



2012

California Standards Tests

**WRITING STANDARDS TEST  
GRADES 4 AND 7**

## DIRECTIONS FOR ADMINISTRATION

### Test Examiner and Proctor Responsibilities

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

- Review the materials before testing to ensure that you have all required materials, including both student and examiner materials. (See page 3 of this manual.) **All test examiners will need a copy of the Writing Prompt and Response Booklet for demonstration purposes and to read instructions contained in the response booklet to the students. However, examiners must NOT receive the Writing Prompt and Response Booklet before the day of the test.**
- Check the date at the top of the Writing Prompt and Response Booklet cover. The test may be administered only on this date or as makeup on the next day.
- Administer the test only at the time specified in the school's testing schedule, and ensure that you have enough time to complete the test in a single sitting.**
- Administer this test only to students who are assigned to take the multiple-choice California English–Language Arts Standards Test (CST for ELA).**
- If the students' Writing Prompt and Response Booklets were pre-identified (Pre-ID'd), check each booklet for a bar code label in Section 2 on the front cover. Distribute each Writing Prompt and Response Booklet **only to the student whose name is under the bar code.**
- Ensure that students have and use **only** No. 2 pencils. Responses written with anything other than a No. 2 pencil cannot be scored.
- Ensure that students complete Section 1 on their response booklets before beginning testing.
- If translators are regularly used in the classroom, make sure they are available for testing.
- Read** the directions in the “**SAY**” boxes to students **exactly as they are printed.**
- Actively supervise students while they are working on the test.
- Collect and account for all Writing Prompt and Response Booklets **before dismissing** any students.

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## CHECKLISTS

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

TESTING DATE	√
I will administer the test on <b>March 6, 2012</b> . Makeup testing for students absent March 6 will be done on March 7.	
I will administer the test on <b>May 1, 2012</b> . Makeup testing for students absent May 1 will be done on May 2.	

TEST EXAMINER AND PROCTOR CHECKLIST	√
<b>I have read, I understand, and I have signed a security affidavit and have given it to my test site coordinator.</b>	
I have read and I understand Testing Cautions (page 1).	
I have read and I understand Before the Test (page 5).	
I have read and I understand Day of Testing (page 6).	
I have read and I understand During Testing (page 7).	
I have read and I understand After Testing (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 4 or grade 7 will be given this test.	

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



**CALIFORNIA STANDARDS TESTS  
WRITING STANDARDS TEST  
DIRECTIONS FOR ADMINISTRATION  
GRADES 4 AND 7**

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## TESTING CAUTIONS

### Test Security

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

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

### Do

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

### Do Not

- Review any writing prompts independently or with students before, during, or after testing.
- Disclose, or allow to be disclosed, the contents of the test to anyone through verbal, written, or any other means of communication.
- Copy any part of the test or test materials.
- Permit students to remove test materials from the testing room.
- Review or score any student responses.

### Testing Problems

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

Test administration errors include, but are not limited to:

- Failure to administer the test according to the directions in this manual.
- Randomly distributing Pre-ID Writing Prompt and Response Booklets rather than distributing each response booklet to the student listed on the bar code.

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

- Failure to maintain test security (see Test Security section above).
- Leaving informational materials on the walls in the testing room.
- "Coaching" students (anything that may assist with writing the response).
- Changing/correcting students' responses.
- Allowing students to have additional unauthorized materials during testing.

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

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

## TEST ADMINISTRATION TIME

The CST for Writing is not timed. The test must be administered as follows:

- Only on the day specified on the cover of the Writing Prompt and Response Booklet, or the following day if administering a makeup test.
- Only at the time specified in the school's testing schedule.
- In one sitting, with no breaks (with the exceptions described below).

It is estimated that it will take a minimum of 75 minutes to administer the writing test, including time to distribute materials, give directions, and collect materials as well as the student working time. However, students must be allowed as much time as needed to complete the test.

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

Some students may have an individualized education program (IEP) or a Section 504 plan that allows the students to take breaks during testing. Also, some English learners may be eligible to take additional supervised breaks as an allowable test variation. Your STAR test site coordinator may ask you to verify accommodations and/or modifications from a student's IEP and/or Section 504 plan or may give you information about accommodations, modifications, and/or test variations that are to be provided for specific students. If you are testing students who you think will require more than the estimated time, work with the test site coordinator to plan an appropriate schedule.

## SCHEDULE FOR ADMINISTERING THE TEST

The CST for Writing shall be administered only on the following dates:

- **March 6** for all students in schools and programs that are in session on that date. Makeup testing for students absent on **March 6** will be done on **March 7**.
- **May 1** for students in schools and programs that are not in session on **March 6 and 7**. Makeup testing for students absent on **May 1** will be done on **May 2**.

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

**Check the test date on the front cover of the Writing Prompt and Response Booklets.**  
Tests will be scored only if the correct Writing Prompt and Response Booklets are used.  
**If the March 6 prompt is used after March 7, the test will not be scored.**

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## TEST MATERIALS

### Test Examiner Materials

- California Writing Standards Test *Directions for Administration* (this manual).
- Grade 4 or Grade 7 Writing Prompt and Response Booklet for demonstration.

### School Provides

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

### Student Materials

- Grade 4 or Grade 7 Writing Prompt and Response Booklet (blank or Pre-ID).

### School Provides

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

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

Students may use other materials during testing **ONLY** in cases in which the student has an IEP 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. **(NOTE: Students may not use scratch paper for the CST for Writing.)**

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## **WHO TAKES THE CST FOR WRITING?**

### **Students Who Take the CST for Writing**

- The CST for Writing is to be administered to all students enrolled in grade 4 or grade 7 who are taking the multiple-choice California English–Language Arts Standards Test (CST for ELA).

### **Students Who Do Not Take the CST for Writing**

- Students taking the California Alternate Performance Assessment (CAPA) do not take a writing test.
- Students taking the multiple-choice California Modified Assessment for English–Language Arts (CMA for ELA) do not take the CST for Writing. Those students take the California Modified Writing Standards Test (CMA for Writing). Directions for administering the CMA for Writing are provided in a separate *Directions for Administration* manual.

**Note: If a student takes the multiple-choice CMA for ELA and takes the CST for Writing, the student’s writing score will not be included in his or her ELA score.**

## WHAT TO DO

### Before the Test

- Attend** the pre-test training session held by the STAR test site coordinator.
- Find out where** students who require extra time to finish the CST for Writing are to go and who will supervise the extended session. Enter this information on page 9 of this manual.
- 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.
- Plan a quiet activity** for students who finish early. The activity should not be related to the test being given. Students may work on assignments for unrelated subjects, read library books, 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 Writing Prompt and Response Booklet. If your district ordered adhesive bar code labels, you may be asked to affix the labels to student response booklets.

Your STAR test site coordinator may instruct **you** to complete specific demographic information on each student's Writing Prompt and Response Booklet (e.g., information not included in the Pre-ID file or for students who did not receive a Pre-ID response booklet). In this event, see Appendix B, "Completing the Demographic Information on Writing Prompt and Response Booklets" (on page 19).

Alternatively, your STAR test site coordinator may instruct you to have **students** mark specific demographic information on their Writing Prompt and Response Booklets on the testing date and instruct you to complete the remaining demographic information. The *Directions for Administration* will direct you to Appendix C, "Directions for Completing Student Information" (on page 22). Before beginning the test administration, tab the first page of Appendix C for easy reference.

- If your district did not use the Pre-ID Service**, all demographic data must be hand-marked on each student's Writing Prompt and Response Booklet. See Appendix B, "Completing the Demographic Information on Writing Prompt and Response Booklets" (on page 19), and, if appropriate, Appendix C, "Directions for Completing Student Information" (on page 22).
- If you have English learners who require directions to be translated** ("SAY" boxes labeled with "T") and translators are regularly used in the classroom, arrange for the translators to be present. They may translate "SAY" boxes only. **Writing prompts and/or passages may not be translated.**
- Read** the *Directions for Administration* (this manual).
- Flag** page 9 in this manual, where you will begin administering the test.

- Identify** students who will not be tested because:
  - they have been exempted by a parent/guardian (exemption letters must be on file with the principal/school administrator or in the students' records),
  - they will be taking the CMA for ELA based on their IEPs,
  - they will be taking the CAPA, or
  - you are administering the May writing test, and they have already taken the March writing test at another school.
  
- 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 test are visible to students.** Inappropriate materials include, but are not limited to, capitalization and punctuation rules, spelling lists, grammar rules, and scoring guides. All such materials must be removed or covered during the testing session.

<b>Day of Testing</b>
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- Verify** that all testing materials are assembled and ready. (See page 3.)
  
- Give** the test site coordinator the response booklets for students who will not be tested.

**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.  
  
**Students are not permitted to use dictionaries, thesauruses, or similar materials while writing their responses unless specified in their IEPs. Students should be encouraged to sound out words they do not know how to spell.**
- Make sure** students have and use **only** No. 2 pencils.
- Distribute Writing Prompt and Response Booklets only to students whose names are on them. On the day of testing, distribute blank response booklets to students with no Pre-ID Writing Prompt and Response Booklets.**
- Read all “SAY” boxes exactly as they are written**, using a natural tone and manner. If necessary, explain the directions, but do not help students write their responses.
- “SAY” boxes marked with a “T” may be translated when testing English learners. Writing prompts and/or passages may not be translated.**
- If you make a mistake in reading a direction, stop and say, **“No, that is wrong. Listen again.”** Then read the direction again.
- Check periodically** to make sure that students are following instructions and are writing their responses **only on the lined pages** in the Writing Prompt and Response Booklet. Students’ responses will NOT be scored if they are written on any other pages.

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<b>After Testing</b>
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- Verify** that you have collected all Writing Prompt and Response Booklets and pencils.
- Check Section 1 of each response booklet to be sure that students have printed their names and the test examiner, school, and district names.
- Before returning materials to the test site coordinator, mark any applicable circle(s) in Sections A2, A3, and A4 on the back cover of students' Writing Prompt and Response 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 Writing Prompt and Response 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 Writing Standards Test Writing Prompt and Response Booklets are **secure** materials. **Return all Writing Prompt and Response Booklets** (used and unused, including the demonstration response booklet) and this manual to your STAR test site coordinator immediately after testing has been completed.

## GRADES 4 AND 7 WRITING STANDARDS TEST DIRECTIONS FOR ADMINISTRATION

- This test is **untimed**.  
Students needing more time are to be escorted to \_\_\_\_\_.
- Materials required for each student:
  - Two No. 2 pencils with erasers (plus extras).
  - Grade 4 or Grade 7 Writing Prompt and Response Booklet.
- Other materials may be used during this test ONLY if specified in the student's IEP and/or Section 504 plan or the student is eligible to use additional materials as an allowable test variation.** (See Appendix A.)
- This 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.
- Students **must** use No. 2 pencils. Responses written with anything other than a No. 2 pencil cannot be scored.
- Read** directions in “**SAY**” boxes **exactly as they are printed**.
- “**SAY**” boxes with a “**T**” may be translated when testing English learners. **Writing prompts and/or passages may not be translated.**
- Make certain you have a copy of the Grade 4 or Grade 7 Writing Prompt and Response Booklet (as appropriate for the test you are administering) for demonstration purposes.
- 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.
- Verify** that the date on which you are administering the test is the date on the cover of the Writing Prompt and Response Booklet or the day after (if you are administering this test on a makeup date).
- Check Section 2 of each Writing Prompt and Response Booklet for the student's name.** Be sure that each student receives the response booklet with his or her name on it. **It is essential that no student use a Writing Prompt and Response Booklet that is identified with the name of another student.**

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. Before distributing the Writing Prompt and Response Booklets,

**SAY Today you are going to take a test that will show how well you can write. I will give each of you a writing prompt and response booklet now. When you get it, leave it on your desk. Do not open it or write anything on it until I tell you what to do.**

Give each student the Grade 4 or Grade 7 Writing Prompt and Response Booklet **with his or her name on it**. If you do not have a Pre-ID Writing Prompt and Response Booklet for a student, give the student a blank response booklet.

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

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

Verify that every student has a Writing Prompt and Response Booklet with the correct test administration date on it—March 6 or May 1. If the date on which the test is being given is not the date on the response booklet or the day after, STOP the test and contact your test site coordinator. **If the March 6 prompt is used after March 7, the test will not be scored.**

***Student Name***

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

Give help as needed.

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

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

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

**If students are to hand-mark demographic information:** Turn to Appendix C, “Directions for Completing Student Information” (on page 22), and read the directions under the section “Giving Directions to Students.” Then return to this section to administer the test.

**SAY** Do not open your Writing Prompt and Response Booklet or write anything  
**T** else on it until I tell you what to do.

Check that students have the front cover of their Writing Prompt and Response Booklets facing up.

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

Use the demonstration Writing Prompt and Response Booklet to show students the page. Pause while all students turn to the page. Give help as needed. When all students are on the correct page, continue.

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

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

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

Answer all questions.

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

Pause while students turn the page.

**If students have a passage in their Writing Prompt and Response Booklets, read the next two “SAY” boxes. Otherwise skip to the second “SAY” box on the next page and continue reading.**

**SAY** You should see a passage in your Writing Prompt and Response Booklet.  
**T** You will read this passage after we have gone through the rest of the  
directions. Are there any questions?

Answer all questions.

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

Pause while students turn the page.

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

Use the demonstration Writing Prompt and Response Booklet to show students the page. Make sure all students have found the correct page.

**SAY The box on this page tells you what you will write about. Now carefully read all of the information on the “Writing Task and Reminders” page silently to yourself.**  
**T**

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

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

Answer all questions.

**SAY Turn to the page that says “Prewriting Activity” at the top.**  
**T**

Use the demonstration Writing Prompt and Response Booklet to show students the page. Pause until all students have found the correct page.

**SAY In this section, there is a box where you can plan what you want to write. Follow along as I read the directions on this page aloud.**  
**T**

Read all directions on the Prewriting Activity page to the students.

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

Answer all questions.

**SAY** Now look at the page in your Writing Prompt and Response Booklet that  
**T** says “Writing Task” at the top.

Use the demonstration Writing Prompt and Response Booklet to show students the page. Pause until all students have found the correct page.

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

Answer all questions.

If students have a passage in their Writing Prompt and Response Booklets, read the next “SAY” box.  
Otherwise skip to the fourth “SAY” box on this page and continue reading.

**SAY** Be sure that you carefully read the writing task on this page before you read  
**T** the passage.

Pause.

**SAY** During the test, you should write as much as necessary to cover the topic  
well. Only what you write on the lined pages in your Writing Prompt and  
Response Booklet will be scored. You may not use extra pieces of paper to  
write your response. You are to use only your pencil to write in this Writing  
Prompt and Response Booklet. You may print or write in cursive. You do not  
need to fill all of the lined pages.

**T** Are there any questions about the directions on any of the pages in your  
Writing Prompt and Response Booklet?

Answer all questions.

**SAY** You may reread any of the pages in this Writing Prompt and Response  
**T** Booklet at any time during the test. Do you have any other questions?

Answer all questions.

**If students have a passage in their Writing Prompt and Response Booklets, read the next “SAY” box. Otherwise skip the next “SAY” box on this page and continue reading.**

**SAY** Carefully read the passage before responding to the writing task.  
**T**

**SAY** Read the box that tells you what to write about. Then plan what you will write using the Prewriting Activity page. After that, write your final response **only on the lined pages in your Writing Prompt and Response Booklet.** You may begin now.  
**T**

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

**If students have a passage in their Writing Prompt and Response Booklets, after about 10 minutes read the next “SAY” box. Otherwise skip the next “SAY” box and continue reading.**

**SAY** For those of you still reading a passage, you should now stop and plan what you will write.  
**T**

After another 10–15 minutes,

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

After all students have closed their Writing Prompt and Response Booklets or after approximately 60 minutes have passed,

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

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

After the students who have not finished have left the room, collect the Writing Prompt and Response Booklets and pencils. Before dismissing the remaining students, **count all response booklets to ensure that all have been turned in and that you have a response booklet for each student.** Check Section 1 of each Writing Prompt and Response Booklet to be sure that students have printed their names and the test examiner, school, and district names.

Before returning materials to the test site coordinator, mark any applicable circle(s) in Sections A2, A3, and A4 on the back cover of students' Writing Prompt and Response 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 Writing Prompt and Response 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' Writing Prompt and Response Booklets.

Prior to the 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 Writing Prompt and Response Booklet Sections A2, A3, and A4** on the inside back cover of this manual to see which code(s) to use, and then mark the appropriate circle(s) in Section A3 after students finish testing.

#### ***Accommodations 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 the CST for Writing does not change the skills and/or knowledge being tested.
- Using the *modification* of utilizing word processing software with spelling- and grammar-checking tools enabled on the CST for Writing changes the skills and/or knowledge being tested.

Examples of accommodations for the writing test include:

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

Examples of modifications for the writing test include:

- Student used a dictionary, glossary, word book/list, or thesaurus.
- Student dictated response to a scribe who provided assistance with spelling, grammar, and language conventions.
- Student used word processing software with spelling- and grammar-checking tools enabled.

**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 a dictionary during the test. You must ensure that the student has a dictionary, but you will mark the modification only if the student actually uses the dictionary.

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**, mark the codes for all accommodations and/or modifications that the student used, as specified in his or her IEP and/or Section 504 plan. Codes for allowable accommodations and modifications are listed in the **Guide to Writing Prompt and Response 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 word processing software with spelling- and grammar-checking tools turned off, mark only “D.”
- If a student with an IEP used a braille test and had additional breaks, mark both “G” and “K.”

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

Some students with IEPs or Section 504 plans may be allowed the accommodation or modification of using word processing software and typing their essays. The typed documents are to be submitted for scoring.

- Verify that “D,” “F,” “T,” or “V” is marked in Section A3 on the back cover of the student’s Writing Prompt and Response Booklet. **If one of these codes is not marked, the test will not be scored.**
- Write the student’s name and the school and district names on the back of the typed sheet(s).
- Insert the typed sheet(s) inside the front cover of the student’s Writing Prompt and Response Booklet.
- Include the Writing Prompt and Response Booklet with all other response booklets to be scored for the grade.

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***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 CST for Writing. **In Section A3 on the Writing Prompt and Response Booklet, mark “H” for large-print or “G” for braille** if the student is taking one of these versions of the test.

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

See your test site coordinator for specific directions for handling large-print or braille testing materials. Large-print and braille tests can be scored only if the students’ responses are transcribed onto regular-print Writing Prompt and Response Booklets.

***Guidelines for Scribes***

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

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

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

Scribes may review the *California High School Exit Examination (CAHSEE) Scribe and Sign Language Guidelines*, available on the Internet at <http://www.cde.ca.gov/ta/tg/hs/documents/scribguidefeb10.doc> as an example of approved guidelines.

When a scribe is used, be sure that either “B,” “E,” or “U” is marked in **Section A3** on the back of the student’s Writing Prompt and Response Booklet.

***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 the back cover of the students’ Writing Prompt and Response 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 WRITING PROMPT AND RESPONSE 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 Writing Prompt and Response Booklets in the same way. The following information is provided to assist with marking identification and demographic information.



Table 1, “Demographic Codes on Writing Prompt and Response Booklets” (on page 20), provides descriptions of the demographic sections found on the Writing Prompt and Response Booklets for the CST for Writing. Table 1 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 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 Writing Prompt and Response Booklet demographic pages.
- **Description:** This column gives a description of the demographic data required.




All student demographic data are taken from each student’s multiple-choice test answer document or Pre-ID record. Therefore, limited data are collected for the writing component of the CST for ELA in order to match it with the multiple-choice component of the CST for ELA.

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 22), which includes directions to be read to students.

**Table 1. Demographic Codes on Writing Prompt and Response Booklets**

Field Name	Section	Description
 <p>Student writes <b>Student Name, Test Examiner, School, and District</b></p>	1	Must be printed by the student at the time of testing.
 <p><b>Bar code label</b></p>	2	If the school district Pre-ID'd using the label option, place the demographic bar code label in this section on the document.
<p>Student may write and mark <b>Date of Birth</b></p>	3	Mark the student's birth month and century and enter and mark the student's birth day and year.
<p>Student may write and mark <b>Last Name</b></p>	5	<p>Enter and mark the first 11 letters of the student's last name. For hyphenated names, mark up to 11 letters beginning with the name preceding the hyphen. For example, for "Smith-Harrison" mark "Smith Harri." Use only the student's legal name from school records.</p> <p>Use <b>only letters and spaces</b>, <i>not</i> apostrophes, hyphens, numbers, periods, commas, and so forth. Left-justify and mark the circle at the top of each column with no letter entries.</p>
<p>Student may write and mark <b>First Name</b></p>	5	<p>Enter and mark the first 9 letters of the student's legal first name. <b>Do not</b> use a nickname or middle name instead of a first name. For example, enter "Kenneth," not "Ken" or "Kenny."</p> <p>Use <b>only letters and spaces</b>. Left-justify and mark the circle at the top of each column with no letter entries.</p>
<p>Student may write and mark <b>MI</b></p>	5	Enter and mark 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 <b>Gender</b></p>	6	Mark "Female" or "Male."
<p>Student may mark <b>Grade</b></p>	7	<p>Mark the student's current grade—this is the grade that the school shows as the student's enrollment grade and must match the grade of the test being administered.</p> <ul style="list-style-type: none"> <li>For ungraded programs, subtract 5 from the student's age on December 2, 2011, to determine the student's testing grade level.</li> <li>Only students in grade 4 or grade 7 who will take the multiple-choice CST for ELA component are to be given this test.</li> </ul>

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

Field Name	Section	Description
 <p><b>Student ID Number</b></p>	11	Enter and mark the local ID number assigned by the school or school district. Right-justify and include leading zeros if the ID number has fewer than 10 digits.
 <p><b>Statewide Student Identifier (SSID)</b></p>	12a	Enter and mark the student's 10-digit Statewide Student Identifier. All students should have an SSID.
 <p><b>NPS School Code</b></p>	13	Nonpublic, nonsectarian school code. To find the code, go to <a href="http://www.cde.ca.gov/re/sd/">http://www.cde.ca.gov/re/sd/</a> . Select the radio button to choose <i>Nonpublic, Nonsectarian Schools</i> . Use the scrolling menus to select the county and district. If the school is outside of California, scroll to the bottom of the County Name list and select <i>Non-California</i> . Select <b>Search</b> . The NPS code is the last seven digits in the first column, <i>CDS Code</i> .

## APPENDIX C

### DIRECTIONS FOR COMPLETING STUDENT INFORMATION

#### Day of 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 Writing Prompt and Response Booklets prior to testing in the following situations:

- your school did not receive Pre-ID Writing Prompt and Response 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 Writing Prompt and Response Booklets**

Your STAR test site coordinator may have **you** hand-mark student information on the front cover of the Writing Prompt and Response Booklets prior to the test administration. Your coordinator will provide you with specific directions for this task. Appendix B, “Completing the Demographic Information on Writing Prompt and Response Booklets” (on page 19), 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 Writing Prompt and Response Booklets on the day of 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 and 12a: Student ID Number and SSID.  
**Students must not complete these sections.**

- **Back cover of the Writing Prompt and Response Booklets**

This page will be used only to mark the NPS School Code, accommodations and/or modifications used by students with IEPs and/or Section 504 plans, allowable test variations used by English learners, and any special conditions that may apply for the students. Only a staff member should complete these sections.

#### 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 Writing Prompt and Response Booklets for some or all of the sections described in these directions.

Read the *Directions for Administration* for the CST for Writing. When those directions refer you to Appendix C, begin reading here:

**Date of Birth**

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

Use the demonstration Writing Prompt and Response Booklet to show students where to look. Wait for students to finish marking the month information. Give help as needed.

**SAY** There are two columns for the day on which you were born. If you were born on the first through the ninth day of the month, write a “0” in the first column and the number of the day on which you were born in the second column. For example, if you were born on the fifth day of the month, you would write “0, 5” in the columns. If you were born on the eleventh day of the month, you would write “1, 1” in the columns.  
**T** Beneath each box in which you wrote a number, mark the circle that has the same number as the one you wrote in the box.

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

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

Give help as needed.

**SAY** The last two columns are for the last two digits of the year you were born. For example, if you were born in 1999, write “9” and “9” in the last two columns for the “year.”  
**T** Beneath each box in which you wrote a number, mark the circle that has the same number as the one you wrote in the box.

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

**Student Name (Section 5)**

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

**T**

Give help as needed.

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

**T**

Wait 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 a girl or the circle next to “Male” if you are a boy.

**T**

Wait for students to finish. Give help as needed.

**Grade**

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

**T**

Wait for students to finish. Give help as needed.

**SAY** Do not make marks in any other sections.

**T**

Turn to the first “**SAY**” box on page 11 and continue administering the test.

## APPENDIX D

### PREPARING WRITING PROMPT AND RESPONSE BOOKLETS FOR SCORING

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

If you are asked to assist in preparing Writing Prompt and Response Booklets for scoring, carefully inspect the front and back cover of each response booklet, paying particular attention to the following:

1. a. If the district used the Pre-ID Service for students’ response booklets, demographic information provided in the Pre-ID file **should not** be hand-marked on the response booklets.  
**If information in the Pre-ID file was also hand-marked on the response booklets, do not erase the hand-marked information. The data in the Pre-ID file will override it.**
- b. If the district **did not** use the Pre-ID Service and all demographic information was hand-marked, see Appendix B in this manual for instructions and:
  - Make sure that only one circle is marked in each column unless otherwise instructed.
  - Check that all hand-marked information is complete and accurate.

**NOTE:** The following will be used to match students’ California English–Language Arts Standards multiple-choice and writing tests:

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

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

2. Check for marks in Section A2. If there are marks in this section, ask the STAR test site coordinator to verify that the section is marked correctly.
3. If a student with an IEP or a Section 504 plan used a computer or other communication device to type a response, verify that “D,” “F,” “T,” or “V” is marked in Section A3. **If one of these codes is not marked, the test will not be scored.** Verify that the student’s name and the school and district names are written on the back of each typed page. Insert the typed document into the student’s Writing Prompt and Response Booklet.
4. Ensure that the Writing Prompt and Response 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.

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

<b>A2 Special Conditions</b>	
C	The test examiner or proctor observed the student cheating.
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.
X	When offered, the student refused to use the accommodation or modification specified in his or her IEP or Section 504 plan.
Z	The student was present for the test and was given this test. The student closed the response booklet and did not mark any answers.

<b>A3 Accommodations and Modifications</b>	
B	The student wrote his or her response on a separate sheet of paper. An employee of the school, district, or nonpublic, nonsectarian school transferred the student's response onto a scorable response booklet.
D	The student used word processing software with spelling- and grammar-checking tools turned off.
E	The student dictated his or her response orally or in Manually Coded English or American Sign Language to a scribe, audio recorder, or speech-to-text converter. The student provided all spelling and language conventions.
F	The student used an assistive device that did not interfere with the independent work of the student.
G	The student used a braille version of the test.
H	The student used a large-print version of the test or test items enlarged (not duplicated) to a font size larger than that used on large-print versions.
K	The student had supervised breaks within the test.
L	The test was administered at the most beneficial time of day for the student.
M	The test was administered at home or in a hospital by a test examiner.
N	The student used a dictionary.
O	The test examiner used Manually Coded English or American Sign Language to present any text in the Writing Prompt and Response Booklet to the student.
T	The student used word processing software with spelling- and grammar-checking tools enabled.
U	The student dictated his or her response orally or in Manually Coded English or American Sign Language to a scribe, audio recorder, or speech-to-text converter. The scribe provided all spelling and language conventions.
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 aloud any text in the Writing Prompt and Response Booklet.

<b>A4 English Learner Test Variations</b>	
A	The student heard the test directions printed in the <i>Directions for Administration</i> "SAY" boxes marked with a "T" translated into the student's primary language. The student asked clarifying questions about the test directions in the student's primary language.
B	The student had additional supervised breaks within the test, provided that the test was completed within the day of testing.
C	The student was tested separately with other English learners and was supervised directly by an employee of the school who had signed a STAR test security affidavit. The student has been provided such a flexible setting as a part of his or her regular instruction or assessment during the school year.

