



2009

California Writing Modified Assessment

GRADES 4 AND 7

NONSECURE

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.)
- 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.
- Administer this test only to students who are assigned to take the California English–Language Arts Modified Assessment.**
- 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 No. 2 pencils 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**. 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.

NONSECURE

CHECKLISTS

Complete the following checklists to ensure that you have taken all necessary steps in preparing to administer the Grade 4 or 7 California Writing Modified Assessment.

TESTING DATE	√
I will administer the test on March 3, 2009 . Makeup testing for students absent March 3 will be done on March 4.	
I will administer the test on May 5, 2009 . Makeup testing for students absent May 5 will be done on May 6.	

TEST EXAMINER AND PROCTOR CHECKLIST	√
I have read, understood, and signed a Security Affidavit and have given it to my test site coordinator.	
I read and understand Testing Cautions (page 1).	
I read and understand Before the Test (page 5).	
I read and understand Day of Testing (page 5).	
I read and understand During Testing (page 6).	
I read and understand After Testing (page 7).	
I asked my test site coordinator any questions I had about information in this manual.	
I checked each student's individualized education program (IEP) and ensured that all students are eligible to take the CMA.	
I 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 they are provided to them.	
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 grades 4 or 7 will be given this test.	

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

**CALIFORNIA WRITING MODIFIED ASSESSMENT
DIRECTIONS FOR ADMINISTRATION
GRADES 4 AND 7**

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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 *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 a violation of the *California Code of Regulations, Title 5, Education*.

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 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 Writing Modified Assessment is not timed. The test must be completed:

- 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 specified in the student's IEP.

The estimated test administration time for the California Writing Modified Assessment 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.

**Under no circumstances should you begin the test
unless there is enough time to complete it.**

SCHEDULE FOR ADMINISTERING THE TEST

The California Writing Modified Assessment may be administered only on the following dates:

- **March 3** for all students in schools, programs, and year-round schedules in session on that date. Makeup testing for students absent on **March 3** will be done on **March 4**.
- **May 5** for students in schools, programs, and year-round schedules not in session on **March 3 and 4**. Makeup testing for students absent on **May 5** will be done on **May 6**.

******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.
March 3 prompts used during May will **not** be scored.

TEST MATERIALS

Test Examiner Materials

- California Writing Modified Assessment *Directions for Administration* (this manual).
- The grade 4 or 7 *Writing Prompt and Response Booklet* (blank or Pre-ID) for demonstration.

School Provides

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

Student Materials

- Grade 4 or 7 *Writing Prompt and Response Booklet*.

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.

No other materials may be used during the test unless students have an IEP that lists other materials as accommodations.

WHO TAKES THE CMA?

Students who take the CMA

Administer the California Writing Modified Assessment to eligible students in grades 4 or 7 in California public schools.

Students in grades 4 or 7 **are eligible** to take the California Writing Modified Assessment if they meet the participation criteria adopted by the State Board of Education, including the requirements that each student:

- Has an IEP that specifies that he or she take the CMA for English–Language Arts (ELA);
- Took the California Standards Test (CST) in a previous year and received a student report showing a score of *Below Basic* or *Far Below Basic* in English–Language Arts and may have taken the CST with modifications; and
- Is not 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 4 or 7 **are not eligible** to take the California Writing Modified Assessment 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 Writing Modified Assessment, 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 Writing Modified Assessment are to go and who will supervise the extended session. Enter this information on page 8 of this manual for grade 4 or page 12 of this manual for grade 7.
- Review students' IEPs for appropriate accommodations.** 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 next to 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 for each grade will direct you to Appendix C, Directions to Students for Completing Demographic Information. Before beginning 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 to Students for Completing Demographic 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 and may not assist the students with reading the writing prompt or composing their responses.

Day of Testing

- Read** the *Directions for Administration* (this manual).
- Flag** the page in this manual where you will begin administering the test: page 8 if you are administering the grade 4 test, page 12 if you are administering the grade 7 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.
- Give** the test site coordinator any Pre-ID response booklets for students who will not be tested. 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.
- 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 give help on specific test questions. **"SAY"** boxes marked with a **T** may be translated when testing English learners.

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.
- 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, Accommodations for Students with an IEP and Allowed Variations for English Learners: Key Sections**, 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.
- For **Pre-ID** response booklets, demographic information provided in the Pre-ID file **should not** be hand-marked on the response booklet. **If information in the Pre-ID file was also hand-marked on the response booklet, do not erase the hand-marked information. The data in the Pre-ID file will override it.**
- For **blank** response booklets, verify that all demographic information is hand-marked.
 - Be sure that only one circle is marked in each column unless otherwise instructed.
 - Check that all 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.

- California Writing Modified Assessment *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 4 CALIFORNIA WRITING MODIFIED ASSESSMENT 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 4 Writing Prompt and Response Booklet*.
- No other materials may be used during this test** unless specified in the student's IEP.
(See Appendix A for Grades 4 and 7 Writing.)
- This test must be administered in a single sitting, **with no breaks**, unless specified in the student's IEP.
 - Ensure that students who have accommodations** specified in their IEPs receive the appropriate accommodations.
 - Students **must** use No. 2 pencils. Responses written with anything other than No. 2 pencils 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.
 - Make certain you have a copy of the *Grade 4 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 uses 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 4 Writing Prompt and Response Booklet* with his or her name on it.

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 name is 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 3 or May 5. If the date on which the test is being given is not the date on the booklet or the day after (if administering this test on a makeup date), STOP and contact your test site coordinator. **If the March 3 prompt is used after March 4, 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 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 4 *Writing Prompt and Response Booklet* showing.

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 with directions.
T

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

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

Test examiners and proctors are to receive the secure Directions for Administration (DFA) for the writing test the morning the test is given. Only the secure DFA is to be used when administering the test.

The specific directions test examiners will read to students before students begin working on the writing task have been omitted from this nonsecure version of the DFA. Test examiners and proctors should review the “SAY” boxes and specific directions for administering the writing test the morning the test is to be administered.

During the test, test examiners will:

- Read information in “SAY” boxes exactly as printed to help the students understand what they will do during the test.
- Use information in the DFA to move students through the test.

The secure DFA includes separate sections for administering the grades 4 and 7 writing tests.

- Grade 4 directions are on pages 8–12.
- Grade 7 directions begin on page 13.

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 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
T be given additional time.**

This is the end of the Grade 4 California Writing 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 the writing task to the quiet room set up by the STAR test site coordinator.

After the students who have not finished have left the room,

**SAY Close your response booklet so that the front cover is on top.
T**

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.**

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, Accommodations for Students with an IEP and Allowed Variations for English Learners: Key Sections**, 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.

GRADE 7 CALIFORNIA WRITING MODIFIED ASSESSMENT 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*.
- No other materials may be used during this test** unless specified in the student’s IEP.
(See Appendix A for Grades 4 and 7 Writing.)
- This test must be administered in a single sitting, **with no breaks**, unless specified in the student’s IEP.
 - Ensure that students who have accommodations** specified in their IEPs receive the appropriate accommodations.
 - Students **must** use No. 2 pencils. Responses written with anything other than No. 2 pencils 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.
 - 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 uses 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.

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 name is printed in the box. If someone else’s name is printed there, please raise
T your hand.

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 3 or May 5. If the date on which the test is being given is not the date on the booklet or the day after (if administering this test on a makeup date), STOP and contact your test site coordinator. **If the March 3 prompt is used after March 4, the test will not be scored.**

Student Name

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

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
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 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 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* showing.

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 with directions.
T

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

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

Test examiners and proctors are to receive the secure Directions for Administration (DFA) for the writing test the morning the test is given. Only the secure DFA is to be used when administering the test.

The specific directions test examiners will read to students before students begin working on the writing task have been omitted from this nonsecure version of the DFA. Test examiners and proctors should review the “SAY” boxes and specific directions for administering the writing test the morning the test is to be administered.

During the test, test examiners will:

- Read information in “SAY” boxes exactly as printed to help the students understand what they will do during the test.
- Use information in the DFA to move students through the test.

The secure DFA includes separate sections for administering the grades 4 and 7 writing tests.

- Grade 4 directions are on pages 8–12.
- Grade 7 directions begin on page 13.

While the students are working, walk around the room to make sure that they are following directions and are on the correct page, 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 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

This is the end of the grade 7 California Writing 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 the writing task to the quiet room set up by the STAR test site coordinator.

After the students who have not finished have left the room,

SAY Close your response booklet so that the front cover is on top. T

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.***

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, Accommodations for Students with an IEP and Allowed Variations for English Learners: Key Sections**, 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 GRADES 4 AND 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/sa> for information regarding allowable variations or accommodations for the STAR Program.

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 each part of the California English–Language Arts Modified Assessment 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 spell and grammar check 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 “Accommodation is in IEP” circle.

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

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 spell and grammar check 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 large-print test and had additional breaks, mark both “H” 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 check 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 Tests (Section A3, Row H)

Use this *Directions for Administration* manual when administering the large-print version of the California Writing Modified Assessment. In this manual, the page numbers for the large-print response booklets are given in parentheses after the page numbers for the regular-print response booklets if they differ from the page numbers in the regular-print booklets. **In Section A3 on the response booklet, mark “H” for large-print** if the student is taking a large-print version of the test.

Large-print 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 specified in this manual.

See your test site coordinator for specific directions for handling large-print testing materials. Large-print tests can be scored only if 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 writing test.
- 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

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 demographic information.

Table 1 on page 20 provides descriptions of the demographic sections found on the grade 4 or 7 response booklets for the California Writing Modified Assessment. 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-coded 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 is taken from each student's multiple-choice test answer document or pre-ID record. Therefore, limited data is collected for the grades 4 and 7 writing components of the California English–Language Arts Modified Assessment.

Table 1. Demographic Codes on Response Booklets






Field Name	Section	Description
 <p>Student writes Student Name, Test Examiner, School, and District</p>	1	Must be written by the student at time of testing.
 <p>Bar Code Label</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 mark Date of Birth</p>	3	Mark the student's birth month, day, and year.
<p>Student may mark Last Name</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 only letters and spaces, <i>not</i> apostrophes, hyphens, numbers, periods, commas, etc. Left-justify and mark the circle at the top of each column with no letter entries.</p>
<p>Student may mark First Name</p>	5	<p>Enter and mark the first 9 letters of the student's legal first name. Do not use nicknames or middle names instead of a first name. For example, enter Kenneth, not Ken or Kenny.</p> <p>Use only letters and spaces. Left-justify and mark the circle at the top of each column with no letter entries.</p>
<p>Student may mark MI</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 Gender</p>	6	Mark Female or Male.
<p>Student may mark Grade</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 be the same as the test being taken. Schools may assign high school students to grades based on credits earned or years in school.</p> <ul style="list-style-type: none"> For ungraded programs, subtract 5 from the student's age on December 2, 2008, to determine grade. Only students in grades 4 and 7 who will take the multiple-choice CMA for ELA component are to be given this test.

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

Field Name	Section	Description
 <p>Student ID Number</p>	11	Enter and mark the locally assigned ID number assigned by the school or school district. Right-justify and include leading zeros if the ID number is fewer than 10 digits.
 <p>Statewide Student Identifier (SSID)</p>	12	Enter and mark the student's 10-digit Statewide Student Identifier. All students should have an SSID.
 <p>NPS School Code</p>	13	Nonpublic, nonsectarian school code. To find the code, go to www.cde.ca.gov/re/sd . Select the radio button to choose <i>Nonpublic, Nonsectarian schools</i> . Use the scrolling menu 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 Search . The NPS code is the last seven digits in the first column, <i>CDS Code</i> .

APPENDIX C

DIRECTIONS TO STUDENTS FOR COMPLETING DEMOGRAPHIC 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, demographic information must be completed on blank response booklets for those students.

Completing Student Identification Information

- **Student Information page (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 demographic 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 demographic 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 Sections 11, 12, and 13.**

- **Information on this page must be completed by school or district staff: “COMPLETE FOR ALL STUDENTS” page (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

Read the Directions for Administration for either the Grade 4 or Grade 7 California Writing Modified Assessment. When those directions refer you to Appendix C, begin reading here at the section **Date of Birth**.

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 between the names; do not use a dash.

T

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 fourth “**SAY**” box on either page 9 for grade 4 or page 13 for grade 7 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 on 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:
 - Be sure that only one circle is marked in each column unless otherwise instructed.
 - Check that all hand-marked information is complete and accurate.
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 large-print materials.

GUIDE TO WRITING RESPONSE BOOKLET SECTIONS A2, A3, AND A4

A2 Special Conditions	
A	Student was absent for regular and makeup testing.
C	Test examiner or proctor observed the student cheating.
E	Student was not tested due to a significant medical emergency.
F	Student became ill while taking this test, had to leave the room, and was unable to return and complete the test.
L	Student enrolled after the first day of testing and was given this test.
M	Student was enrolled on the first day of testing and took one or more tests then moved before this test was administered.
P	Student was not tested by parent/guardian request.
T	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	Student was offered an accommodation specified in an IEP but refused.
Y	This document replaces a lost or destroyed answer document.
Z	Student was present for the test and was given this test. The student closed the test booklet and did not mark any answers.

A3 Accommodations	
D	Student used word-processing software with spell and grammar check tools turned off.
E	Student dictated 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	Student used an assistive device that did not interfere with the independent work of the student.
H	Student used a large-print version of the test.
K	Student had supervised breaks within the test.
L	The test was administered at the most beneficial time of day for the student.
M	Test was administered at home or in a hospital by a test examiner.
O	Test examiner used Manually Coded English or American Sign Language to present to the student any text in the <i>Writing Prompt and Response Booklet</i> .
X	Student used an unlisted accommodation.
Y	Leave blank.
Z	Student heard test examiner read aloud any text in the <i>Writing Prompt and Response Booklet</i> (audio CD presentation not used).

A4 English Learner Test Variations	
A	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. Student asked clarifying questions about the test directions in the student's primary language.
B	Student had additional supervised breaks within the test, but the test was completed within a single day.
C	Student was tested separately with other English learners, and the student 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/her regular instruction or assessment during the school year.

