



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 4 of this manual.)
- If the students' test booklets were pre-identified (Pre-ID'd), check the front of each test booklet for a bar code label in Section 2. Distribute each test booklet **only to the student whose name is under the bar code**.
- Ensure that students have and use **only** No. 2 pencils.
- Ensure that **students print their first and last names, school, district, and your name on the front cover of their test booklets**.
- Ensure that each student receives the correct test booklet each day of testing.
- Administer each test part according to the schedule provided by your test site coordinator, and ensure that you have enough time to complete each test part in a single sitting.**
- If translators are regularly used in the classroom, make sure they are available for testing.
- Read** the directions in the "**SAY**" boxes to students **exactly as they are printed**. Only boxes with a "**T**" may be translated.
- Actively supervise students while they are working on the tests.
- Collect and account for all test booklets **before dismissing** any students each day.

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CHECKLISTS

Complete the following checklists to ensure that you have taken all necessary steps in preparation for administering the California Standards Tests (CSTs).

TEST EXAMINER AND PROCTOR CHECKLIST	✓
I have read, I understand, and I have signed a security affidavit and have given it to my test site coordinator.	
I have completed the School Testing Schedule (page iii) or received a printed schedule.	
I have read and I understand Testing Cautions (page 1).	
I have read and I understand Before the Test (page 5).	
I have read and I understand Day Before Testing (page 6).	
I have read and I understand Day of Testing (page 6).	
I have read and I understand During Testing (page 7).	
I have read and I understand After Testing Each Day (page 8).	
I have asked my test site coordinator any questions I had about information in this manual.	
I know the students that I am responsible for testing who have an individualized education program (IEP) and/or a Section 504 plan that specifies testing accommodations and/or modifications. I will ensure that those students receive only the accommodations and/or modifications listed.	
I understand which testing variations are allowable for students who regularly use them in the classroom and will ensure that those variations are provided to those students.	
I understand which testing variations are allowable for English learners and will ensure that those variations are provided to those students.	
If my school will be testing English learners in a separate setting, I know who will be testing those students and where to send them for testing.	
I will ensure that only students enrolled in grade 2 will be given this test.	

GRADE 2 TEST BOOKLET CHECKLIST	√
<p>I will receive Pre-ID test 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 the Standardized Testing and Reporting (STAR) test site coordinator's instruction. (See Appendix B.) b. Students will hand-mark any needed demographic data on the day prior to testing per the STAR test site coordinator's instruction. (See Appendix C.) 	
<p>I will affix Pre-ID labels to my students' test booklets.</p> <ul style="list-style-type: none"> a. Staff will hand-mark any needed demographic data per the STAR test site coordinator's instruction. (See Appendix B.) b. Students will hand-mark any needed demographic data on the day prior to testing per the STAR test site coordinator's instruction. (See Appendix C.) 	
<p>I will receive blank test booklets. Before testing begins,</p> <ul style="list-style-type: none"> a. Staff will hand-mark test booklets. (See Appendix B.) b. Students will hand-mark demographic data on the day prior to testing; staff will hand-mark other needed demographic data. (See Appendixes B and C.) 	

SCHOOL TESTING SCHEDULE

Complete the following table with the information provided by your STAR test site coordinator if your coordinator does not give you a printed testing schedule.

Day and Date	Time	Test to Administer
Tuesday, April 10	10:30 – 11:30	Practice Test
Thursday, April 12	9:00 – 9:50	CST for ELA – Part 1
Friday, April 13	9:00 – 9:50	CST for ELA – Part 2

2012 STAR Testing Schedule



No more than one test part should be administered on any day.

Day and Date	Time	Test to Administer
		Practice Test

Students who need more time to complete a test part are to be escorted to _____
by _____.

**CALIFORNIA STANDARDS TESTS
DIRECTIONS FOR ADMINISTRATION
GRADE 2**

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TESTING CAUTIONS

Test Security

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

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

Do

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

Do Not

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

Testing Problems

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

Test administration errors include, but are not limited to:

- Failure to administer the tests according to the directions in this manual.
- Randomly distributing Pre-ID test 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 indicate correct or incorrect answers).
- Changing students' answers on test booklets.
- 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 test booklet and notify the STAR test site coordinator.**

DO NOT CALL THE CDE TO REPORT CHEATING.

TEST ADMINISTRATION TIMES

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

Table 1. Estimated Test Administration Times

Subtest	Total No. of Items	Estimated Time*
California English–Language Arts Standards Test	71	Part 1: 50 minutes Part 2: 50 minutes Part 3: 50 minutes
California Mathematics Standards Test	71	Part 1: 50 minutes Part 2: 50 minutes Part 3: 50 minutes

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

Schedules and Breaks

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

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

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

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

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

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

TEST MATERIALS

Test Examiner Materials

- California Standards Tests *Directions for Administration* (this manual).
- Grade 2 California Standards Test booklet for demonstration.

School Provides

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

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

Student Materials

- Grade 2 California Standards Test booklet (blank or Pre-ID).
- Card-stock ruler with inch and centimeter markings.

School Provides

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

NOTE: It is recommended that students **not** use highlighters because the ink could bleed through the paper and interfere with scoring. If a student uses a highlighter, please transcribe the student’s answers and demographic information onto a blank test booklet.

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

WHAT TO DO

Before the Test

- Attend** the pre-test training session held by the STAR test site coordinator.
- Administer** the Grade 2 CST Practice Test. (See the Practice Test section below.)
- Find out where** students who require extra time to finish the CSTs are to go and who will supervise the extended session. Enter this information on the School Testing Schedule (page iii) and on the first page of directions for each CST (page 12 for English–Language Arts [ELA], page 22 for Mathematics).
- Review students’ IEPs and Section 504 plans for appropriate accommodations and/or modifications.** Also, determine which students will use allowable test variations. Check with your test site coordinator to determine where these students will be tested.
- Confirm** where to pick up and return materials each day of testing.
- Plan a quiet activity** for each testing session for students who finish early. The activity should not be related to the test being given. Students may work on assignments for unrelated subjects, read library books, and so forth.
- If your district used the Pre-ID Service**, student name and other information will be printed in the bar code box (Section 2) on the front cover of each test booklet. If your district ordered adhesive bar code labels, you may be asked to affix the labels to student test booklets.

Your STAR test site coordinator may instruct **you** to complete specific demographic information on each student’s test booklet (e.g., information not included in the Pre-ID file or for students who did not receive a Pre-ID test booklet). In this event, see Appendix B, “Completing the Demographic Information on Test Booklets” (on page 34).

Alternatively, your STAR test site coordinator may instruct you to have **students** mark specific demographic information on their test booklets on the day prior to testing and instruct you to complete the remaining demographic information. In this event, find the directions in Appendix C, “Directions for Completing Student Information” (on page 47), and tab the page for easy reference.

- If your district did not use the Pre-ID Service**, all demographic data must be hand-marked on each student’s test booklet. See Appendix B, “Completing the Demographic Information on Test Booklets” (on page 34), and, if appropriate, Appendix C, “Directions for Completing Student Information” (on page 47).
- 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.

PRACTICE TEST

The objective of the practice test is to give younger test-takers an opportunity to become familiar with the testing materials prior to taking the actual test.

- Administer the practice test within the week prior to actual test administration.
- Thoroughly review the Practice Test *Directions for Administration* prior to administering the test.
- The practice test booklets and the Practice Test *Directions for Administration* are **not** secure materials. You may go over the answers to the test questions as a class. Students may take the practice test home.

Day Before Testing

- Read** the **nonsecure** version of the *Directions for Administration* (this manual).
- Note** the page where you will begin on the first day of testing.
- Note** the page where you will begin each testing session.
- Identify** the directions that may be translated, if testing English learners.
- Identify** students who will not be tested either because they have been exempted by a parent/guardian (exemption letters must be on file with the principal/school administrator or in the students' records) or because they will be taking the California Alternate Performance Assessment (CAPA).
- Students who are not being tested may not be in the room where a test is being administered.** Find out where to send these students during testing and prepare appropriate assignments for them as needed.
- Make sure the physical conditions in the testing room are satisfactory.** Students should be seated so that there is enough space between them to minimize opportunities to look at each other's work. On testing days, post a "Testing—Do Not Disturb" sign on the door. **If you are testing more than 25 students in a classroom, it is recommended that a proctor help you supervise testing.**
- Make sure that no instructional materials directly related to the content of the tests are visible to students.** Inappropriate materials include, but are not limited to, vocabulary or spelling lists, phonics charts, and tables of mathematical facts or formulas. 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 4.)
- Give** the test site coordinator the test booklets for students who will not be tested.
- Record** the test version you have received and verify that all test booklets have the same version number on them. The version number is found in the top right-hand corner of the front cover of the test booklets. The version number is _____.
- Using the table below, identify the appropriate page in this manual for the test version you are administering.

Test Version	Reference Page
01	38
02	39
03	40
04	41
05	42

Test Version	Reference Page
06	43
07	44
08	45
09	46
10	47

NOTE: The pages referenced in this table have been removed from this nonsecure DFA. The pages referenced above are valid **ONLY** in the secure version.

During Testing

- Encourage** students to do their best.
- Make sure students clear their desks** of and stow away all books, electronic devices, and other materials not needed for the test.
- Show students** how to mark the answer spaces by drawing an answer circle on the board and filling it in. Marks may extend outside the circle, and all space within the circle does not have to be filled in. Show students how to completely erase an answer they might want to change.
- Distribute Pre-ID test booklets only to students whose names are on them. On the first day of testing, distribute blank test booklets to students with no Pre-ID test booklets.**
- Make sure** students have and use **only** No. 2 pencils.
- Make sure** students print their first and last names on the front cover of their test 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. Test questions, answer choices, and passages may not be translated.**
- If you make a mistake in reading a direction or sample question, stop and say, **“No, that is wrong. Listen again.”** Then read the direction or sample question again.
- Remind students** to handle their test booklets with care, to record their answers with heavy, dark marks, and to avoid making extra marks on the test booklets.
- Check periodically** to make sure that students are working on the correct test part and following instructions.

After Testing Each Day

- Count all test booklets BEFORE allowing any student to leave the testing room.
- Verify** that you have collected all test booklets, pencils, scratch paper, and rulers.
- Do not return students' test booklets to the test site coordinator until you have verified that all students' first and last names are printed on their test booklets.
- Before returning materials to the test site coordinator, mark any applicable circle(s) in Sections A2, A3, and A4 in the California Standards Test column on the back cover of students' test booklets. See **Accommodations and Modifications for Students with IEPs or Section 504 Plans and Allowable Variations for English Learners: Key Sections** (Appendix A) and **Guide to Test Booklet Sections A2, A3, and A4** (on the inside back cover of this manual). Confirm with your test site coordinator that you have marked all applicable circles.
- California Standards Test booklets are **secure** materials. **Return** all test booklets (including your demonstration booklet) and scratch paper to your STAR test site coordinator each day **immediately** after testing has been completed.

FIRST DAY OF TESTING

- Materials required for each student:
 - Two No. 2 pencils with erasers (plus extras).
 - Grade 2 test booklet.
 - A card-stock ruler and a piece of scratch paper (if administering the CST for Mathematics first).

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

- Each part of the test must be administered in a single sitting, **with no breaks**, unless the student has an IEP or a Section 504 plan that allows for breaks during testing, or the student is an English learner who is eligible to take additional supervised breaks as an allowable test variation.
- Ensure that students who have accommodations and/or modifications** specified in their IEPs and/or Section 504 plans receive the appropriate accommodations and/or modifications and that students who are eligible for test variations receive the appropriate variations.
- Check each test booklet for the student’s name.** Be sure that each student receives the test booklet with his or her name on it. **It is essential that no student use a test booklet that is identified with the name of another student.**
- Read** directions in “**SAY**” boxes **exactly as they are printed.**
- Only directions in “**SAY**” boxes marked “**T**” may be translated when testing English learners. **Test questions, answer choices, and passages may not be translated.**
- Make certain you have a copy of the grade 2 test booklet for demonstration purposes.
- If the students did not complete demographic information on their test booklets prior to testing, print the names of the test examiner, school, and district on the board. The test examiner name is the name of the person administering the test.

IF YOUR CLASS COMPLETED DEMOGRAPHIC INFORMATION ON THE TEST BOOKLETS PRIOR TO TESTING:

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

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

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

Give each student the grade 2 test booklet **with his or her name on it.** If you do not have a test booklet with a student’s name in Section 1, give the student a blank test booklet.

SAY On the front cover of your test booklet, look at the information written in Section 1. Make sure that your first and last names are written in the box or that the box is blank. If someone else's name is written there, please raise your hand.

T

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

If you are able to locate the correct test booklet for all students, turn to the Directions for Administration for the first test session. Starting with the first unshaded “**SAY**” box, read the directions to ALL students.

Do the following ONLY if you must give a student a blank test booklet:

- Go to the section **Student Name** on the next page.
 - Read the sections **Student Name** and **Test Examiner, School, and District** only for the student(s) with a blank test booklet.
- Note:** All demographic information will need to be hand-marked on the test booklet(s) after testing is completed.
- Turn to the Directions for Administration for the first test session. Starting with the first unshaded “**SAY**” box, read the directions to ALL students.

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

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

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

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

T

Give each student the grade 2 test booklet **with his or her name on it.** If you do not have a Pre-ID test booklet for a student, give the student a blank test booklet. If you must give a student a blank test booklet, all demographic information must be hand-marked on that test booklet after testing is completed.

SAY On the front page of your test booklet, look at the information printed in Section 2, the box on the left that has dashed lines around it. Make sure that your first and last names are printed in the box or that the box is blank. 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 cover (student demographic) page. Check the test booklets for students who raised their hands. Each student must have the test booklet **with his or her name on it.**

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

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

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
T the name of our school district.

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

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



**CALIFORNIA ENGLISH–LANGUAGE ARTS
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 2 test booklet.

Other materials may be used during this test ONLY if specified in the student’s IEP and/or Section 504 plan, or the student is eligible to use additional materials as an allowable test variation.
- Each part of the test must be administered in a single sitting, **with no breaks**, unless the student has an IEP or a Section 504 plan that allows for breaks during testing, or the student is an English learner who is eligible to take additional supervised breaks as an allowable test variation.
- Ensure that students who have accommodations and/or modifications** specified in their IEPs and/or Section 504 plans receive the appropriate accommodations and/or modifications. Also ensure that students who are eligible for test variations receive the appropriate variations.
- No more than one test part should be administered each day.
- Read** directions in “**SAY**” boxes **exactly as they are printed**.
- Test questions, answer choices, and passages may be read to students **ONLY** in cases in which the student has an IEP or a Section 504 plan that specifies these modifications.
- Only directions in “**SAY**” boxes marked “**T**” may be translated when testing English learners. **Test questions, answer choices, and passages may not be translated.**
- Students are to mark the answer circles in their test booklets. Students may underline or make notes in their test booklets. Any stray marks that are near the response circles and may interfere with scoring must be erased under the supervision of the test site coordinator or principal/school administrator before the test booklets are submitted for scoring.
- Make certain you have a copy of the grade 2 test booklet for demonstration purposes.

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

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

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

Give each student two No. 2 pencils with erasers and the grade 2 test booklet **with his or her name on it**. Students should already have filled in the student-identification information on their test booklets.

SAY Look at the front cover of your test booklet. Find Section 1 at the top of the page. Be sure your name is written in Section 1 at the top of the front cover.
T If your first and last names are not written there, please raise your hand.

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

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

Open your test booklet to Part 1 of the CST for English–Language Arts on page 1. Find the picture of a piece of paper and a pen in a circle at the top of the page.
T

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

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

Sample Question (Page 1)

SAY Look at sample question A. Read it to yourself as I read it aloud.
T

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

SAY *“Which word has the same vowel sound as bread? ahead, steal, team, break.”*

SAY Which is the correct answer?
T

Pause for replies.

SAY Yes, that’s right. The first choice, “*ahead*,” is correct. The circle next to the word “*ahead*” has been marked to show that it is the correct answer. Are there any questions?
T

Answer all questions.

Part 1

SAY Put your finger on question 1 below the sample. For questions 1 through 4, you will read the question on your own and choose the best answer. Then you will mark the circle for the answer you have chosen. When you finish question 4 on the next page, put your pencil down and wait for me to tell you what to do next. Do not go on to any other pages.
T Are there any questions?

Answer all questions. Repeat instructions if necessary.

SAY You may start working now. Remember to mark your answers in the test booklet the same way you did on the practice test.
T

While the students are working, walk around the room to make sure that they are following directions and are working in the correct part of their test booklets, but do not give help on specific test questions. Make sure students are not working on any other questions.

After approximately 5 minutes,

SAY Has everyone finished the first four questions? If you have not finished, you may return to these questions after I give you further directions.
T

Sample Questions (Page 3)

SAY Look at page 3. We will now do two more practice questions. Read the story to yourself.
T

Pause about two minutes while students read the sample story.

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

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

SAY “*Carl’s new friend was a bird, boy, cat, frog.*”

SAY Which is the correct answer?
T

Pause for replies.

SAY Yes, that’s right. The correct answer is “*frog.*” The circle next to “*frog*” has
T been marked to show that it is the correct answer. Are there any questions?

Answer all questions.

SAY Now look at sample question C. Read it to yourself. Mark the circle for
T your answer in the area for sample question C in your test booklet.

Pause while students mark their answer.

SAY Which circle did you mark?
T

Pause for replies.

SAY Yes, that’s right. You should have marked the circle next to the sentence “*It
had rained during the night.*” The passage tells that Carl heard loud thunder
just before he went to sleep. If you did not mark the circle next to the
sentence “*It had rained during the night,*” mark that circle now. Erase any
T other answer circle you marked. Are there any questions?

Answer all questions.

SAY Turn to page 4. Put your finger on the title of the passage.
T

Check to be sure that every student is pointing to the correct page.

SAY You will read this passage and the others in Part 1 and answer questions 5 through 21 by yourself. If you did not answer all of the first four questions, be sure to finish answering those questions. Keep working until you finish number 21, where you will see a stop sign at the bottom of the page. Do not go on to any other pages after the stop sign. You may use your pencil to underline information or make notes in your test booklet.

T Are there any questions?

Answer the students' questions.

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

T this test session. Are there any questions?

Answer all questions. Repeat instructions if necessary.

SAY You may start working now.

T

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

After all students have closed their test booklets or after approximately 40 minutes have passed since beginning this part of the test,

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

T Make sure that you have marked all your answers clearly and have completely erased any marks you do not want. Then close your test booklet so that the front cover is on top.

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

After the students who have not finished Part 1 have left the room, collect the test booklets and pencils. Before dismissing the remaining students, count the test booklets to ensure that all have been turned in and that you have a test booklet for each student.

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

Return all test materials to your STAR test site coordinator.

Part 2

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

Before distributing test booklets,

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

Give each student two No. 2 pencils with erasers and the grade 2 test booklet **with his or her name on it.**

SAY Look at the front cover of your test booklet. Find Section 1 at the top of the page. Be sure your first and last names are written in Section 1 at the top of the front cover. If your name is not written there, please raise your hand.

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

SAY You will now take Part 2 of the California English–Language Arts Standards Test. Remember that some of the questions will be easy, and some will be harder. Don't worry about the ones that seem hard—just do the best you can.

Now open your test booklet to Part 1 on page 3, where you see the picture of a piece of paper and a pen in a circle at the top of the page. Review sample question C. Which is the correct answer?

Pause for replies.

SAY Yes, that's right. The correct answer is "*It had rained during the night.*" The circle next to this sentence should be marked to show that it is the correct answer. Are there any questions?

Answer all questions.

SAY Turn to Part 2 on page 12 (page 15 in large print) in your test booklet. Find the picture of a piece of paper and a pen in a circle at the top of the page.

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

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

T Are there any questions?

Answer all questions.

SAY You will now read the passages and answer questions 22 through 43. Keep working until you finish number 43 and see a stop sign. Do not go on to any other pages after the stop sign. You may use your pencil to underline information or make notes in the test booklet.

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

Answer all questions. Repeat instructions if necessary.

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

SAY Be sure to begin at number 22 in your test booklet. You may start working now.

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

After all students have closed their test booklets or after approximately 40 minutes have passed since beginning this part of the test,

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

T Make sure that you have marked all your answers clearly and have completely erased any marks you do not want. Then close your test booklet so the front cover is on top.

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

After the students who have not completed Part 2 have left the room, collect the test booklets and pencils. Before dismissing the remaining students, count the test booklets to ensure that all have been turned in and that you have a test booklet for each student.

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

Return all test materials to your STAR test site coordinator.

Part 3

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

Before distributing test booklets,

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

Give each student two No. 2 pencils with erasers and the grade 2 test booklet **with his or her name on it.**

SAY Look at the front cover of your test booklet. Find Section 1 at the top of the
T page. Be sure your first and last names are written in Section 1 at the top of
the front cover. If your name is not written there, please raise your hand.

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

SAY You will now take Part 3 of the California English–Language Arts Standards
Test. Remember that some of the questions will be easy, and some will be
harder. Don't worry about the ones that seem hard—just do the best you can.
T Now open your test booklet to Part 1 on page 3, where you see the picture of
a piece of paper and a pen in a circle at the top of the page. Review sample
question C. Which is the correct answer?

Pause for replies.

SAY Yes, that's right. The correct answer is "*It had rained during the night.*"
T The circle next to this sentence should be marked to show that it is the
correct answer. Are there any questions?

Answer all questions.

SAY Turn to Part 3 on page 26 (page 31 in large print) in your test booklet. Find the
T picture of a piece of paper and a pen in a circle at the top of the page.

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

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

Answer all questions.

SAY You will now read the passages and answer questions 44 through 71. Keep working until you finish number 71 and see a stop sign. Do not go to any other parts of the test booklet. You may use your pencil to underline information or make notes in your test booklet.

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

Answer all questions. Repeat instructions if necessary.

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

SAY Be sure to begin at number 44 in your test booklet. You may start working now.

T

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

After all students have closed their test booklets or after approximately 40 minutes have passed since beginning this part of the test,

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

T Make sure that you have marked all your answers clearly and have completely erased any marks you do not want. Then close your test booklet so the front cover is on top.

This is the end of the California English–Language Arts Standards Test. Students who have not finished Part 3 must be allowed to do so. Have an adult escort the students who need more time to finish to the quiet room set up by the STAR test site coordinator.

After the students who have not finished Part 3 have left the room, collect the test booklets and pencils. Before dismissing the remaining students, count the test booklets to ensure that all have been turned in and that you have a test booklet for each student.

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

Return all test materials to your STAR test site coordinator.



**CALIFORNIA MATHEMATICS 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 2 test booklet.
 - Card-stock ruler with inch and centimeter markings (provided) for Part 3.
 - Scratch paper—scratch paper may be lined, unlined, or graph paper. **Used scratch paper is secure and must be returned to the STAR test site coordinator.**
- Other materials may be used during this test ONLY if specified in the student’s IEP and/or Section 504 plan, or the student is eligible to use additional materials as an allowable test variation.** (See Appendix A.)
- Each part of the test must be administered in a single sitting, **with no breaks**, unless the student has an IEP or a Section 504 plan that allows for breaks during testing, or the student is an English learner who is eligible to take additional supervised breaks as an allowable test variation.
- Ensure that students who have accommodations and/or modifications** specified in their IEPs and/or Section 504 plans receive the appropriate accommodations and/or modifications. Also ensure that students who are eligible for test variations receive the appropriate variations.
- No more than one test part should be administered each day.
- Read** directions in “**SAY**” boxes **exactly as they are printed**. When reading test questions, read each question, pause, and read the question again. **Read each question only twice**. The instruction “Turn the page and find . . .” applies to regular-print test booklets only.
- Only directions in “**SAY**” boxes marked “**T**” may be translated when testing English learners. **Test questions and answer choices may not be translated.**
- Students are to mark the answer circles in their test booklets. Students are allowed to work problems in the blank spaces in the test booklets. However, if students make any marks other than those to fill in answer circles, any stray marks that are near the response circles and may interfere with scoring must be erased under the supervision of the test site coordinator or principal/school administrator before the test booklets are submitted for scoring. **Encourage students to work problems on their scratch paper.**
- Make certain you have a copy of the grade 2 test booklet for demonstration purposes.
- In the braille and large-print versions, all pictures of objects requiring measurement with a ruler are shown actual size (not enlarged). Students tested with these versions should use the regular-sized rulers that they use during classroom instruction.

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

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

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

Give each student two No. 2 pencils with erasers and the grade 2 test booklet **with his or her name on it**. Students should already have filled in the student-identification information on their test booklets.

SAY Look at the front cover of your test booklet. Find Section 1 at the top of the
T page. Be sure your first and last names are written in Section 1 at the top of the front cover. If your name is not written there, please raise your hand.

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

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

Distribute the scratch paper.

SAY Open your test booklet to Part 1 of the CST for Mathematics on page 42
(page 44 in large print). Find the picture that has the numbers 1, 2, and 3 in
T a circle at the top of the page.

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

SAY I will read each question aloud and then repeat the question. Then I will give
you time to mark the circle for the answer you have chosen.
T Remember to mark your answers in the test booklet the same way you did on the practice test.

Sample Question (Page 42)

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

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

SAY “Blank plus eight equals four plus seven.”

SAY Which is the correct answer?
T

Pause for replies.

SAY Yes, that’s right. The correct answer is “three.” Mark the circle below the number *three*. Are there any questions?
T

Answer all questions.

Part 1

SAY You will now answer questions 1 through 24. I will read each question aloud to you, and then you will mark the circle for the answer you have chosen. Remember, if you need space to work the problems, use the scratch paper I gave you. During the test, raise your hand if you need additional scratch paper.

Be sure to mark your answer by filling in the circle on the test booklet. If you’re not sure about the answer to a question, just do the best you can.

T Now put your finger on question 1 on page 42 (page 44 in large print).

Check to be sure that every student is pointing to the correct question. For the following questions, read the directions for each question only twice, as indicated.

DO NOT TRANSLATE ANY TEST QUESTIONS OR WORDS WITHIN THEM.

NOTE: The test examiner reads all math test questions to the students. The “SAY” boxes for questions 1–24 that are on pages 24–27 of the secure version of the Directions for Administration (DFA) are omitted from this nonsecure version. Test examiners and proctors must use only the secure version of the DFA when administering the test.

SAY This is the end of the test session. Make sure that you have marked all your answers clearly and have completely erased any marks you do not want. Then close your test booklet so that the front cover is on top. Hand in the scratch paper I gave you at the beginning of the test.
T

Collect the scratch paper. The scratch paper must be given to the STAR test site coordinator.

This is the end of Part 1 of the California Mathematics Standards Test. Collect the test booklets and pencils. Before dismissing the students, count the test booklets to ensure that all have been turned in and that you have a test booklet for each student.

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

Return all test materials to your STAR test site coordinator.

Part 2

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

Before distributing test booklets,

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

Give each student two No. 2 pencils with erasers and the grade 2 test booklet **with his or her name on it**.

SAY Look at the front cover of your test booklet. Find Section 1 at the top of the
T page. Be sure your first and last names are written in Section 1 at the top of
the front cover. If your name is not written there, please raise your hand.

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

SAY You will now take Part 2 of the California Mathematics Standards Test.
Remember that some of the questions will be easy, and some will be harder.
Don't worry about the ones that seem hard—just do the best you can.

I am going to give you a piece of scratch paper. If you need space to work the
problems, use the scratch paper. During the test, raise your hand if you need
T additional scratch paper.

Distribute the scratch paper.

SAY Now open your test booklet to Part 1 on page 42 (page 44 in large print),
T where you see the picture of the 1, 2, and 3 in a circle at the top of the page.
Find the sample question.

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

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

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

SAY *“Blank plus eight equals four plus seven.”*

SAY The circle under the number “*three*” should be marked. Are there any
T questions?

Answer all questions.

SAY Turn to Part 2 on page 56 (page 58 in large print). Find the picture of the 1, 2,
T and 3 in a circle at the top of the page. Put your finger on question 25.

Check to be sure that every student is pointing to the correct question.

SAY Remember, I will read each question aloud and then repeat the question.
T Then I will give you time to mark the circle for the answer you have chosen.

DO NOT TRANSLATE ANY TEST QUESTIONS OR WORDS WITHIN THEM.

NOTE: The test examiner reads all math test questions to the students. The “**SAY**” boxes for questions 25–47 that are on pages 29–32 of the secure version of the Directions for Administration (DFA) are omitted from this nonsecure version. Test examiners and proctors must use only the secure version of the DFA when administering the test.

There are ten versions of the grade 2 test booklet. Test examiners and proctors must verify the test version they will be administering. Questions are unique to each test version. The questions for the different versions are on the following pages of the secure DFA:

- | | | | |
|-------------|---------|--------------|---------|
| • Version 1 | Page 38 | • Version 6 | Page 43 |
| • Version 2 | Page 39 | • Version 7 | Page 44 |
| • Version 3 | Page 40 | • Version 8 | Page 45 |
| • Version 4 | Page 41 | • Version 9 | Page 46 |
| • Version 5 | Page 42 | • Version 10 | Page 47 |

For questions 38 through 40:

- Questions 38 through 40 for my version are on page _____.

After reading questions 38 through 40 for the correct version, return to the remainder of Part 2 here.

For question 48:

- Question 48 for my version is on page _____.

After reading question 48, return to the remainder of Part 2 here.

SAY This is the end of the test session. Make sure that you have marked all your answers clearly and have completely erased any marks you do not want. Then close your test booklet so that the front cover is on top. Hand in the scratch paper I gave you at the beginning of the test.

T

Collect the scratch paper. The scratch paper must be given to the STAR test site coordinator.

This is the end of Part 2 of the California Mathematics Standards Test. Collect the test booklets and pencils. Before dismissing the students, count the test booklets to ensure that all have been turned in and that you have a test booklet for each student.

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

Return all test materials to your STAR test site coordinator.

Part 3

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

Before distributing test booklets,

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

Give each student two No. 2 pencils with erasers and the grade 2 test booklet **with his or her name on it.**

SAY Look at the front cover of your test booklet. Find Section 1 at the top of the
T page. Be sure your first and last names are written in Section 1 at the top of
the front cover. If your name is not written there, please raise your hand.

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

SAY You will now take Part 3 of the California Mathematics Standards Test.
Remember that some of the questions will be easy, and some will be harder.
Don't worry about the ones that seem hard—just do the best you can.

I am going to give you a ruler, which you will need to answer some of the
questions. I am also going to give you a piece of scratch paper. If you need
space to work the problems, use the scratch paper. During the test, raise your
T hand if you need additional scratch paper.

Distribute the rulers and scratch paper.

SAY Now open your test booklet to Part 1 on page 42 (page 44 in large print),
T where you see the picture of the 1, 2, and 3 in a circle at the top of the page.
Find the sample question.

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

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

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

SAY *“Blank plus eight equals four plus seven.”*

SAY The circle under the number “*three*” should be marked. Are there any
T questions?

Answer all questions.

SAY Turn to Part 3 on page 70 (page 72 in large print). Find the picture of the 1, 2,
T and 3 in a circle at the top of the page.

Check to be sure that every student is on the correct page.

SAY Remember, I will read each question aloud and then repeat the question.
T Then I will give you time to mark the circle for the answer you have chosen.

DO NOT TRANSLATE ANY TEST QUESTIONS OR WORDS WITHIN THEM.

For question 49:

- Question 49 for my version is on page _____.

After reading question 49 for the correct version, return to the remainder of Part 3 here.

NOTE: The test examiner reads all math test questions to the students. The “**SAY**” boxes for questions 50–71 that are on pages 34–37 of the secure version of the Directions for Administration (DFA) are omitted from this nonsecure version. Test examiners and proctors must use only the secure version of the DFA when administering the test.

There are ten versions of the grade 2 test booklet. Test examiners and proctors must verify the test version they will be administering. Questions are unique to each test version. The questions for the different versions are on the following pages of the secure DFA:

- | | | | |
|-------------|---------|--------------|---------|
| • Version 1 | Page 38 | • Version 6 | Page 43 |
| • Version 2 | Page 39 | • Version 7 | Page 44 |
| • Version 3 | Page 40 | • Version 8 | Page 45 |
| • Version 4 | Page 41 | • Version 9 | Page 46 |
| • Version 5 | Page 42 | • Version 10 | Page 47 |

For question 64:

- Question 64 for my version is on page _____.

After reading question 64 for the correct version, return to the remainder of Part 3 here.

SAY This is the end of the test session. Make sure that you have marked all your answers clearly and have completely erased any marks you do not want. Then close your test booklet so that the front cover is on top. Hand in the rulers and the scratch paper I gave you at the beginning of the test.

T

Collect the scratch paper and rulers. The scratch paper must be given to the STAR test site coordinator. Rulers may be discarded or saved for use in the classroom.

This is the end of the California Mathematics Standards Test. Collect the test booklets and pencils. Before dismissing the students, count the test booklets to ensure that all have been turned in and that you have a test booklet for each student.

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

Return all test materials to your STAR test site coordinator.

APPENDIX A

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

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

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

- Accommodations and/or modifications—limited to students with IEPs and/or Section 504 plans.
- Allowable variations for English learners.

To determine whether a student qualifies for accommodations and/or modifications,

1. Check the student's IEP and/or Section 504 plan for any accommodations and/or modifications 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, accommodations, or modifications for the STAR Program.

If the student qualifies for and uses accommodations and/or modifications, review the **Guide to Test 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 for a subject.

Accommodations and Modifications (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 and/or modifications to access the tests. Testing accommodations and/or modifications are used if a student requires a testing condition that differs from the standardized materials, directions, and/or procedures.

Accommodations and/or modifications 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 and/or modifications for each student with an IEP and/or a Section 504 plan. **DO NOT** provide an accommodation or modification that is not specified in the student's IEP or Section 504 plan.

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

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

Accommodations do not change the skills and/or knowledge being tested. Modifications do change the skills and/or knowledge being tested. Illustrative examples include the following:

- Using the accommodation of having supervised breaks within each part of the California English–Language Arts Standards Test does not change the skills and/or knowledge being tested.
- Using the modification of referring to a mathematics table during the California Mathematics Standards Test changes the skills and/or knowledge being tested.

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

In **part “a” of Section A3**, mark the “IEP” and/or “Section 504 plan” circle(s) to indicate that the student has an IEP and/or a Section 504 plan. **This section must be marked for all students who have an IEP and/or Section 504 plan, even if they do not use any accommodations or modifications during testing.**

In **part “b” of Section A3** for each test, mark the codes for all of the accommodations and/or modifications that the student used as specified in his/her IEP and/or Section 504 plan.

Codes for allowable accommodations and modifications are listed in the **Guide to Test Booklet Sections A2, A3, and A4** on the inside back cover of this manual.

Following are examples of how accommodations and/or modifications would be coded for different students:

- If a student with a Section 504 plan used math manipulatives for the CST for Math, mark the “S” in the Math column.
- If a student with an IEP used a braille test and had additional breaks within the CST for ELA, mark the “G” plus the “K” in the ELA column.

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

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

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

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

Guidelines for Scribes

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

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

Allowable Variations for English Learners (Section A4)

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

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

APPENDIX B

COMPLETING THE DEMOGRAPHIC INFORMATION ON TEST BOOKLETS

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

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

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

Table 2, “Demographic Codes on Test Booklets” (on page 35), provides descriptions of the demographic sections found on the test booklets for grades two and three, and on the answer documents for grades four through eleven. Students *must* complete Section 1. Either students or school staff *may* complete Sections 3 through 10. All other sections *must only* be completed by school staff. Table 2 contains the following information:

- **Field Name:** This column gives the name of the demographic data field and one of the following symbols, when applicable, to indicate who is to mark the information:



Student must complete.



School staff must complete after testing.



Look carefully—if a bar code label is present, verify the student name.

- **Section:** The numbers in this column refer to the numbers printed at the top of each section on the test booklet or answer document demographic pages.
- **Description:** This column gives a description of the demographic data required.

Following Table 2 are Table 3 (on page 43), which lists the primary disability codes, and Table 4 (on page 46), which lists the primary language codes.

If your students will be completing some or all of the demographic information on the student demographic page, refer to Appendix C, “Directions for Completing Student Information” (on page 47), which includes directions to be read to students.

Table 2. Demographic Codes on Test Booklets



Field Name	Section	Description
 <p>Student writes Student Name, Test Examiner, School, and District</p>	1	Must be printed by the student at the time of testing.
 <p>Bar code label</p>	2	If the school district Pre-ID'd using the label option, place the demographic bar code label in this section on the document.
<p>Student may write and mark Date of Birth</p>	3	Mark the student's birth month and century and enter and mark the student's birth day and year.
<p>Student may write and mark 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, 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 First Name</p>	5	<p>Enter and mark the first 9 letters of the student's legal first name. Do not use a nickname or middle name 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 write and mark MI</p>	5	Enter and mark the middle initial or leave the field blank. Mark the circle at the top of the column if the field is left blank.
<p>Student may mark Gender</p>	6	Mark "Female" or "Male."

Table 2. Demographic Codes on Test Booklets (continued)

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

Table 2. Demographic Codes on Test Booklets (continued)

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

Table 2. Demographic Codes on Test Booklets (*continued*)






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

Table 2. Demographic Codes on Test Booklets (*continued*)

Field Name	Section	Description
		<p>Use the following criteria to determine continuous enrollment for Section 14. Evidence of withdrawal from a school or district includes, but may not be limited to, the following:</p> <ul style="list-style-type: none"> • The student died while enrolled in school. • The parent/guardian withdrew the student to enroll in another school or district. • The parent/guardian withdrew the student with the intent to home school. • The student was placed in the California Youth Authority. <p>Reasons for dropping a student from a school's or district's enrollment include, but may not be limited to, the following:</p> <ul style="list-style-type: none"> • The student was expelled from the school and district with no further participation in an academic program. • The school/district has evidence (documentation) that the student moved. • The student left school and met the state criteria of a dropout. <p>If a student is absent for an extended period of time because of illness, vacation, or a temporary move during which the student does not enroll in another school or district, the student is to be counted as continuously enrolled.</p> <p>Removal from a school's or district's enrollment generally means that the school received information that the student had moved or enrolled in another school or district, or the school or district determined that the student met the state dropout criteria.</p>
<p>Student's English Proficiency</p>	<p>15</p>	<p>Mark the student's English-language proficiency (English-language classification) at the time of testing. Proficiency levels are:</p> <ul style="list-style-type: none"> • English only (EO): A student for whom there is a report of English as the primary language (i.e., language first learned, most frequently used at home, or most frequently spoken by the parents or adults in the home) on the "Home Language Survey" • Initially fluent English proficient (I-FEP): A student whose primary language is a language other than English who initially met the district criteria for determining proficiency in English

Table 2. Demographic Codes on Test Booklets (continued)

Field Name	Section	Description
		<ul style="list-style-type: none"> • English learner (EL): A student who first learned or has a home language other than English who was determined to lack sufficient fluency in English on the basis of state oral language (K–12) and literacy (3–12) assessments to succeed in the school’s regular instructional program (For students tested for initial classification prior to May 2001, this determination is made on the basis of the state-approved instrument the district was using. For students tested after May 2001, use the CELDT results.) • Reclassified fluent English proficient (R-FEP): A student whose primary language is a language other than English who was reclassified from English learner to fluent-English proficient
Special Education Services Primary disability	16a	Mark the three-digit primary disability code from the student’s IEP. Mark “000” if the student does not have an IEP. If a code is not entered and the “IEP” circle is selected in part “a” of Section A3, this code will default to “unknown disability.” Refer to Table 3 (on page 43) for primary disability codes.
Special Education Services NPS enrollment	16b	Mark “Yes” if the student receives special education services at a nonpublic, nonsectarian school (NPS) on the basis of his or her IEP.
Special Education Exit Date	16c	Mark the month and year and enter and mark the day that a student no longer received special education services.
Program Participation Specially funded programs	17	Mark the specially funded programs in which this student participated during the school year: <ul style="list-style-type: none"> • Migrant Education: For students participating in a migrant education program • Gifted and Talented: For students participating in Gifted and Talented Education programs
Program Participation English-learner programs	17	If the student is an English learner (EL), mark one of the following. <ul style="list-style-type: none"> • EL in ELD: The student is receiving English-language development (ELD) instruction, which is an academic subject of English-language instruction appropriate for the student’s identified level of language proficiency. ELD is consistently implemented and designed to promote second-language acquisition of listening, speaking, reading, and writing. ELD instruction must be provided by an authorized teacher (either certified or in training for the type of service provided).

Table 2. Demographic Codes on Test Booklets (continued)

Field Name	Section	Description
		<ul style="list-style-type: none"> • EL in ELD and SDAIE: The student is receiving a program of English-language development and instruction through specially designed academic instruction in English (SDAIE) services, which is an approach used to teach academic courses to English learners in English. SDAIE must be designed for nonnative speakers of English and focused on increasing the comprehensibility of the academic courses normally provided to fluent-English proficient and English-only students in the district. SDAIE must be provided by an authorized teacher (either certified or in training for the type of service provided). • EL in ELD and SDAIE with primary-language support: The student is receiving a program of English-language development and instruction through specially designed academic instruction in English facilitated by primary-language support. Primary-language support is instructional support through the student’s primary language. Primary-language support may be used in order to clarify meaning and facilitate student comprehension of academic content-area concepts taught mainly through mainstream English and/or SDAIE. Primary-language support must be provided by a credentialed teacher fluent in the student’s primary language or by bilingual paraprofessional staff (aides fluent in the student’s primary language and supervised by a credentialed teacher). • EL in ELD and academic subjects through primary language: The student is receiving a program of English-language development and primary-language instruction services, an approach used to teach academic courses in and/or through a primary language other than English. The curriculum must be equivalent to that provided to fluent-English proficient and English-only students. Instruction must be provided by an authorized teacher (either certified or in training for the type of service provided). • Other EL instructional services: The student is receiving instructional or support services, specifically designed for EL students, that do not correspond to one of the previous four descriptions. • None (EL only): The student is receiving no instructional or support services specifically designed for EL students that correspond to any of the five previous categories.
ASAM Schools Only	18	Use this field only if the school is participating in the Alternative School Accountability Model. Mark this field if the student enrolled in school less than 80 school days before testing began.

Table 2. Demographic Codes on Test Booklets *(continued)*

Field Name	Section	Description
Student's Primary Language Code	19	For students whose primary language is not English, mark the two-digit primary language code from Table 4, "Primary Language Codes" (on page 46). "Primary language" is the language identified on the "Home Language Survey" as the language the student first learned, most frequently used at home, or most frequently spoken by parents or adults in the home.
County/District of Residence For students with IEPs	20	If a student with an IEP attends school or receives special education services through a county office of education or the IEP requires that the student be placed in a school or a special education program in a school district other than the school district in which the student resides, mark the two-digit county code and five-digit district CD code for the district in which the student resides. Do not mark this section if the student is placed in another school district only at the request of the student's parent or guardian.
R-FEP Date reclassified	21	Mark the month and century and enter and mark the day and year the student was reclassified as fluent-English proficient.
NSLP	23	Mark "Yes" if the student is eligible for the National School Lunch Program (free or reduced-price lunch). If all students in the school receive free or reduced-price lunch, mark "Yes" for all students. Otherwise, mark "No." Note: Be sure to also respond to Section 10, Parent Education Level.
English Learner (EL) Date enrolled	24	Mark the month and century and enter and mark the day and year the student first attended any public or private school in the United States or one of its territories. This is the enrollment date in any public or private school.
English Learner (EL) Less Than 12 Months	25	Mark this field only if the student will have been enrolled in a school in the United States or one of its territories less than 12 months on the first day of testing. These are cumulative, not consecutive, months.

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

Table 3. Primary Disability Codes

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

Table 3. Primary Disability Codes (continued)

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

Table 3. Primary Disability Codes *(continued)*

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

Table 4. Primary Language Codes

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

APPENDIX C

DIRECTIONS FOR COMPLETING STUDENT INFORMATION

Day Prior to Testing

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

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

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

Completing Student Information

- **Front cover of the test booklets**

Your STAR test site coordinator may have **you** hand-mark student information on the front cover of the test booklets prior to test administration. Your coordinator will provide you with specific directions for this task. Appendix B, “Completing the Demographic Information on Test Booklets” (on page 34), provides descriptions of the information to be completed.

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

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

- **Back cover of the test booklets**

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

Giving Directions to Students

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

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

Give each student two No. 2 pencils with erasers.

When you are ready to begin,

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

Give each student a blank grade 2 test booklet.

Student Name

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

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

Test Examiner, School, and District

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

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

Date of Birth

SAY Find Section 3, where it says “Date of Birth.” In the column labeled “Month,”
T mark the circle next to the month in which you were born.

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

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

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

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

SAY There are three columns for the year in which you were born. Mark the circle
T for “19” or “20” in the first column.

Give help as needed.

SAY The last two columns are for the last two digits of the year you were born. For
example, if you were born in 2004, write “0” and “4” in the last two columns
for the “year.”

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

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

Student Name (Section 5)

SAY Find Section 5, where it says “Last Name/First Name/Middle Initial (MI).” In
the boxes provided, print your last name, then your first name and middle
initial. If your name does not fit, print as many letters of your name as there
are boxes. Use your legal name, not your nickname; for example, use

T “Jennifer,” not “Jen” or “Jenny.” If your name is hyphenated, leave a blank
space between the names; do not use a dash.

Give help as needed.

SAY Beneath each box in which you printed a letter, mark the circle that has the
same letter as the one you printed in the box. For each space in which you

T did not print a letter, mark the empty circle at the top of the column.

Wait while students finish marking the 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.

Ethnicity/Race

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

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

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

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

Parent Education Level

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

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

SAY Do not make marks in any other sections. Tomorrow we will begin working in
T this test booklet. I will now collect your test booklets.

Collect the pencils, and collect and count the test booklets, making sure you have a test booklet for each student. **Immediately return the test booklets** to your test site coordinator.

APPENDIX D

PREPARING TEST BOOKLETS FOR SCORING

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

1. Inspect all booklets for improper marks. **Do not darken any response circles.** Marks made with ballpoint pen, felt-tip pen, or hard or colored pencils will not be scored properly. Completely erase any stray marks that are near the response circles and may interfere with scoring. **Do not erase any response circles marked by students, including those already erased by the students.**
2. a. If the district used the Pre-ID Service for students’ test booklets, demographic information provided in the Pre-ID file **should not** be hand-marked on the test booklets.
If information in the Pre-ID file was also hand-marked on the test 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 for instructions and:
 - Be sure that only one circle is marked in each column unless otherwise instructed.
 - Check that all hand-marked information is complete and accurate.
3. Check 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.
4. a. Ensure that the test booklets have been transcribed for any students who used braille or large-print materials. Verify that “B” and either “G” or “H” are marked in Section A3.
b. If a completed student test booklet is damaged or torn, the student information and answers from the damaged test booklet must be transcribed to a new test booklet.

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

GUIDE TO TEST BOOKLET SECTIONS A2, A3, AND A4

A2 Special Conditions	
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 then 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 or modification specified in his or her IEP or Section 504 plan.
Y	This test booklet replaces a lost or destroyed test booklet.
Z	The student was present for the test and was given this test. The student closed the test booklet and did not mark any answers.

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

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

