream English and/or SDAIE. Primary-language support must be provided by a credentialed teacher fluent in the student’s primary language or by bilingual paraprofessional staff (aides fluent in the student’s primary language and supervised by a credentialed teacher).</li> <li>• <b>EL in ELD and academic subjects through primary language:</b> The student is receiving a program of English-language development and primary-language instruction services, which is an approach used to teach academic courses in and/or through a primary language other than English. The curriculum must be equivalent to that provided to fluent-English proficient and English-only students. Instruction must be provided by an authorized teacher (either certified or in training for the type of service provided).</li> </ul> |

**Table 3. Demographic Codes on Answer Documents** (*continued*)

| Field Name   | Section | Description   |
|--|---------|---|
|  |         | <ul style="list-style-type: none"> <li>• <b>Other EL instructional services:</b> The student is receiving instructional or support services, specifically designed for EL students, that do not correspond to one of the previous four descriptions.</li> <li>• <b>None (EL only):</b> The student is receiving no instructional or support services specifically designed for EL students that correspond to any of the five previous categories.</li> </ul>   |
| <b>ASAM Schools Only</b>   | 18      | Use this field only if the school is participating in the Alternative School Accountability Model. Mark this field if the student enrolled in school less than 80 school days before testing began.   |
| <b>Student’s Primary Language Code</b>   | 19      | For students whose primary language is not English, mark the two-digit primary language code from Table 5, “Primary Language Codes” (on page 73). “Primary language” is the language identified on the “Home Language Survey” as the language the student first learned, most frequently used at home, or most frequently spoken by parents or adults in the home.  |
| <b>County/District of Residence</b><br>For students with IEPs                          | 20      | If a student with an IEP attends school or receives special education services through a county office of education or the IEP requires that the student be placed in a school or a special education program in a school district other than the school district in which the student resides, mark the two-digit county code and five-digit district CD code for the district in which the student resides. Do not mark this section if the student is placed in another school district only at the request of the student’s parent or guardian. |
| <b>R-FEP</b><br>Date reclassified  | 21      | Mark the month and century and enter and mark the day and year the student was reclassified as fluent-English proficient.   |
| <b>R-FEP</b><br>English proficiency of R-FEP<br><i>Grades five through eleven only</i> | 22      | For all R-FEP students in grades five through eleven, mark “Yes” or “No” for the following question: “Has this student scored PRO or ADV any 3 years on the ELA CST and/or CMA?” The student must be classified as R-FEP before beginning to count the three years. This is any three years—2002 through 2011, inclusive. The three years do not have to be consecutive.  |
| <b>NSLP</b>  | 23      | Mark “Yes” if the student is eligible for the National School Lunch Program (free or reduced-price lunch). If all students in the school receive free or reduced-price lunch, mark “Yes” for all students. Otherwise, mark “No.”<br><br><b>Note:</b> Be sure to also respond to Section 10, Parent Education Level.   |

**Table 3. Demographic Codes on Answer Documents** *(continued)*

| Field Name   | Section | Description  |
|--|---------|--|
| <p><b>English Learner (EL)</b><br/>Date enrolled</p>   | 24      | <p>Mark the month and century and enter and mark the day and year the student first attended any public or private school in the United States or one of its territories. This is the enrollment date in any public or private school.</p> |
| <p><b>English Learner (EL) Less than 12 months</b></p> | 25      | <p>Mark this field only if the student will have been enrolled in a school in the United States or one of its territories less than 12 months on the first day of testing. These are cumulative, not consecutive, months.</p>              |

See **Guide to Answer Document Sections A2, A3, and A4**, the key on the inside back cover of this manual, for marking Sections A2, A3, and A4.

**Table 4. Primary Disability Codes**

| Code | Disability   | Definition  |
|------|--|---|
| 210  | Mental retardation/Intellectual disability (MR/ID) | <p>“Mental retardation/Intellectual disability” means significantly subaverage general intellectual functioning, existing concurrently with deficits in adaptive behavior, and manifested during the developmental period, that adversely affects a child’s educational performance. (34 Code of Federal Regulations [CFR] §300.7[c][6])</p>  |
| 220  | Hard of hearing (HH)                               | <p>“Hard of hearing” means an impairment in hearing, whether permanent or fluctuating, that adversely affects a child’s educational performance but that is not included under the definition of “deafness” disability code 230 below. (34 CFR §300.7[c][5])</p> <p><b>Note:</b> Hearing impairment is a federal category of disability that includes both hard of hearing and deaf individuals (as defined in disability codes 220 and 230).</p>   |
| 230  | Deafness (DEAF)                                    | <p>“Deafness” means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child’s educational performance. (34 CFR §300.7[c][3])</p>  |
| 240  | Speech or language impairment (SLI)                | <p>“Speech or language impairment” means a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child’s educational performance. (34 CFR §300.7[c][11])</p>  |
| 250  | Visual impairment (VI)                             | <p>“Visual impairment” including blindness means an impairment in vision that, even with correction, adversely affects a child’s educational performance. The term includes both partial sight and blindness. (34 CFR §300.7[c][13])</p>  |
| 260  | Emotional disturbance (ED)                         | <p>“Emotional disturbance” means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child’s educational performance:</p> <ul style="list-style-type: none"> <li>A. An inability to learn that cannot be explained by intellectual, sensory, or health factors.</li> <li>B. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.</li> <li>C. Inappropriate types of behavior or feelings under normal circumstances.</li> <li>D. A general pervasive mood of unhappiness or depression.</li> <li>E. A tendency to develop physical symptoms or fears associated with personal or school problems.</li> </ul> <p>The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance. (34 CFR §300.7[c][4])</p> |

**Table 4. Primary Disability Codes** *(continued)*

| Code | Disability                         | Definition  |
|------|------------------------------------|---|
| 270  | Orthopedic impairment (OI)         | “Orthopedic impairment” means a severe orthopedic impairment that adversely affects a child’s educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures). (34 <i>CFR</i> §300.7[c][8])   |
| 280  | Other health impairment (OHI)      | “Other health impairment” means having limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that (i) Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia; and (ii) Adversely affects a child’s educational performance. (34 <i>CFR</i> §300.7[c][9])  |
| 290  | Specific learning disability (SLD) | “Specific learning disability” means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; of mental retardation; of emotional disturbance; or of environmental, cultural, or economic disadvantage. (34 <i>CFR</i> §300.7[c][10]) |
| 300  | Deaf-blindness (DB)                | “Deaf-blindness” means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness. (34 <i>CFR</i> §300.7[c][2])  |
| 310  | Multiple disabilities (MD)         | “Multiple disabilities” means concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness. (34 <i>CFR</i> §300.7[c][7])  |

**Table 4. Primary Disability Codes** *(continued)*

| Code | Disability                   | Definition   |
|------|------------------------------|--|
| 320  | Autism (AUT)                 | <p>“Autism” means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects a child’s educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child’s educational performance is adversely affected primarily because the child has an emotional disturbance (as defined in disability code 260). A child who manifests the characteristics of autism after age three could be diagnosed as having autism if the criteria in this paragraph are satisfied. (34 <i>CFR</i> §300.7[c][1])</p> |
| 330  | Traumatic brain injury (TBI) | <p>“Traumatic brain injury” means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child’s educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma. (34 <i>CFR</i> §300.7[c][12])</p>   |

**Table 5. Primary Language Codes**

|           |                              |           |   |
|-----------|------------------------------|-----------|---|
| <b>56</b> | Albanian                     | <b>51</b> | Kurdish (Kurdi, Kurmanji)                   |
| <b>11</b> | Arabic                       | <b>47</b> | Lahu  |
| <b>12</b> | Armenian                     | <b>10</b> | Lao   |
| <b>42</b> | Assyrian                     | <b>07</b> | Mandarin (Putonghua)                        |
| <b>61</b> | Bengali                      | <b>64</b> | Marathi                                     |
| <b>13</b> | Burmese                      | <b>48</b> | Marshallese                                 |
| <b>03</b> | Cantonese                    | <b>44</b> | Mien (Yao)                                  |
| <b>36</b> | Cebuano (Visayan)            | <b>49</b> | Mixteco                                     |
| <b>54</b> | Chaldean                     | <b>40</b> | Pashto                                      |
| <b>20</b> | Chamorro (Guamanian)         | <b>41</b> | Polish                                      |
| <b>39</b> | Chaozhou (Chiuchow)          | <b>06</b> | Portuguese                                  |
| <b>15</b> | Dutch                        | <b>28</b> | Punjabi                                     |
| <b>16</b> | Farsi (Persian)              | <b>45</b> | Rumanian                                    |
| <b>05</b> | Filipino (Pilipino, Tagalog) | <b>29</b> | Russian                                     |
| <b>17</b> | French                       | <b>30</b> | Samoan                                      |
| <b>18</b> | German                       | <b>52</b> | Serbo-Croatian (Bosnian, Croatian, Serbian) |
| <b>19</b> | Greek                        | <b>60</b> | Somali                                      |
| <b>43</b> | Gujarati                     | <b>01</b> | Spanish                                     |
| <b>21</b> | Hebrew                       | <b>46</b> | Taiwanese                                   |
| <b>22</b> | Hindi                        | <b>63</b> | Tamil                                       |
| <b>23</b> | Hmong                        | <b>62</b> | Telugu                                      |
| <b>24</b> | Hungarian                    | <b>32</b> | Thai  |
| <b>25</b> | Ilocano                      | <b>57</b> | Tigrinya                                    |
| <b>26</b> | Indonesian                   | <b>53</b> | Toishanese                                  |
| <b>27</b> | Italian                      | <b>34</b> | Tongan                                      |
| <b>08</b> | Japanese                     | <b>33</b> | Turkish                                     |
| <b>65</b> | Kannada                      | <b>38</b> | Ukrainian                                   |
| <b>09</b> | Khmer (Cambodian)            | <b>35</b> | Urdu  |
| <b>50</b> | Khmu                         | <b>02</b> | Vietnamese                                  |
| <b>04</b> | Korean                       | <b>99</b> | All Other Non-English Languages             |

## APPENDIX D

### DIRECTIONS FOR COMPLETING STUDENT INFORMATION

#### Day Prior to Testing

**NOTE: Do this only if instructed by your test site coordinator.**

Your STAR test site coordinator may require that **you or your students** complete student identification and demographic information on their answer documents prior to testing in the following situations:

- your school did not receive Pre-ID answer documents or labels for some or all of the students to be tested, OR
- your district did not include all student information in the Pre-ID file.

#### Completing Student Information

- **Front page of the answer documents**

Your STAR test site coordinator may have **you** hand-mark student information on the front page of the answer documents prior to the test administration. Your coordinator will provide you with specific directions for this task. Appendix C, “Completing the Demographic Information on Answer Documents” (on page 60), provides descriptions of the information to be completed.

Alternatively, your STAR test site coordinator may instruct you to have **students** mark specific information on the front page of the answer documents on the day prior to testing and instruct you to complete the remaining information. **If students are to mark some of the information, follow the instructions in “Giving Directions to Students” (below).**

Only a staff member should complete Sections 11, 12a, 12b, and 12c: Student ID Number, SSID, SEID for ELA Teacher, and SEID for Math Teacher. **Students must not complete these sections.**

- **Back page of the answer documents**

Your STAR test site coordinator may have you hand-mark information on the “COMPLETE FOR ALL STUDENTS” page. **STUDENTS MUST NOT MARK ANYTHING ON THIS PAGE.** A school or district employee must complete this page. If you are responsible for completing this page for students, see Appendix C for complete instructions. **Immediately after testing is completed, the test examiner must mark the accommodations and/or English-learner test variations the student was observed using during the test administration in Sections A3 and A4.**

#### Giving Directions to Students

Only proceed to the following directions if your test site coordinator has directed you to have students complete the student information on the front of their answer documents for some or all of the sections described in these directions.

**Print the following information on the board:** Names of the test examiner, school, and district. The test examiner name is the name of the person administering the test.

Give each student two No. 2 pencils with erasers.

When you are ready to begin,

**SAY** I am going to give you your answer document now. Do not open it or write  
**T** anything on it until I tell you what to do.

Give each student a blank grade 9, 10, or 11 answer document, as appropriate.

**SAY** Look at the grade that is printed at the top of the answer document. This  
**T** should be the grade in which you are enrolled. If you think that you have an  
incorrect grade-level answer document, please raise your hand.

Use the demonstration answer document to show students where to look. If a student has an incorrect grade-level answer document, verify the student's grade and, if appropriate, give the student a blank answer document for the correct grade.

**Student Name**

**SAY** On the front page of your answer document, find Section 1 at the top, where  
**T** it says "Student Name." In that box, print your first and last names.

Use the demonstration answer document to show students where to look. Give help as needed.

**Test Examiner, School, and District**

**SAY** In the box that says "Test Examiner," print my name. In the box that says  
**T** "School," print the name of our school. In the box that says "District," print  
the name of our school district.

Refer students to the board, where you have printed your name, the school name, and the district name. While students are marking the information, walk around the room to see that they are following instructions. Give help as needed.

**Math Class**

**If the students will be taking a CMA for Mathematics, read the following SAY box. Otherwise, go to Science Class below.**

**SAY** Next to the boxes for the test examiner and district names, there are boxes for  
you to print information about your math class. Print the name of your math  
class, the name of your math teacher, the period during which you take math,  
and your math classroom number. If you are not taking math at this time,  
**T** leave this section blank.

**Science Class**

**If the students will be taking the Grade 10 CMA for Life Science, read the following SAY box. Otherwise, go to Date of Birth on the following page.**

**SAY** Next to the boxes for the test examiner and district names, there are boxes for you to print information about your science class. Print the name of your science class, the name of your science teacher, the period during which you take science, and your science classroom number. If you are not taking science at this time, leave this section blank.

**T**

Give help as needed.

***Date of Birth***

**SAY** Find Section 3, where it says “Date of Birth.” In the column labeled “Month,”

**T** mark the circle next to the month in which you were born.

Wait for students to finish marking the month information. Give help as needed.

**SAY** There are two columns for the day on which you were born. If you were born on the first through the ninth day of the month, write a “0” in the first column and the number of the day on which you were born in the second column. For example, if you were born on the fifth day of the month, you would write “0, 5” in the columns. If you were born on the eleventh day of the month, you would write “1, 1” in the columns.

**T** Beneath each box in which you wrote a number, mark the circle that has the same number as the one you wrote in the box.

Wait for students to finish marking the day information. Give help as needed.

**SAY** There are three columns for the year in which you were born. Mark the circle

**T** for “19” or “20” in the first column.

Give help as needed.

**SAY** The last two columns are for the last two digits of the year you were born. For example, if you were born in 1996, write “9” and “6” in the last two columns for the “year.”

**T** Beneath each box in which you wrote a number, mark the circle that has the same number as the one you wrote in the box.

Wait for students to finish marking the birth year information. Give help as needed.

**Student Name (Section 5)**

**SAY** Find Section 5, where it says “Last Name/First Name/Middle Initial (MI).” In the boxes provided, print your last name, then your first name and middle initial. If your name does not fit, print as many letters of your name as there are boxes. Use your legal name, not your nickname; for example, use “Jennifer,” not “Jen” or “Jenny.” If your name is hyphenated, leave a blank space between the names; do not use a dash.

**T**

Give help as needed.

**SAY** Beneath each box in which you printed a letter, mark the circle that has the same letter as the one you printed in the box. For each space in which you did not print a letter, mark the empty circle at the top of the column.

**T**

Wait for students to finish marking the circles. Give help as needed.

**Gender**

**SAY** Find Section 6, labeled “Gender.” Mark the circle next to “Female” if you are a girl or the circle next to “Male” if you are a boy.

**T**

Wait for students to finish. Give help as needed.

**Grade**

**SAY** Find Section 7, labeled “Grade.” Mark the circle for your grade.

**T**

Wait for students to finish. Give help as needed.

**Ethnicity/Race**

**SAY** Find the section labeled “Ethnicity, slash, Race.” In Section 8, mark the circle for “Yes” if you are Hispanic or Latino. Otherwise, mark the circle for “No.”

**T**

Pause while students mark Section 8. Make sure that students mark only one circle in Section 8.

**SAY** If you marked “No” in Section 8, mark the circle for the *group or groups with which you most closely identify* in Section 9. This means the background of your family, not your friends. You must mark at least one circle, but you may mark more than one. If you answered “Yes” in Section 8, you do not need to mark anything in Section 9.

**T**

Make sure that students who need to complete Section 9 mark at least one circle in that section. Give help as needed.

***Parent Education Level***

**SAY** Find Section 10, labeled “Parent Education Level.” Mark the circle that describes the education level of your most educated parent. If you do not live with both parents, mark the circle of the education level for the parent with whom you spend the most time. If you do not live with a parent, mark the circle that describes the education level of the person who monitors and helps you with your schoolwork. Mark only one circle. If you do not know,  
**T** mark the circle for “Declined to state or unknown.”

Give help as needed. Wait until students have finished marking the circles.

**SAY** Do not make marks in any other sections. I will now collect your  
**T** answer documents.

Collect the pencils, and collect and count the answer documents, making sure you have an answer document for each student. **Immediately return the test materials** to your test site coordinator.

## APPENDIX E

### PREPARING ANSWER DOCUMENTS FOR SCORING

The district STAR coordinator and STAR test site coordinator are responsible for preparing the answer documents for scoring. They may ask other staff members to assist with this process; however, **any “cleanup” of answer documents must be done under the direct supervision of the STAR test site coordinator or principal/school administrator.**

If you are asked to assist in preparing answer documents for scoring, inspect each answer document carefully, paying particular attention to the following:

1. Inspect all answer documents for improper marks. **Do not darken any response circles.** Marks made with ballpoint pen, felt-tip pen, or hard or colored pencils will not be scored properly. Completely erase any stray marks that are near the response circles and may interfere with scoring. **Do not erase any response circles marked by students, including those already erased by the students.**
2. a. If the district used the Pre-ID Service for students’ answer documents, demographic information provided in the Pre-ID file **should not** be hand-marked on the answer documents.  
**If information in the Pre-ID file was also hand-marked on the answer documents, do not erase the hand-marked information. The data in the Pre-ID file will override it.**  
b. If the district **did not** use the Pre-ID Service and all demographic information was hand-marked, see Appendix C for instructions and:
  - Be sure that only one circle is marked in each column unless otherwise instructed.
  - Check that all hand-marked information is complete and accurate.
3. Check to be sure that students marked the correct CMA test booklet version number(s) in the “CMA version number for ELA,” “CMA version number for ELA and Life Science (not for CMA Mathematics),” and/or “CMA version number for Mathematics” boxes inside their answer documents.
4. If students took a CMA for Mathematics, check to be sure that they marked the correct circle for the test subject that they took, “Algebra I” or “Geometry.” **Note: The test will not be scored unless this circle is marked. Students who mark the wrong circle will receive an incorrect score report for mathematics.**
5. Check for marks in Sections A1 and A2. If there are marks in these sections, ask the STAR test site coordinator to verify that the sections are marked correctly.
6. a. Ensure that the answer documents have been transcribed for any students who used braille or large-print materials. Verify that “B” and either “G” or “H” are marked in Section A3.  
b. If a completed student answer document is damaged or torn, the student information and answers from the damaged answer document must be transcribed to a new answer document.

When transcribing answer documents, all student demographic data and responses must be copied to new answer documents. When transcribing is complete, use a black marking pen to mark the old answer documents with “VOID—Transcribed to new form.” Give the old answer documents to the STAR test site coordinator to return with the nonscorable test materials.



## GUIDE TO ANSWER DOCUMENT SECTIONS A2, A3, AND A4

| <b>A2 Special Conditions</b> |  |
|------------------------------|--|
| A                            | The student was absent for regular and makeup testing.   |
| C                            | The test examiner or proctor observed the student cheating.  |
| E                            | The student was not tested because of a significant medical emergency.   |
| F                            | The student became ill while taking this test, had to leave the room, and was unable to return and complete the test.  |
| L                            | The student enrolled after the first day of testing and was given this test.   |
| M                            | The student was enrolled on the first day of testing but moved before this test was administered or completed.   |
| P                            | The student was not tested by parent/guardian request.   |
| T                            | The student was enrolled on the first day of testing and was not given this test because a staff member verified that the student had taken the test at a previous school. |
| X                            | When offered, the student refused to use the accommodation specified in his or her IEP or Section 504 plan.  |
| Y                            | This document replaces a lost or destroyed answer document.  |
| Z                            | The student was present for the test and was given this test. The student closed the test booklet and did not mark any answers.  |

| <b>A3 Accommodations</b> |  |
|--------------------------|--|
| B                        | The student marked his or her responses in the test booklet. An employee of the school, district, or nonpublic, nonsectarian school transferred the student's responses onto a scorable answer document. |
| C                        | The student dictated his or her responses orally or in Manually Coded English or American Sign Language to a scribe.   |
| F                        | The student used an assistive device that did not interfere with the independent work of the student.  |
| G                        | The student used a braille version of the test.  |
| H                        | The student used a large-print version of the test or test items enlarged (not duplicated) to a font size larger than that used on large-print versions.   |
| J                        | The student tested during more than one day for a test or test part that was to be administered in a single sitting.   |
| K                        | The student had supervised breaks within a test part.  |
| L                        | The test was administered at the most beneficial time of day for the student.  |
| M                        | The test was administered at home or in a hospital by a test examiner.   |
| O                        | The test examiner used Manually Coded English or American Sign Language to present test questions and/or answer options to the student.  |
| S                        | The student used math manipulatives on the mathematics or science tests.   |
| X                        | The student used an unlisted accommodation.  |
| Y                        | Leave blank.   |
| Z                        | The student heard the test examiner read test questions and/or answer options aloud.   |

| <b>A4 English Learner Test Variations</b> |   |
|---|---|
| A   | The student heard the test directions printed in the <i>Directions for Administration</i> "SAY" boxes marked with a "T" translated into the student's primary language. The student asked clarifying questions about the test directions in the student's primary language.                                 |
| B   | The student had additional supervised breaks within a testing day or within a test part, provided that the test part was completed within the day of testing. The end of a test part is identified by a "STOP" sign.  |
| C   | The student was tested separately with other English learners and was supervised directly by an employee of the school who had signed a STAR test security affidavit. The student has been provided such a flexible setting as part of his or her regular instruction or assessment during the school year. |
| D   | The student used a translation glossary/word list (English-to-primary language). Glossaries/Word lists shall not include definitions, parts of speech, or formulas. Glossaries/Word lists may not be used on any reading or language tests.   |

