



2010

## California Modified Writing Standards Test

GRADE 7

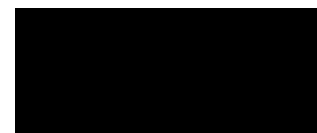
### DIRECTIONS FOR ADMINISTRATION

#### 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 3 of this manual.) **All test examiners will need a copy of the *Writing Prompt and Response Booklet* for demonstration purposes. However, examiners must NOT receive the booklet before the day of the test.**
- Check the date at the top of the *Writing Prompt and Response Booklet* cover. The test may be administered only on this date or as makeup on the next day.
- Administer the test only at the time specified in the school's testing schedule, and ensure that you have enough time to complete the test in a single sitting.**
- Administer this test only to students who are assigned to take the multiple-choice California English–Language Arts Modified Assessment (CMA for ELA).**
- Look for a bar code label and student name in Section 2 on the front cover. Distribute each booklet **only to the student whose name is under the bar code.**
- Ensure that students have and use **only** No. 2 pencils. Responses written with anything other than a No. 2 pencil cannot be scored.
- Ensure that students complete Section 1 on their response booklets before beginning testing.
- 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 test.
- Collect and account for all response booklets **before dismissing** any students.

C  
M  
A





**CHECKLISTS**

Complete the following checklists to ensure that you have taken all necessary steps in preparing to administer the Grade 7 California Modified Writing Standards Test.

<b>TESTING DATE</b>	<b>√</b>
I will administer the test on <b>March 2, 2010</b> . Makeup testing for students absent March 2 will be done on March 3.	
I will administer the test on <b>May 4, 2010</b> . Makeup testing for students absent May 4 will be done on May 5.	

<b>TEST EXAMINER AND PROCTOR CHECKLIST</b>	<b>√</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 read and I understand Testing Cautions (page 1).	
I have read and I understand Before the Test (page 5).	
I have read and I understand Day of Testing (page 6).	
I have read and I understand During Testing (page 6).	
I have read and I understand After Testing (page 7).	
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 will ensure that those students receive only the accommodations listed.	
I understand which testing variations are allowed for English learners and will ensure that those variations will be 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 enrolled in grade 7 will be given this test.	

<p align="center"><b>WRITING PROMPT AND RESPONSE BOOKLET CHECKLIST</b></p>	<p align="center">√</p>
<p>I will receive <b>Pre-ID response booklets</b> 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 B.)</li> <li>b. Students will hand-mark any needed demographic data during the testing session per the STAR test site coordinator's instruction. (See Appendix C.)</li> </ul>	
<p>I will affix <b>Pre-ID labels</b> to my students' response booklets.</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 B.)</li> <li>b. Students will hand-mark any needed demographic data during the testing session per the STAR test site coordinator's instruction. (See Appendix C.)</li> </ul>	
<p>I will receive <b>blank</b> response booklets.</p> <ul style="list-style-type: none"> <li>a. Staff will hand-mark response booklets before testing begins. (See Appendix B.)</li> <li>b. Students will hand-mark demographic data during the testing session; staff will hand-mark other needed demographic data after testing is completed. (See Appendixes B and C.)</li> </ul>	

**CALIFORNIA MODIFIED WRITING STANDARDS TEST  
DIRECTIONS FOR ADMINISTRATION  
GRADE 7**

**TABLE OF CONTENTS**

<b>CHECKLISTS</b> .....	<b>i</b>
<b>TESTING CAUTIONS</b> .....	<b>1</b>
Test Security .....	1
Testing Problems.....	1
<b>TEST ADMINISTRATION TIME</b> .....	<b>2</b>
<b>SCHEDULE FOR ADMINISTERING THE TEST</b> .....	<b>2</b>
<b>TEST MATERIALS</b> .....	<b>3</b>
Test Examiner Materials .....	3
Student Materials.....	3
<b>WHO TAKES THE CMA?</b> .....	<b>4</b>
Students Who Take the CMA .....	4
Students Who Do Not Take the CMA.....	4
<b>WHAT TO DO</b> .....	<b>5</b>
Before the Test .....	5
Day of Testing .....	6
During Testing .....	6
After Testing .....	7
<b>GRADE 7 CALIFORNIA MODIFIED WRITING STANDARDS TEST DIRECTIONS FOR ADMINISTRATION</b> .....	<b>8</b>
<b>APPENDIXES</b>	
<b>APPENDIX A FOR GRADE 7 WRITING</b> .....	<b>13</b>
Accommodations for Students with an IEP and Allowed Variations for English Learners: Key Sections	
Accommodations (Section A3).....	13
Handling Documents for Students Who Used Word Processing Software .....	14
Large-Print and Braille Tests (Section A3, Rows H and G).....	14
Guidelines for Scribes .....	15
Allowed Variations for English Learners (Section A4) .....	15
<b>APPENDIX B</b> .....	<b>16</b>
Completing the Demographic Information on Response Booklets	
Table 1. Demographic Codes on Response Booklets .....	17
<b>APPENDIX C</b> .....	<b>19</b>
Directions for Completing Student Information	
<b>APPENDIX D</b> .....	<b>22</b>
Preparing Writing Prompt and Response Booklets for Scoring	
<b>GUIDE TO WRITING RESPONSE BOOKLET SECTIONS A2, A3, AND A4</b> .....	<b>Inside Back Cover</b>

## 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 *Writing Prompt and Response Booklets* are secure documents. Unauthorized copying or reuse of any *Writing Prompt and Response Booklet* or reviewing or copying any student responses for the writing task is illegal.

### Do

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

### Do Not

- Review any writing prompts independently or with students before, during, or after testing.
- Disclose, or allow to be disclosed, the contents of the test to anyone through verbal, written, or any other means of communication.
- Copy any part of the test or test materials.
- Permit students to remove test materials from the testing room.
- 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 test according to the directions in this manual.
- Randomly distributing Pre-ID response booklets rather than distributing each booklet to the student listed on the bar code.

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 assist with writing the response).
- Changing/correcting students' responses.
- 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 response booklet and notify the STAR test site coordinator.**

**DO NOT CALL THE CDE TO REPORT CHEATING.**

## TEST ADMINISTRATION TIME

The California Modified Writing Standards Test is not timed. The test must be administered as follows:

- Only on the day specified on the cover of the *Writing Prompt and Response Booklet* or the following day if administering a makeup test.
- Only at the time specified in the school's testing schedule.
- In one sitting, with no breaks, unless the student has an IEP that allows the student to take breaks during testing or the student is an English learner who is eligible to take additional supervised breaks as an allowable test variation.

The estimated test administration time for the California Modified Writing Standards Test is 70 minutes. This time is the **minimum amount of time** that students should have for completing the test. The time includes 10 minutes to distribute materials, give directions, and collect materials.

**Do not begin the test unless there is enough time to complete it in one sitting.**  
(with the exceptions described in the third bullet above).

## SCHEDULE FOR ADMINISTERING THE TEST

The California Modified Writing Standards Test shall be administered only on the following dates:

- **March 2** for all students in schools and programs that are in session on that date.  
Makeup testing for students absent on **March 2** will be done on **March 3**.
- **May 4** for students in schools and programs that are not in session on **March 2 and 3**.  
Makeup testing for students absent on **May 4** will be done on **May 5**.

**\*\*\*\*IMPORTANT\*\*\*\***

**Check the test date on the front cover of the *Writing Prompt and Response Booklets*.**  
Tests will be scored only if the correct *Writing Prompt and Response Booklets* are used.  
**If the March 2 prompt is used after March 3, the test will not be scored.**

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## TEST MATERIALS

### Test Examiner Materials

- California Modified Writing Standards Test *Directions for Administration* (this manual).
- *Grade 7 Writing Prompt and Response Booklet* for demonstration.

#### School Provides

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

### Student Materials

- *Grade 7 Writing Prompt and Response Booklet* (blank or Pre-ID).

#### School Provides

- Two No. 2 pencils with erasers (plus extras).

**CAUTION:** If a highlighter is used on a response booklet and bleeds through the page, transcribe the entire response and demographic information to a blank response booklet. If the highlighter bleeds through the page and no one transcribes it, the test may not be scored.

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

## WHO TAKES THE CMA?

### Students Who Take the CMA

The California Modified Writing Standards Test is to be administered to eligible students in grade 7 in California public schools.

Students in grade 7 **are eligible** to take the California Modified Writing Standards Test 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 for English–Language Arts (ELA);
- Have taken the California Standards Test (CST) in a previous year and scored *below basic* or *far below basic* in English–Language Arts and 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 grade 7 **are not eligible** to take the California Modified Writing Standards Test 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 California Modified Writing Standards Test, 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 California Modified Writing Standards Test are to go and who will supervise the extended session. Enter this information on page 8 of this manual.
- Review students' IEPs 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.
- Plan a quiet activity** 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, etc.
- 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 cover of the response booklet. If your district ordered adhesive bar code labels, you may be asked to affix the labels to student response booklets.

Your STAR test site coordinator may instruct **you** to complete specific demographic information on each student's response booklet (e.g., information not included in the Pre-ID file or for students who did not receive a Pre-ID response booklet). If you are to do this, see Appendix B, Completing the Demographic Information on Response Booklets.

Alternately, your STAR test site coordinator may instruct you to have **students** mark specific demographic information on the response booklets on the testing date and instruct you to complete the remaining demographic information. The Directions for Administration will direct you to Appendix C, Directions for Completing Student Information. Before beginning the test administration, tab the first page of Appendix C for easy reference.

- If your district did not use the Pre-ID Service**, all demographic data must be hand-marked on each student's response booklet. See Appendix B, Completing the Demographic Information on Response Booklets, and, if appropriate, Appendix C, Directions for Completing Student Information.
- 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. **Writing prompts may not be translated.**
- Read** the *Directions for Administration* (this manual).
- Flag** page 8 in this manual, the page where you will begin administering the test.
- 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),
  - they will be taking the California Standards Test for English–Language Arts,

- they will be taking the California Alternate Performance Assessment (CAPA), or
- you are administering the May writing test and they have already taken the March writing test.

Find out where to send these students during testing and prepare appropriate assignments for them as needed.

- Identify** the directions that may be translated, if testing English learners.
- 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 test are visible to students.** Inappropriate materials include, but are not limited to, capitalization and punctuation rules, spelling lists, grammar rules, and scoring guides. All such materials must be removed or covered during the testing session.

### Day of Testing

- Verify** that all testing materials are assembled and ready. (See page 3.)

### During Testing

- Encourage** students to do their best.
- Have students clear their desks** of books and other materials not needed for the test.  
**Students are not permitted to use scratch paper, dictionaries, thesauruses, or similar materials while writing their responses. Students should be encouraged to sound out words they do not know how to spell.**
- Make sure** students have and use **only** No. 2 pencils.
- Distribute response booklets only to students whose names are on them. Distribute blank response booklets to students with no Pre-ID response booklets.**
- Read all "SAY" boxes exactly as they are written**, using a natural tone and manner. If necessary, explain the directions, but do not help students write their responses.
- "SAY" boxes marked with a T** may be translated when testing English learners. **Writing prompts may not be translated.**
- If you make a mistake in reading a direction, stop and say, **"No, that is wrong. Listen again."** Then read the direction again.
- Check periodically** to make sure that students are following instructions and writing their responses **only on the lined pages** in the response booklet. Students' responses will NOT be scored if they are written on any other pages.

**After Testing**

- Verify** that you have collected all response booklets and pencils.
- Check Section 1 of each response booklet to be sure that students have marked their names and the test examiner, school, and district names.
- Before returning materials to the test site coordinator, mark any applicable circle(s) in Sections A2, A3, and A4 on the back cover of students' response booklets. See **Appendix A for Grade 7 Writing** and **Guide to Writing Response Booklet Sections A2, A3, and A4** on the inside of the back cover of this manual. Confirm with your test site coordinator that you have marked all applicable circles.
- California Modified Writing Standards Test *Writing Prompt and Response Booklets* are **secure** materials. **Return** all booklets (used and unused, including the demonstration booklet) and this manual to your STAR test site coordinator the day you administer the test.

## GRADE 7 CALIFORNIA MODIFIED WRITING STANDARDS TEST DIRECTIONS FOR ADMINISTRATION

- 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 7 Writing Prompt and Response 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 for Grade 7 Writing.)
- This test must be administered in a single sitting, **with no breaks**, unless the student has an IEP 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.
  - Students **must** use No. 2 pencils. Responses written with anything other than a No. 2 pencil cannot be scored.
  - Read** directions in “**SAY**” boxes **exactly as they are printed**.
  - “**SAY**” boxes with a **T** may be translated when testing English learners. **The writing prompt may not be translated.**
  - Make certain you have a copy of the *Grade 7 Writing Prompt and Response Booklet* for demonstration purposes.
  - Write 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.
  - Verify** that the date on which you are administering the test is the date on the cover of the *Writing Prompt and Response Booklet* or the day after (if you are administering this test on a makeup date).
  - Check each response booklet for the student’s name.** Be sure that each student receives the response booklet with his or her name on it. **It is essential that no student use a response booklet that is identified with the name of another student.**

Before distributing the response booklets,

**SAY** Today you are going to take a test that will show how well you can write. I will give each of you a writing prompt and response booklet now. When you get it, leave it on your desk. Do not open it 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 7 Writing Prompt and Response Booklet* with his or her name on it. If you do not have a Pre-ID response booklet for a student, give the student a blank booklet.

**SAY** On the front cover of your booklet, look at the information printed in Section 2, the box that has dashed lines around it. Make sure that your first and last names are printed in the box. If someone else's name is printed there, please raise your hand.

**T**

Use the demonstration booklet to show students where to look on the front cover. If a student has an incorrect response booklet, find the correct booklet for the student or give the student a blank response booklet. All demographic information must be hand-marked on blank booklets after testing is completed.

Verify that every student has a *Writing Prompt and Response Booklet* with the correct test administration date on it—March 2 or May 4. If the date on which the test is being given is not the date on the booklet or the day after, STOP and contact your test site coordinator. **If the March 2 prompt is used after March 3, the test will not be scored.**

### **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 Names**

**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 written your name, the school name, and the district name. While students are filling in the information, walk around the room to see that they are following instructions. Give help as needed.

If students are to hand-mark demographic information: Turn to Appendix C on page 19 and read the directions under the section “Giving Directions to Students.” Then return to this section to administer the test.

**SAY** Do not open your booklet until I tell you what to do.  
**T**

Check that students have the front cover of the *Grade 7 Writing Prompt and Response Booklet* facing up.

**SAY** Before you begin working, we are going to go over what you are to do during the test. Open your response booklet to the first page, where you see a box that says “Directions and Scoring” at the top.  
**T**

Use the demonstration booklet to show students the page. Pause while all students turn to the page. Give help as needed. When all students are on the correct page, continue.

**SAY** Now follow along as I read aloud the information that is in the box.  
**T** Pay close attention to all of these directions.

Refer to the demonstration copy of the *Writing Prompt and Response Booklet*. Read aloud all directions and scoring information in the box to the students.

**SAY** Are there any questions?  
**T**

Answer all questions.

**SAY** Turn the page.  
**T**

Pause while students turn the page.

**SAY** Everyone should be on the page that says “Writing Task and Reminders” at the top.  
**T**

Use the demonstration booklet to show students the page. Make sure all students have found the correct page.

**SAY** The box on this page tells you what you will write about. Now carefully read that box and all of the reminders below it silently to yourself.  
**T**

Pause until all students have finished reading the writing task and reminders.

**SAY** Are there any questions?  
**T**

Answer all questions.

**SAY** Turn the page.  
**T**

Use the demonstration booklet to show students the page. Pause until all students have turned to the correct page.

**SAY** On the left page you see a “Writing Map,” and on the right you see a “Prewriting Activity” page. You may use either page to plan and organize what you will write. Your work on these pages will not be scored.  
**T** Are there any questions?

Answer all questions.

**SAY** Now turn to the page in your booklet that says “Writing Task” at the top.  
**T**

Use the demonstration booklet to show students the page. Pause until all students have found the correct page.

**SAY** This is where you will write your final writing task. In the box you will again see what you will write about. Remember to write only on the topic described in the box.  
**T** Are there any questions?

Answer all questions.

**SAY** During the test, you should write as much as necessary to cover the topic well. Only what you write on the lined pages will be scored. You are to use only your pencil to write in this booklet. You may print or write in cursive. You do not need to fill all of the lined pages.  
**T** Are there any questions about the directions on any of the pages in your test booklet?

Answer all questions.

**SAY** You may reread any of the pages in this booklet at any time during the test.  
**T** Do you have any other questions?

Answer all questions.

**SAY** Now read the box that tells you what to write about. Then plan what you will write using either the Writing Map page or the Prewriting Activity page. After that, write your final writing task only on the lined pages. You may begin now.  
**T**

While the students are working, walk around the room to make sure that they are following directions, but do not help them write their responses. If students ask how to spell a word, **tell them to sound it out and write it the way it sounds.**

After about 10–15 minutes,

**SAY** If you are still planning what you will write, please stop and reread the Writing Task at the top of the first page with the lines. Then write your response on the lined pages. After you have finished, review the reminders in the scoring section on the first page and reread your response to be sure that you have completed everything.  
**T**

After all students have closed their response booklets or after approximately 60 minutes have passed,

**SAY** Has everyone completed the writing task? If you have not finished, you will be given additional time.  
**T** Close your response booklet so that the front cover is on top.

This is the end of the grade 7 California Modified Writing Standards Test. Students who have not finished must be allowed to do so. Have an adult escort the students who need more time to finish the writing task to the quiet room set up by the STAR test site coordinator.

Collect the response booklets and pencils. Before dismissing the remaining students, **count all response booklets to ensure that all have been turned in and that you have a response booklet for each student.** Check Section 1 of each response booklet to be sure that students have marked their names and the test examiner, school, and district names.

Before returning materials to the test site coordinator, mark any applicable circle(s) in Sections A2, A3, and A4 on the back cover of students' response booklets. See **Appendix A for Grade 7 Writing and Guide to Writing Response Booklet Sections A2, A3, and A4** on the inside of the 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 FOR GRADE 7 WRITING

### ACCOMMODATIONS FOR STUDENTS WITH AN IEP AND ALLOWED 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' response booklets.

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

- Accommodations specified in students' IEPs.
- Allowed variations for English learners.

To determine whether a student qualifies for accommodations,

1. Check the student's IEP 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/sr/cmastar.asp> for information regarding allowable variations or accommodations for the California Modified Assessment.

If the student qualifies for and uses accommodations, review the **Guide to Writing Response Booklet 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.

#### **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. **DO NOT** provide an accommodation that is not specified in the student's IEP.

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.

Accommodations do not change what is being tested. For example, using the *accommodation* of having supervised breaks within the California Modified Writing Standards Test does not change the skills being tested.

Examples of accommodations for the writing test include:

- Student dictated responses to a scribe—student indicated all spelling and writing conventions.
- Student used word processing software with spelling and grammar checking tools turned off.

**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 an assistive device that does not interfere with his or her independent work. You must ensure that the student has the assistive device available for the test, but you will mark the accommodation only if the student actually uses the device.

Mark the “IEP” circle in Section A3 to indicate that the accommodation is in the student’s IEP.

Mark the test(s) on which accommodations were used in **Section A3**.

Codes for allowable accommodations are listed in the **Guide to Writing Response Booklet 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 word processing software with spelling and grammar checking tools turned off, mark only “D.”
- If a student with an IEP used a large-print test with no other accommodations, mark only “H.”
- If a student with an IEP used a braille test and had additional breaks, mark both “G” and “K.”

### ***Handling Documents for Students Who Used Word Processing Software***

Some students with IEPs may be allowed the accommodation of using word processing software (with spelling and grammar checking tools turned off) and typing their essays. The typed documents are to be submitted for scoring.

- Verify that “D” is marked in Section A3 on the back cover of the student’s *Writing Prompt and Response Booklet*.
- Write the student’s name on the back of the typed sheet(s).
- Insert the typed sheet(s) inside the front cover of the student’s *Writing Prompt and Response Booklet*.
- Include the booklet with all other booklets to be scored for the grade.

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

Use this *Directions for Administration* manual when administering the large-print and braille versions of the California Modified Writing Standards Test. **In Section A3 on the response booklet, mark “H” for large-print or “G” for braille** if the student is taking one of these versions of the test.

Large-print and braille tests require more time than regular-print tests. Students must be allowed as much time as needed to complete the writing test in a single sitting. Generally, students taking large-print tests will need approximately 1½ times what is estimated 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 and braille testing materials. Large-print and braille tests can be scored only if the students' responses are transcribed onto regular-print response booklets.

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

When a scribe is used to mark responses 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 provide any spelling and language conventions for the student on the CMA for Writing.
- May not be the student's parent or guardian.

*California Code of Regulations, Title 5, Education, Section 850(m)*

Scribes may review the *California High School Exit Examination (CAHSEE) Scribe and Sign Language Guidelines*, available on the Internet at <http://www.cde.ca.gov/ta/tg/hs/documents/scribeguide.doc> as an example of approved guidelines.

When a scribe is used, be sure that "E" is marked in **Section A3** on the back of the student's *Writing Prompt and Response Booklet*.

### ***Allowed 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 the back cover of the students' *Writing Prompt and Response Booklets*.




**Note:** English learners may also use accommodations for testing if the student has an IEP that states that the student may use specific accommodations.

## APPENDIX B

### COMPLETING THE DEMOGRAPHIC INFORMATION ON RESPONSE BOOKLETS



To ensure accurate comparisons between and among schools, it is essential that all district STAR coordinators and test examiners interpret the demographic fields on the response booklets in the same way. The following information is provided to assist with marking identification and demographic information.

Table 1 on page 17 provides descriptions of the demographic sections found on the grade 7 response booklets for the California Modified Writing Standards Test. The table also indicates who is to complete each section.




- **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 information:
  -  Student must complete.
  -  Test examiner 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 response booklet demographic pages.
- **Description:** This column gives a description of the demographic data required.

All student demographic data are taken from each student's multiple-choice test answer document or Pre-ID record. Therefore, limited data are collected for the grade 7 writing component of the California English–Language Arts Modified Assessment.

**Table 1. Demographic Codes on Response Booklets**

Field Name	Section	Description
 <p>Student writes <b>Student Name, Test Examiner, School, and District</b></p>	1	Must be written by the student at time of testing.
 <p><b>Bar Code Label</b></p>	2	If the 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 <b>Date of Birth</b></p>	3	Mark the student's birth month and enter and mark the student's birth day and year.
<p>Student may write and mark <b>Last Name</b></p>	5	<p>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.</p> <p>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>
<p>Student may write and mark <b>First Name</b></p>	5	<p>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.</p> <p>Use <b>only letters and spaces</b>. Left-justify and mark the circle at the top of each column with no letter entries.</p>
<p>Student may write and mark <b>MI</b></p>	5	Enter and mark middle initial or leave blank. Mark the circle at the top of the column if left blank.
<p>Student may mark <b>Gender</b></p>	6	Mark Female or Male.
<p>Student may mark <b>Grade</b></p>	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 based on 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, 2009, to determine the student's testing grade level.</li> <li>Only students in grade 7 who will take the multiple-choice CMA for ELA component are to be given this test.</li> </ul>

**Table 1. Demographic Codes on Response Booklets** *(continued)*

Field Name	Section	Description
 <p><b>Student ID Number</b></p>	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.
 <p><b>Statewide Student Identifier (SSID)</b></p>	12	Enter and mark the student's 10-digit Statewide Student Identifier. All students should have an SSID.
 <p><b>NPS School Code</b></p>	13	Nonpublic, nonsectarian school code. To find the code, go to <a href="http://www.cde.ca.gov/re/sd">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> .

## APPENDIX C

### DIRECTIONS FOR COMPLETING STUDENT INFORMATION

#### Day of Testing

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

If your school did not receive Pre-ID response booklets or labels for some or all of the students to be tested, identification and demographic information must be completed on blank response booklets for those students.

#### Completing Student Information

- **Front cover of response booklet**

If your district did not use the Pre-ID Service, your STAR test site coordinator may have **you** hand-mark ALL student information prior to test administration. Your STAR test site coordinator will provide you with specific directions for this task. Appendix B, Completing the Demographic Information on Response Booklets, provides descriptions of the information to be completed.

Alternately, your STAR test site coordinator may instruct you to have **students** mark specific demographic information on the response booklets on the day of testing and instruct you to complete the remaining demographic 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, 12, and 13: Student ID Number, SSID, and NPS School Code. **Students must not complete these sections.**

- **Back cover of response booklet**

This page will be used only to mark accommodations used by students with IEPs, allowed test variations used by English learners, and any special conditions that may apply for the students.

#### Giving Directions to Students

**Before distributing materials to students, check the *Writing Prompt and Response Booklets*.** Verify that they are blank and do not have student information printed in Section 2. Only proceed to the following directions if student response booklets are completely blank.

Read the Directions for Administration for the Grade 7 California Modified Writing Standards Test. When those directions refer you to Appendix C, begin reading here:

#### ***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.

Use the demonstration booklet to show students where to look. 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 1997, write “9” and “7” 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, Gridded**

**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, write 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 **T** between the names; do not use a dash.

Give help as needed.

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

Wait while students finish marking circles. Give help as needed.

**Gender**

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

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.

**SAY** Do not make any marks in Sections 11, 12, and 13.  
**T**

Turn to the first “**SAY**” box on page 10 and continue administering the test.

## APPENDIX D

### PREPARING WRITING PROMPT AND RESPONSE BOOKLETS FOR SCORING

The district STAR coordinator and STAR test site coordinator are responsible for preparing the response booklets for scoring. They may ask other staff members to assist with this process; however, **any “cleanup” of response booklets 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 response booklets for scoring, inspect each response booklet carefully, paying particular attention to the following:

1. a. If the district used the Pre-ID Service for students' response booklets, demographic information provided in the Pre-ID file **should not** be hand-marked on the response booklets.

**If information in the Pre-ID file was also hand-marked on the response booklets, 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 B in this manual for instructions and:
  - Make sure that only one circle is marked in each column unless otherwise instructed.
  - Check that all hand-marked information is complete and accurate.

**NOTE:** The following will be used to match students' CALIFORNIA ENGLISH–LANGUAGE ARTS MODIFIED ASSESSMENT multiple-choice and writing tests:

- Statewide Student Identifier (SSID),
- Student ID number (if available),
- Student name [last, first, and middle initial (M.I.)], and
- Date of birth, grade, and gender.

It is essential that these match exactly on each student's *Writing Prompt and Response Booklet* and CMA multiple-choice answer document. School staff should carefully check these demographic sections to ensure that students have marked the documents correctly.

2. 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.
3. If a student with an IEP used a computer or other communication device to type a response, verify that “D” or “F” is marked in Section A3. Verify that the student's name and the school and district names are written on the back of each typed page. Insert the typed document into the student's *Writing Prompt and Response Booklet*. A typed test will be scored only if Section A3 is marked to indicate that the student used accommodations on the test.
4. Ensure that the response booklets have been transcribed for any students who used braille or large-print materials.

## GUIDE TO WRITING RESPONSE BOOKLET 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 response booklet replaces a lost or destroyed response booklet.
Z	The student was present for the test and was given the test. The student closed the test booklet and did not mark any answers.

<b>A3 Accommodations</b>	
D	The student used word processing software with spelling and grammar checking tools turned off.
E	The student dictated his or her response orally or in Manually Coded English or American Sign Language to a scribe, audio recorder, or speech-to-text converter. The student provided all spelling and language conventions.
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.
J	The student tested during more than one day for a test that was to be administered in a single sitting.
K	The student had supervised breaks within the test.
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 any text in the <i>Writing Prompt and Response Booklet</i> to the student.
X	The student used an unlisted accommodation.
Y	Leave blank.
Z	The student heard the test examiner read aloud any text in the <i>Writing Prompt and Response Booklet</i> .

<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, provided that the test was completed within the day of testing.
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 a part of his or her regular instruction or assessment during the school year.

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