2009

CALIFORNIA

Standardized Testing and Reporting

STAR District and Test Site Coordinator Manual

Telephone Assistance

Test site coordinators should direct all questions to the district STAR coordinator:

District STAR Coordinator is _____

Telephone _____

E-mail _____

District STAR coordinators should direct all questions regarding policies, accommodations and modifications, test administration errors, testing irregularities, or emergencies during testing (such as fire or earthquake) to:

Standardized Testing and Reporting (STAR) Office
Standards and Assessment Division
California Department of Education
Telephone 916-445-8765
FAX 916-319-0969

District STAR coordinators should direct all questions regarding materials to:

ETS STAR Technical Assistance Center
Telephone (toll-free) 800-955-2954
FAX (toll-free) 800-541-8455

Information about the STAR Program can also be found at the California Department of Education's Web site at http://www.cde.ca.gov/ta/tg/sr.

Information about Pre-ID, Extended Data Corrections, ordering materials, *Directions for Administration*, and CAPA version assignments and required manipulatives can be found at the STAR Web site that ETS maintains for district STAR coordinators at http://www.startest.org.

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Acronyms and Initialisms Used in the *Coordinator Manual*

AP	Advanced Placement
API	Academic Performance Index
AYP	adequate yearly progress
CAHSEE	California High School Exit Examination
CAPA	California Alternate Performance Assessment
CAT/6 Survey	California Achievement Test, Sixth Edition Survey
CELDT	California English Language Development Test
CMA	California Modified Assessment
CDE	California Department of Education
CSTs	California Standards Tests
CSU	California State University
CYA	California Youth Authority
DFA	*Directions for Administration*
EAP	Early Assessment Program
EO	English-only
EOC	end-of-course
EL	English learner
ELA	English–language arts
ELD	English-language development
IEP	individualized education program
I-FEP	initially fluent English proficient
NPS	nonpublic, nonsectarian school
NSLP	National School Lunch Program
R-FEP	reclassified fluent English proficient
RLA	reading/language arts
SDAIE	specially designed academic instruction in English
SGID	Student and Grade Identification sheet
SSID	Statewide Student Identifier
STAR	Standardized Testing and Reporting
STAR TAC	STAR Technical Assistance Center
STS	Standards-based Tests in Spanish

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PART I
GENERAL INFORMATION

Chapter I.1 New in 2009

Table 1. New in 2009

Area	Change
Answer Documents	
All	• In Section 17, "Program Participation," the "Receiving Title I Services" option has been removed. • In Section A2, "Special Conditions," the options have been reordered alphabetically. • In Section A2, "Special Conditions," the new option "X" for "student refused accommodation or modification" has been added.
CAT/6 Survey	The California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) will not be administered to students in grades three and seven.
CST/CMA for grade 3	The covers of the scorable test booklets for the California Standards Test (CST) for Grade 3 and the California Modified Assessment (CMA) for Grade 3 will contain full student demographics.
CST/CMA only	• For grades four through eight, the "CMA Version #" box on page 3 of the answer documents has been moved to the left of the CMA response sections. • For grades six through eight, Section 7c, "Assessed with CMA," has been added. • For grades six through eight, a CMA response section has been added to page 3 of the CST answer documents.
STS only	• For grade seven, the answer document has been updated to include the STS for Algebra I. • For grades eight through eleven, answer documents have been created. • In Section 9a, "Country of Origin," the list of countries has been reordered.
Accommodations and Modifications	
CST Writing only	When marked, option "P" (Student used an audio CD presentation) and option "Z" (text examiner read aloud text in the Writing Prompt and Response Booklet) are accommodations, not modifications.
Programs	
CMA for grades 6–8	The CMA multiple-choice test may be administered in one or more grade-level content areas to eligible students in grades six through eight. Students in grades six and seven may take an English–language arts (ELA) and/or mathematics test; students in grade eight may take an ELA and/or science test.
CMA Writing	The California Writing Modified Assessment must be administered to students in grades four and seven who are taking the CMA multiple-choice test for ELA.
STS for grades 8–11	The Standards-based Tests in Spanish (STS), now available for Spanish-speaking English learners in grades eight through eleven in reading/language arts (RLA), are also now available as end-of-course tests for Algebra I (grades seven through eleven) and Geometry (grades eight through eleven) for Spanish-speaking English learners.

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Chapter I.2 STAR Overview

STAR Program Tests

The 2009 Standardized Testing and Reporting (STAR) Program includes the following components:

The **California Standards Tests (CSTs)** are multiple-choice tests that are required for all students in grades two through eleven and writing tests for students in grades four and seven who are tested with the CSTs. Items on these tests are developed by California educators and test developers and are written specifically to assess students' achievement of California's academic content standards.

The **California Modified Assessment (CMA)** is a grade-level assessment for students who have an individualized education program (IEP), are receiving grade-level instruction, and, even with interventions, are not likely to achieve grade-level proficiency within the year covered by the student's IEP. The purpose of the CMA is to allow students to demonstrate their achievement of the content standards in English–language arts (ELA), mathematics, and science. See Appendix A for the CMA participation criteria approved by the State Board of Education.

The **California Alternate Performance Assessment (CAPA)** is an individually administered performance assessment that is required for students in grades two through eleven who have significant cognitive disabilities and who are unable to take either the CSTs even with accommodations or modifications or the CMA with accommodations.

The **Standards-based Tests in Spanish (STS)** are multiple-choice tests that are required for Spanish-speaking English learners who either receive instruction in Spanish or have been enrolled in a school in the United States for less than 12 cumulative (not consecutive) months. At the option of the school district, schools may also test Spanish-speaking English learners who have been in school in the United States 12 months or more who are not receiving instruction in Spanish. Students who take the STS must also take the grade-level CST and/or CMA (if designated in the student's IEP). Items on these tests are developed by biliterate, bilingual California educators and test developers and are written specifically to assess students' achievement of California content standards in reading/language arts (RLA) and mathematics.

EAP

While not a part of the STAR Program, the Early Assessment Program (EAP), administered on behalf of the California Department of Education (CDE) and the California State University (CSU), is available for all students in grade eleven who are interested in an early reading of their readiness for college-level work.

The EAP offers an opportunity to obtain information about students' readiness for college-level English and mathematics through participation in the Early Assessment of Readiness for College English and Mathematics. One of the benefits of this program is that students can earn an exemption from the CSU English and mathematics placement tests upon admission to the CSU. Information about the administration of the EAP is included in this manual.

To participate in the EAP for English, students must take the CST for Grade 11 ELA and respond to an additional 15 ELA multiple-choice test items at the end of the test. Some of the test questions in the CST for Grade 11 ELA apply to the EAP. In addition, students must write an essay for the EAP in English.

To participate in the EAP for Mathematics, students must take either the California Algebra II Standards Test or the California Summative High School Mathematics Standards Test and respond to an additional 15 multiple-choice test items at the end of these tests. Some of the questions in the CST for Algebra II and the CST for Summative High School Mathematics apply to the EAP.

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Chapter I.3 Purpose of This Manual

This manual provides information about the responsibilities of district and test site coordinators. Test preparation and administration procedures must be followed exactly so that all students will have an equal opportunity to demonstrate their academic achievement.

This manual is not intended as a substitute for the *California Code of Regulations*, *Title 5,* Education (*5 CCR*) or to detail all of the coordinator's responsibilities. This manual is intended for use in conjunction with the *California Standardized Testing and Reporting Directions for Administration* (*DFA*).

This manual includes information that STAR district and test site coordinators are to use in coordinating the administration of the CSTs, CMA, CAPA, and STS. It also includes information about administering the EAP essay.

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Chapter I.4 Test Administration Periods

Table 2. 2009 Grades Four and Seven Writing Applications Testing Schedule

Grades Four and Seven Writing		
Activity	**Date**	
March 3 Administration All students in grades four and seven who are in schools, programs, and year-round schedules in session on March 3 must be tested on March 3, with makeup testing on March 4 only, in order to expedite the return of STAR results to school districts. Students who take the CST for ELA will take the CST Writing test; students who take the CMA for ELA will take the CMA Writing test.		
District Pre-ID files due to ETS no later than . . .	approx. January 6[1] approx. January 27[1] approx. February 25[1]	Documents Labels Supplemental order/ late labels
District STAR coordinator receives materials (5 to 10 working days before test administration).	February 17–24	District
Test site coordinators receive materials (2 to 6 working days before test administration).	February 23–27	Test sites
Writing test administration date; distribute Writing Prompt and Response Booklets and *DFA*s to test administrators.	March 3	
Makeup testing date; distribute writing response booklets and *DFA*s to test administrators.	March 4	
Test site coordinators to return all scorable and nonscorable materials to district.	March 5	
District STAR coordinator ships all scorable and nonscorable materials to STAR Scoring and Processing Centers.	March 9	
May 5 Administration All students in grades four and seven who are in schools, programs, and year-round schedules that are **not** in session on March 3 should be tested on May 5. Makeup tests may be given on May 6 only. Students who take the CST for ELA will take the CST Writing test; students who take the CMA for ELA will take the CMA Writing test.		
District Pre-ID files due to ETS no later than . . .	approx. March 10[1] approx. March 31[1] approx. April 29[1]	Documents Labels Supplemental order/ late labels
Distict STAR coordinator receives materials (5 to 10 working days before test administration).	April 21–28	District
Test site coordinators receive materials (2 to 6 working days before test administration).	April 27–May 1	Test sites
Writing test administration date; distribute Writing Prompt and Response Booklets and *DFA*s to test administrators.	May 5	
Makeup testing date; distribute writing response booklets and *DFA*s to test administrators.	May 6	
Test site coordinators to return all scorable and nonscorable materials to district.	May 7	
District STAR coordinator ships all scorable and nonscorable materials to STAR Scoring and Processing Centers.	May 11	

[1] This date is approximate. Actual date is calculated on the basis of the district's nondelivery/nonworking days calendar. See the district's Test Admin Summary in the STAR Management System for the actual date.

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Table 3. 2009 CST, CMA, CAPA, and STS Schedule

CST, CMA, CAPA, STS	
Activity	**Timeline**
District STAR Coordinator	
Consult STAR Management System's Test Admin Summary for the specific district dates for 2009.	30 working days before material ship date for Pre-ID documents
Submit district Pre-ID file(s) to ETS.	No fewer than 15 working days before material ship date for Pre-ID labels
Receive materials from testing contractor.	10 to 20 working days before each test administration period
Take inventory of cartons and notify the STAR Technical Assistance Center (STAR TAC) of any discrepancy in the number of cartons received. Return signed Material Receipt Acknowledgement Report to STAR TAC via fax.	Within 2 working days of delivery to district
Distribute materials to test sites.	5 to 10 working days before first testing day of each test administration period
Submit Pre-ID file to ETS to request supplemental order/ late labels.	Up to 7 calendar days prior to last day of testing
Ship all CST, CMA, CAPA, and STS scorable and nonscorable materials to STAR Scoring and Processing Centers.	No more than 5 working days after completing testing for each administration period
Districts receive student results for each administration period.	July 6–September 16
Districts distribute STAR Student Reports to parents/ guardians.	Within 20 working days of receipt of reports in the district for each administration period
Districts receive school and district summary reports.	July 6–August 7 for districts that submitted all materials for scoring on or before July 1 August 7–September 16 for districts with approved waivers for nontraditional school years
Results for schools, districts, county offices of education, and the state are publicly released.	August 14, 2009
Test Site Coordinator	
Receive materials from district STAR coordinator.	5 to 10 working days before first testing day of each administration period
Take inventory of all materials and notify district STAR coordinator of any missing or incorrect materials.	Within 2 days of delivery to the test site
Distribute *CAPA Examiner's Manuals*.	At least 5 working days before testing begins
Distribute grades 3–11 CST *DFA*s, grades 3–8 CMA *DFA*s, and grades 3–11 STS *DFA*s.	Prior to testing
Distribute and collect: • Grades 2–11 CST test booklets • Grades 4–8 CST/CMA answer documents • Grades 9–11 CST answer documents • Grades 3–8 CMA test booklets • CAPA answer documents • Grades 2–11 STS test booklets • Grades 4–11 STS answer documents	Each day of testing
Distribute and collect grade 2 CST *DFA*s and grade 2 STS *DFA*s.	The day before and each day of testing
Return all scorable and nonscorable materials to district STAR coordinator after all testing is complete.	2 working days after completing testing for each administration period

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Table 4. 2009 EAP Essay Administration Schedule

EAP Essay	
Activity	**Timeline**
District STAR Coordinator	
Consult STAR Management System's Test Admin Summary for the specific district dates.	30 working days before material ship date for Pre-ID documents
Submit district Pre-ID file(s) to ETS.	No fewer than 15 working days before material ship date for Pre-ID labels
Receive materials from testing contractor.	10 to 20 working days before each test administration period
Take inventory of cartons and notify STAR TAC of any discrepancy in the number of cartons received. Return signed Material Receipt Acknowledgement Report to STAR TAC via fax.	Within 2 working days of delivery to district
Distribute materials to test sites.	5 to 10 working days before first testing day of each test administration period
Submit Pre-ID file to ETS to request supplemental order/ late labels.	Up to 7 calendar days prior to last day of testing
Ship all EAP scorable essay and nonscorable essay materials to the STAR Scoring and Processing Center.	No more than 5 working days after testing and no later than April 7
Districts receive roster of EAP results.	July 5–August 8 for districts that submitted all materials for scoring on or before July 1 August 8–September 16 for districts with approved waivers for nontraditional school years
EAP results for schools, districts, county offices of education, and the state publicly released.	August 14, 2009
Test Site Coordinator	
Receive materials from district STAR coordinator.	5 to 10 working days before first testing day of each administration period
Take inventory of all materials and notify district STAR coordinator of any missing or incorrect materials.	Within 2 days of delivery to test site
Distribute *DFA*s for the EAP essay.	Prior to testing
Administer the EAP essay test.	Between March 3 and March 31
Distribute and collect EAP essay response booklets.	Each day of testing
Return all EAP scorable and nonscorable essay materials after testing is complete.	Two working days after completing testing and no later than April 2

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Chapter I.5 Summary of Responsibilities

District STAR Coordinator

Preparation

1. Review STAR Program security and regulations. *See page 28.*
2. Prepare the school district testing schedule. *See page 28.*
3. Coordinate testing for students assigned by the school district to attend nonpublic, nonsectarian schools. *See page 28.*
4. Prepare and submit Pre-ID files. *See page 29.*
5. Attend a pre-test workshop for district STAR coordinators. *See page 29.*
6. Review documents and DVDs/videos. *See page 29.*
7. Prepare and conduct a pre-test workshop for all test site coordinators. *See page 29.*
8. Prepare inventory control spreadsheets to track the distribution of materials from school district overage. *See page 30.*

Before Testing

1. Manage test security. *See pages 34, 39, and 44.*
2. Coordinate distribution of testing materials. *See pages 34, 39, and 44.*
3. Ship testing materials to schools. *See pages 34, 39, and 44.*

During Testing

1. Provide assistance to test site coordinators as needed. *See pages 34, 39, and 44.*

After Testing

1. Collect and inspect materials from test sites. *See pages 34, 39, and 44.*
2. Collect, process, and package materials from NPSs. *See pages 34 and 39.*

Return Materials

1. Prepare the school district's shipment. *See pages 35, 40, and 44.*
2. Coordinate shipping. *See pages 35, 42, and 44.*

Maintain test security and confidentiality at all times.

Test Site Coordinator

Preparation

1. Learn about the 2009 test administration. *See page 46.*
2. Plan all test administration logistics for the site. *See page 46.*
3. Select CAPA observers. *See page 46.*
4. Provide CST, CMA, and STS test examiner, proctor, and scribe training. *See page 47.*

Before Testing

1. Manage test security. *See pages 51, 58, and 66.*
2. Coordinate testing materials received from the school district. *See pages 51, 58, and 66.*
3. Identify locations (rooms). *See pages 51 and 58.*
4. Organize materials for testing locations (rooms). *See pages 51 and 58.*
5. Distribute testing materials to the test examiners each day of testing. *See pages 51, 59, and 66.*

During Testing

1. Monitor the test administration. *See pages 52, 59, and 66.*
2. Handle defective test booklets and answer documents. *See pages 52 and 59.*
3. Manage emergency situations. *See pages 52, 60, and 66.*

After Testing

1. Collect and process testing materials. *See pages 52, 60, and 66.*
2. Process test documents for students using accommodations and modifications. *See pages 53 and 61.*
3. Count testing materials. *See pages 53, 61, and 67.*

Return Materials

1. Correctly package scorable materials. *See pages 53, 61, and 67.*
2. Correctly package nonscorable materials. *See pages 54, 63, and 67.*
3. Return materials to the school district. *See pages 54, 63, and 67.*

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Test Examiner, Proctor, and Scribe

The **test site coordinator** is responsible for identifying and training test examiners, proctors, and scribes.

- A ***test examiner*** is an employee of a school district or an employee of a nonpublic, nonsectarian school (NPS) who has been trained to administer the tests and has signed a STAR Test Security Affidavit. For the CAPA, the test examiner must be a certificated or licensed school staff member (*5 CCR* Section 850 [q]). Only certificated or licensed employees who have been trained to administer the CAPA may serve as CAPA examiners or observers. For the STS, the test examiner must be bilingual in English and Spanish.
- A ***test proctor*** is an employee of a school district or a person, assigned by an NPS to implement the IEP of a student, who has received training designed to prepare him or her to assist the test examiner in the administration of tests within the STAR Program (*5 CCR* Section 850 [r]). Test proctors must sign STAR Test Security Affidavits (*5 CCR* Section 859 [c]). For the STS, the test proctor should be bilingual in English and Spanish.
- A ***scribe*** is an employee of the school district or a person, assigned by an NPS to implement the IEP of a student, who is required to transcribe a student's responses to the format required by the test. A student's parent or guardian is not eligible to serve as a scribe (*5 CCR* Section 850 [m]). Scribes must sign STAR test security affidavits (*5 CCR* Section 859 [c]).

Test Examiner and Proctor Responsibilities

Test examiners who administer the tests within the STAR Program are responsible for the following activities. Test proctors may assist examiners with these responsibilities.

Learn STAR Procedures

- ❑ Thoroughly review and follow all procedures in the separate and grade-specific *DFA*s (CST, CMA, STS) or the *CAPA Examiner's Manual* and in any supplemental instructions provided by the test site coordinator.
- ❑ Ensure the security of test materials.

Administer All Tests

- ❑ Administer all tests according to the schedules developed by the district STAR coordinator.
- ❑ Ensure that the testing room is appropriately prepared for administering tests. No instructional materials directly related to the content of the test should be visible to any students. Inappropriate materials include, but are not limited to, the following:
  - Tables of mathematical facts or formulas
  - Vocabulary or spelling lists
  - Phonics charts
  - Inappropriate history and science materials (for example, maps, timelines, periodic table of elements, formulas)
- ❑ Monitor students during testing and make sure that they have completed all necessary information on their answer documents.
- ❑ Plan quiet activities not related to the test being taken for students who finish early.
- ❑ Ensure that accurate records of students tested and not tested are maintained and submitted to the STAR test site coordinator.

Prepare Test Booklets or Answer Documents If There Is No Pre-ID or If Data Were Not in Pre-ID File

- ❑ If Pre-ID services were not used, check with the test site coordinator to determine how and when demographic information will be completed on student test booklets or answer documents.
  - Student demographic information on test booklets or answer documents for multiple-choice tests must be hand-marked for every student enrolled on the first day of testing.
  - Check with the test site coordinator to determine where to locate the demographic information for students; for example, the location of cumulative record folders and electronic records in a district student information system must be determined.
  - Students **may mark** the information on the front page of the answer documents for grades four through eleven or the front cover of test booklets for grades two and three that includes "**Student Name**" **or** "**Nombre y apellido del estudiante**," "**Date of Birth**" **or** "**Fecha de nacimiento**," and so forth**,** as appropriate to their grade level.
  - Hand-mark or supervise the marking of all student demographic data not included in the school district's pre-identification file for a multiple-choice administration.
  - Under no circumstances should students mark anything on the back page of the answer documents for grades four through eleven or the back cover of test booklets for grades two and three. All information on this page must be completed by a school or district staff member.

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- A staff member should also complete Sections 11, 12, and 13 on the front page, which are "Student ID Number," "Statewide Student Identifier (SSID)," and "NPS School Code." The SSID must be included on all test booklets and answer documents.

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Chapter I.6 Test Security and Confidentiality

All tests within the STAR Program are secure documents. All testing materials must be handled in strict accordance with the instructions in this manual, in the *DFA*s, and in the statements in the STAR Security Agreement and affidavit. Every person having access to test materials shall maintain the security and confidentiality of the tests.

- **District STAR coordinators** must have a signed STAR Security Agreement on file with STAR TAC before ETS may ship any testing materials to the school district.
- **Test site coordinators** must sign and submit a STAR Security Agreement to the district STAR coordinator before any testing materials may be delivered to the school/test site.
- **Anyone having access** to the test materials must sign and submit a STAR Security Affidavit to the test site coordinator before receiving access to any testing materials.
- The district STAR coordinator is responsible for collecting and filing all STAR Security Agreements and affidavits at the school district office. Forms should be kept for at least one year.
- Copies of the STAR Security Agreement and affidavit are in Appendix B of this manual.

Test security requires accounting for all secure materials before, during, and after each test administration. Coordinators are required to keep all test materials in central, locked storage except during actual test administration times. Test site coordinators are responsible for accounting for and returning all secure materials to the district STAR coordinator, who is responsible for returning them to the STAR Scoring and Processing Centers.

It is the responsibility of each person participating in the STAR Program to immediately report any violation or suspected violation of test security or confidentiality. See Appendix C for reporting information. The test site coordinator is responsible for immediately reporting any security violation to the district STAR coordinator. Any irregularities in test security may result in a school's not receiving adequate yearly progress (AYP) and/or Academic Performance Index (API) results.

In the case of student cheating, the test examiner should mark "C" in Section A2, "Special Conditions," on the student's test booklet or answer document and notify the STAR test site coordinator after testing. Do not call the CDE to report student cheating.

Each year, schools are randomly selected for a security audit. If a test site within the district is selected for a security audit, an auditor will contact the district STAR coordinator to schedule a site visit.

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Chapter I.7 Assignment of Tests

Students to Be Tested

Who Is to Be Tested?

All students in grades two through eleven, including students with disabilities, English learners, and students placed in NPSs by the school district, are required to participate in the STAR Program.

- Students in grades two through eleven are required to take the CSTs unless they have an IEP designating that they take the CMA or CAPA.
- Students in grades three through eight may take the CMA instead of the CST in one or more content areas as determined by the students' IEPs. Students in grade four or seven who take the CMA for ELA will take the CMA Writing test.
- All students with disabilities who would be enrolled in grades two through eleven of the general education program are required to be tested. Students with significant cognitive disabilities participate by taking the CAPA. Determine the grade for students in ungraded programs by subtracting five from their chronological age on December 2, 2008. A student who was eleven years old on December 2 would be given the grade six tests (11 – 5 = 6).
- Spanish-speaking English learners in grades two through eleven who will have been enrolled in school in the United States less than 12 cumulative (not consecutive) months on the first day of testing or are receiving instruction in Spanish regardless of the length of time they have been enrolled in school in the United States are required to take the STS. At the option of the school district, schools may also test Spanish-speaking English learners who have been in school in the United States 12 months or more who are not receiving instruction in Spanish.
- Students who take the STS are also required to take the CSTs and/or the CMA at their grade level regardless of the length of time they have been in school in the United States or their fluency in English. Note that the CMA is available only to students in grades three through eight who have an IEP and meet all other CMA participation criteria.
- More details regarding requirements for assigning the CSTs for end-of-course (EOC) mathematics, science, and history–social science can be found in Appendix D, "Mathematics, Science, and History–Social Science Standards Tests."

CMA Participation

Test site coordinators are responsible for having students' IEPs reviewed to determine whether the students will take the CMA and in which content area(s). A student with an IEP in grades three through eight may take the CMA in one or more content areas. See Appendix A for the CMA participation criteria approved by the State Board of Education.

Ultimately, it is up to the IEP team to determine participation in the CMA. Students who do not have an IEP may not take the CMA.

CAPA Participation

Test site coordinators are responsible for having students' IEPs reviewed to determine whether the students will take the CST with accommodations and/or modifications, take the CMA with accommodations, or take the CAPA. Because examiners may adapt the CAPA on the basis of the students' instruction mode, accommodations and modifications do not apply to the CAPA.

IEP teams determine how students with disabilities will participate in the STAR Program. If the IEP team determines that the student should be assessed with the CAPA, the IEP team is also responsible for determining whether the student should take the grade-assigned CAPA level or CAPA Level I. This information is included on each student's IEP. Students designated on their IEP to take the CAPA **must take** either CAPA Level I or the CAPA level designated for their individual grade level.

Students who repeat grade eleven for multiple years continue to take CAPA Level I or Level V as their statewide assessment until enrolled in grade twelve.

Table 5. CAPA Levels

CAPA Level	Grade Range	Subjects	Age Ranges for Ungraded Programs
I	2–11	ELA, mathematics, science	7–16
II	2 & 3	ELA, mathematics	7 & 8
III	4 & 5	ELA, mathematics, science	9 & 10
IV	6–8	ELA, mathematics, science	11–13
V	9–11	ELA, mathematics, science	14–16

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STS Participation

The Standards-based Tests in Spanish are multiple-choice tests for Spanish-speaking English learners in grades two through eleven who:

- Are receiving instruction in Spanish regardless of the length of time they have been enrolled in school in the United States; or
- Will have been enrolled in a school in the United States less than 12 cumulative (not consecutive) months on the first day of testing.

At the option of the school district, schools may also test Spanish-speaking English learners who have been in school in the United States 12 months or more who are not receiving instruction in Spanish.

English learners in grades two through eleven do **not** take the STS if they are:

- Designated EO (English-only)
- Designated initially fluent English proficient (I-FEP)
- Reclassified fluent English proficient (R-FEP)
- English learners whose primary language is not Spanish
- Students in dual immersion classes who do not meet the inclusion criteria described above

Students who take the STS are required to also take the CSTs and/or CMA appropriate to their grade level.

Student Relocation

If a student took a CST, CMA, or STS at another school, the student may take the same test at the current school if he or she was enrolled in the current school on the first day of testing. The school is not required to test the student. If the school chooses to test the student, the school should make no marks in Section A2 of the student's test booklet or answer document. However if the school chooses to not test the student, the school must mark option "T" in Section A2.

Students Enrolled After the First Day of Testing

If a student enrolled in a school after the first day of testing, the school may choose (but is not required) to test the student. If the school chooses to test the student, mark "L" in Section A2 of the student's test booklet or answer document.

Parent/Guardian Exemptions

Parents/guardians may submit written requests to exempt their children from all or any part of the CSTs, CMA, CAPA, and/or STS. All such requests must be honored as indicated in California *Education Code* Section 60615. The test site must mark "P" in Section A2 on student test booklets or answer documents for all tests not taken by parent/guardian request.

It is imperative that students whose parents/guardians have requested testing exemptions not be given test booklets or answer documents. The demographic pages of test booklets or answer documents must be completed for these students and the documents must be submitted with the scorable materials for their schools.

Important

The *California Code of Regulations*, *Title 5, Education*, Section 852, states, "A parent or guardian may submit to the school a written request to excuse his or her child from any or all parts of any test provided pursuant to *Education Code* Section 60640. A school district and its employees may discuss the Standardized Testing and Reporting Program with parents and may inform parents of the availability of exemptions under *Education Code* Section 60615. However, the school district and its employees shall not solicit or encourage any written exemption request on behalf of any child or group of children.

"NOTE: Authority cited: Sections 33031 and 60605, *Education Code*. Reference: Sections 60615 and 60640, *Education Code*."

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California Mathematics Standards Tests

More details regarding requirements for assigning the CSTs for end-of-course mathematics and the STS for Algebra I and Geometry can be found in Appendix D, "Mathematics, Science, and History–Social Science Standards Tests."

Some Mathematics Reminders

- Students in grades two through six will take only the CST for grade-level mathematics contained in the grade-level multiple-choice test booklet.
- Students enrolled in grade seven will take the CST for Grade 7 Mathematics unless they meet the criteria for taking the CST for Algebra I described below.
- Students enrolled in grade seven who completed an Algebra I course during the 2008 summer session or will complete the course during the 2008-09 school year will take the CST for Algebra I.
- All students in grades eight and nine must take a mathematics test whether or not they are enrolled in a mathematics course. Students in grades eight and nine must take an EOC CST for Mathematics test (that is, Algebra I, Geometry, Algebra II, and so forth) if they completed or will complete a course that is aligned to the blueprints for one of those tests in the 2008 summer session or during the 2008-09 school year. All other students in grades eight and nine take the CST for General Mathematics unless their IEP designates that they take the CAPA. See Table A-1 in Appendix D for more information regarding which students take the CST for General Mathematics.
- All students in grades seven through eleven in a given course at a school will take the same EOC CST for Mathematics.

  Note: Students in grade eight may not take the CST for Summative High School Mathematics. Students in grades ten and eleven may not take the CST for General Mathematics.
- Students in grades nine through eleven will take the CST for Summative High School Mathematics if:
  - They completed or will complete a course higher than Algebra II or Integrated Mathematics 3 in the 2008 summer session or during the 2008-09 school year; or
  - They previously completed Algebra II or Integrated Mathematics 3 and are taking no mathematics course or are taking a higher level mathematics course.
- Students in grades ten and eleven will take an EOC CST for Mathematics if they completed or will complete a mathematics course for which there is an EOC CST for Mathematics in the 2008 summer session or during the 2008-09 school year or they meet the criteria for taking the CST for Summative High School Mathematics.
- Students in three-semester or two-year mathematics courses are not to take the CST for the course until the course is completed or they are in the last semester of the course. For example, students taking a two-year Algebra I course will not take the CST for Algebra I until they have completed or are in the fourth semester of the course. Students in a three-semester Geometry course will not take the CST for Geometry until they have completed or are in the third semester of the course.
- Students who completed mathematics courses during the 2008 summer session, who are taking no mathematics courses during the school year, are to take the CSTs for Mathematics for the summer course completed.
- Students who complete two mathematics courses between the beginning of the 2008 summer session and the end of the 2008-09 school year are to take the CST for the mathematics course taken during the school year. For example, a student who completed Algebra I during summer school and will complete a Geometry course by the end of the 2008-09 school year is to take the CST for Geometry.
- Students in schools with block schedules who will complete one mathematics course only during the fall or spring block are to take the CST for Mathematics for that course.
- Students in schools with block schedules who will complete two mathematics courses during the school year—one during the fall block and the second during the spring block—will take the EOC CST for Mathematics for the course being completed during the spring block.
- Students in grades nine through eleven who will complete more than one mathematics course for which there is an EOC CST (such as Geometry and Algebra II) during the school year will take only one EOC CST for Mathematics as determined by the district STAR coordinator and the schools' mathematics department.
- Students in grades ten and eleven will not take a CST for Mathematics if:
  - They are in the first year of a multiyear Algebra I class; or

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  - They are taking General or Business Mathematics classes; or
  - They are taking no mathematics class
- Students retake an EOC CST for Mathematics if:
  - They are in grade nine and they had taken the CST for General Mathematics in grade eight and will not complete an Algebra I or Integrated Mathematics I course during grade nine. Those students retake the CST for General Mathematics.
  - They completed Algebra II or Integrated Mathematics 3 in grade eight or nine and took the CST for Summative High School Mathematics the following year. Those students will continue to take the CST for Summative High School Mathematics every year through grade eleven.
  - They completed a course during the previous school year and took the appropriate test but are now retaking the course during the 2008-09 school year.
- Eligible English learners in grade seven will take the STS for Algebra I if they meet the criteria for taking the CST for Algebra I. All other eligible English learners in grade seven will take the STS for Grade 7 Mathematics. These students will also take the CST for Mathematics for which they are eligible.
- Eligible English learners in grades eight through eleven who are taking the STS will take the STS for Algebra I or Geometry if they meet the criteria for taking the CST for Algebra I or Geometry. These students will also take the CST for Mathematics for which they are eligible.

California Science Standards Tests

More details regarding requirements for assigning the CSTs for end-of-course science and the students required to take those tests can be found in Appendix D: "Mathematics, Science, and History–Social Science Standards Tests."

Some Science Reminders

- Students in grades five and eight will take the grade-level CST for Science contained in the grade-level multiple-choice test booklet.
- Students in grade ten will take the CST for Life Science found in the grade-level multiple-choice test booklet.

> ***Please note:*** **Students in grade ten also take end-of-course CSTs for Science if they completed a course in the 2008 summer session or will complete a course during the 2008-09 school year.**

- Students in grades nine, ten, and eleven will take an EOC CST for Science only if they completed a science course in the 2008 summer session or will complete a course during the 2008-09 school year.
- Students in three-semester or two-year science courses are not to take the EOC CST for the course until they have completed the course or are in the last semester of the course. For example, students taking a two-year Chemistry course will not take the CST for Chemistry until they have completed or are in the fourth semester of the course. Students in a three-semester Biology course will not take the CST for Biology until they have completed the course or are in the third semester of the course.
- Students who completed a science course during the 2008 summer session, who are not taking a science course during the school year, are to take the EOC CST for Science for the summer course completed.
- Students who complete two science courses between the beginning of the 2008 summer session and the end of the 2008-09 school year are to take the EOC CST for the science course taken during the school year. For example, a student who completed Biology during summer school and will complete Chemistry by the end of the 2008-09 school year is to take the CST for Chemistry.
- Students in schools with block schedules who will complete one science course only during the fall or spring block are to take the EOC CST for Science for that course.
  - To ensure that the requirement to complete 85 percent of instruction has been met, CDE suggests that block schedule testing take place during days 17–19 of the 21-day testing window.
- Students in schools with block schedules who will complete two science courses during the year—one during the fall block and the second during the spring block—will take the EOC CST for Science for the course being completed during the spring block.

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- Students in grades nine through eleven who will complete more than one science course for which there is an EOC CST (such as Chemistry and Physics) during the school year will take only one EOC CST for Science as determined by the district STAR coordinator and the schools' science department.
- Students retake an EOC CST for Science if:
  - They completed a course during the previous school year and took the appropriate test, but are retaking the same course during the 2008-09 school year.
  - They completed an advanced placement (AP) science course after already having completed the standards-based science course. For example, a student who completed a Biology course and took the CST for Biology one year could take an AP Biology course and retake the CST for Biology in another year.
  - They completed a science course during the previous school year and took the appropriate test but are now taking a related course. For example, a student completed a Biology course and took the CST for Biology last year. This year, the student will complete a related course such as Physiology and the course content closely aligns with the blueprints for the CST for Biology.
- The district science specialist/coordinator, and/or the school's science department, and the district STAR coordinator should determine the most appropriate CST for Science to administer for each course by identifying the test blueprint that is most closely aligned with the course content. CST blueprints are linked at http://www.cde.ca.gov/ta/tg/sr/blueprints.asp.
- All students within a given course in the district should take the same CST for Science.

California History–Social Science Standards Tests

More details regarding requirements for assigning the CSTs for end-of-course history–social science and the students who are required to take those tests may be found in Appendix D: "Mathematics, Science, and History–Social Science Standards Tests."

- Students in grade eight take the grade-level CST for History–Social Science.
- All students in grade eleven take the CST for U.S. History found in the grade-level multiple-choice test booklet. Some of these students will also take the end-of-course CST for World History (see next bullet).
- Students in grades nine, ten, and eleven may take the end-of-course CST for World History only if they completed or will complete a World History course in the 2008 summer session or during the 2008-09 school year.
- The district STAR coordinator, in conjunction with the school's history–social science department, should determine when the EOC CST for World History should be administered by identifying whether the CST for World History blueprint is closely aligned with the course content. CST blueprints are linked on the CDE Web page at http://www.cde.ca.gov/ta/tg/sr/blueprints.asp.
- A student retakes the CST for World History if the student completed the course during the previous school year and took the appropriate test but is now retaking the course during the 2008-09 school year.

EAP

EAP English

- Students in grade eleven English may opt to take the CSU's Early Assessment of Readiness for English by:
  - Completing the CST for Grade 11 ELA and responding to 15 multiple-choice test items located at the end of the test booklet for the CST for Grade 11 ELA
  - Taking the EAP essay (Order one essay per student taking the CST for Grade 11.)

EAP Mathematics

- Students in grade eleven who take the CST for Algebra II or Summative High School Mathematics may opt to take the CSU's Early Assessment of Readiness for Mathematics by responding to 15 multiple-choice test items located at the end of the test booklet.

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Chapter I.8 Test Materials

Materials to Be Provided by the District or School

- Two No. 2 pencils with erasers (plus extras)
- Scratch paper for the mathematics tests—scratch paper may be lined, unlined, or graph paper. Used scratch paper is secure and must be returned to the STAR test site coordinator.
- Scratch paper for the science tests—scratch paper may be lined, unlined, or graph paper. Used scratch paper is secure and must be returned to the STAR test site coordinator.
- "Testing—Do Not Disturb" signs
- Manipulatives for the CAPA—district STAR coordinators should go to http://www.startest.org/capa.html to verify the CAPA version assigned to the school district and the manipulatives required for each version and level. The required manipulatives are generally available in special education classrooms. If additional manipulatives are needed, they are generally available through educational supply stores or companies.

Do not use any materials from a previous year.

Table 6. STAR Multiple-Choice Testing Materials by Grade Level

	STAR Test Materials	Grade Levels
	Pre-ID labels	2, 3, 4, 5, 6, 7, 8, 9, 10, and 11
CST	Card stock rulers	2
	CST machine-scorable test booklets	2 and 3
	CST test booklets	4, 5, 6, 7, 8, 9, 10, and 11
	CST practice tests	2, 3, and 4
	CST practice test *Directions for Administration*	2, 3, and 4
	CST machine-scorable answer documents	9, 10, and 11
	Directions for Administration	2, 3, 4, 5, 6, 7, 8, and 9–11
	End-of-Course Mathematics test booklets	7, 8, 9, 10, and 11
	End-of-Course Science test booklets	9, 10, and 11
	End-of-Course History–Social Science test booklets	9, 10, and 11
CST/ CMA	CST/CMA machine-scorable answer documents	4, 5, 6, 7, and 8
CMA only	CMA machine-scorable test booklets	3
	CMA test booklets	4, 5, 6, 7, and 8
	Directions for Administration	3, 4, 5, 6, 7, and 8
CAPA	*CAPA Examiner's Manuals* and Stimulus Cards (manual includes directions for all CAPA levels)	
	CAPA machine-scorable answer documents	
STS	Card stock rulers	2 and 5
	STS machine-scorable test booklets	2 and 3
	STS test booklets	4, 5, 6, 7, 8, 9, 10, and 11
	STS practice tests	2, 3, and 4
	STS practice test *Directions for Administration*	2, 3, and 4
	STS machine-scorable answer documents	4, 5, 6, 7, 8, 9, 10, and 11
	Directions for Administration	2, 3, 4, 5, 6, 7, 8, and 9–11
	End-of-Course Mathematics test booklets	7, 8, 9, 10, and 11

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Table 6. STAR Multiple-Choice Testing Materials by Grade Level

	STAR Test Materials	Grade Levels
District STAR Coordinator	District Coordinator Kit (one each, all *DFA*s)	
	Manual Information Sheet	
	Processing Form	
	Material Receipt Acknowledgement Report	
	Overage—5 percent above original order for districts, 10 percent above original order for schools	
Return Materials	School and Grade Identification (SGID) sheets	
	Scorable Material Freight Kit—orange	
	Nonscorable Material Freight Kit—green	
	Master File Sheets	
	Paper bands	

Materials to Be Provided by the Testing Contractor

Note: The previous table, Table 6, does not include special formats that can be ordered, such as braille, large print, or audio CD.

If the school district is using the optional Pre-ID service, the following materials will be packaged by delivery name/code or grade or grade and school:

- CST and STS test booklets (grades two and three)
- CMA test booklets (grade three)
- CST/CMA answer documents (grades four through eight)
- CST answer documents (grades nine through eleven)
- STS answer documents (grades four through eleven)

Only the overage for CSTs (documents not pre-identified) will be packaged in 20s and 5s; overage for CMA and STS will be packaged in 5s and singles.

District STAR coordinators and test site coordinators also receive a Material Receipt Acknowledgement Report and district and/or school/test site packing lists.

Testing Materials for Individual Tests

Grades Four and Seven Writing

- CST Writing Prompt and Response Booklets—packages of 20s and 5s
  Note: Students in grades four and seven who take the CMA for ELA will *not* take the CST Writing test.
- CMA Writing Prompt and Response Booklets—packages of 5s and singles
  Note: Students in grades four and seven who take the CST for ELA will *not* take the CMA Writing test.
- California Writing Standards Test Grades 4 and 7 *Directions for Administration*—packages of 5s and singles
- California Writing Modified Assessment Grades 4 and 7 *Directions for Administration*—singles
- Master File Sheet
- SGID sheets
- Scorable Materials Freight Kit—blue
- Nonscorable Materials Freight Kit—red
- Paper bands
- Packing list

If the school district used the optional Pre-ID service, test booklets will be packaged by delivery name/code or grade and school. Only the overage (not pre-identified booklets) will be packaged in 20s and 5s (CST) or as singles (CMA).

District STAR coordinators and test site coordinators also receive a Material Receipt Acknowledgement Report and district and/or school/test site packing lists.

Multiple Choice

A grade two CST test booklet, at least one grade three CST or CMA test booklet, a grade four through eleven answer document, or a CAPA response document must be submitted with scorable materials for every student enrolled in grades two through eleven on the first day of testing. This includes students who are exempted from testing by

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parent/guardian request and students who are absent for all regular and makeup testing. For grade three students who are ***not*** tested, complete the demographic information and submit the test booklet or booklets with scorable materials. Submit only CST and/or CMA booklets, as assigned.

CST—CST test booklets and answer documents are delivered in packages of 20s and 5s. Pre-identified test booklets and answer documents are packaged by delivery name/code within grade level and school. *Directions for Administration* for the CSTs are delivered in packages of 5s or as single copies. One *DFA* is provided for every 20 test booklets or fraction thereof.

CMA—CMA test booklets are delivered in packages of 5s and singles. Pre-identified test booklets and answer documents are packaged by delivery name/code within grade level and school. Students in grades four through eight mark their responses for the CMA within the CST/CMA answer documents. See Appendix A for the participation criteria for taking the CMA. *DFA*s for the CMA are delivered as single copies.

STS—STS test booklets for grades two and three and answer documents for grades four through eleven are delivered in packages of 5s and singles. Students who take the STS will also take the appropriate grade-level CST or, if specified in their IEPs, the CMA. See "STS Participation" on page 13 for a list of the criteria for taking the STS. *DFA*s for the STS are delivered as single copies.

EAP Essay

To participate in the EAP, students must respond to an additional 15 multiple-choice test items at the end of the CST for Grade 11 ELA and an additional 15 multiple-choice test items at the end of the CST for Algebra II or the CST for Summative High School Mathematics.

In addition, for the EAP in English, students in grade eleven must write an essay. The EAP essay materials will be packaged in separate cartons and delivered to the school district offices by the end of February 2009. Test sites will receive the same number of essays as they do test booklets for the CST for Grade 11 ELA.

EAP essay test materials include the following:

- Essay Prompt Booklets
- Essay Response Booklets—Pre-ID or blank
- *Directions for Administration of the EAP Essay*
- SGID sheets
- District and Test Site Scorable Freight Kits (in magenta envelopes with pink checklists)
- District and Test Site Nonscorable Freight Kits (in yellow envelopes with yellow checklists)
- EAP Master File Sheet

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Chapter I.9 Testing Accommodations

The Matrices of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments are provided in Appendix E of this manual and are also linked on the CDE Web page at http://www.cde.ca.gov/ta/tg/sa/. There are three matrices. Matrix 1 includes variations, accommodations, and modifications for the CSTs and the STS. Matrix 2 includes variations available for testing English learners on the CSTs and the CMA—there are no English learner test variations for students taking the STS because those tests are administered in Spanish.

The final matrix, California Modified Assessment Test Variations and Accommodations for the 2009 Administration, includes accommodations for the CMA for 2009.

Because examiners may adapt the CAPA on the basis of the students' instruction mode, accommodations and modifications do not apply to the CAPA.

The decision to use a particular variation, accommodation, or modification with a student should be made on an individual basis and should take into consideration the needs of the student and whether the student routinely receives the variation, accommodation, or modification in classroom instruction. IEP teams need to decide what is best for making tests accessible to each child.

Test administration variations and accommodations do not result in changes to the students' scores for test report summaries, API, or AYP calculations. Scores for students tested with modifications are counted as far below basic only for test report summaries and API calculations and as "not tested" for AYP calculations—the student receives an individual STAR Student Report with his or her actual score.

Any accommodations or modifications that are to be used for testing must match those regularly used for classroom instruction and must be specified in the student's IEP or Section 504 Plan.

For the CSTs and CMA, instructions given orally by the test examiner before or after a test may be signed for a student with a hearing impairment or translated into the primary language for an English learner. Directions in "SAY" boxes that the test examiner may sign or may translate are marked with a "**T**" in the *Directions for Administration* for each test. Directions in the "SAY" boxes in the *Directions for Administration* of the STS are already translated into Spanish.

Braille transcriptions are available for all CST and STS tests and the CMA for grades three through five. Transcriptions for CSTs in grades three through eleven are provided in contracted braille, as are transcriptions for the CMA for grades three through five. Transcriptions of the CSTs for grade two and all levels of the STS are available only in uncontracted braille.

Test examiners are to mark Section A3 on students' answer documents for the specific tests on which students with IEPs or Section 504 Plans use accommodations or modifications. The use of testing variations for English learners is to be marked in Section A4 on CST/CMA test booklets and answer documents.

Important

If the student heard test questions read aloud from a CD, the test examiner should mark option "P" in Section A3 on the student's test booklet or answer document. If the test examiner personally read the test questions to the student, the test examiner should mark option "Z" in Section A3.

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Chapter I.10 STAR Program Forms

Forms at a Glance

Table 7, below, briefly describes the forms that district and/or test site coordinators must complete. See the referenced appendix or Web address for a sample of the form.

Table 7. Forms at a Glance

Form	When to complete	Purpose	What to do with form
• Before Testing •			
STAR Test Security Agreement Appendix B	Before receiving any STAR Program test materials.	STAR district and test site coordinators acknowledge agreement to maintain the security of all test materials.	The **district STAR coordinator** must submit form to STAR TAC. **Test site coordinators** must submit forms to the district STAR coordinator. Forms should be filed and kept for at least one year.
STAR Test Security Affidavit Appendix B	Before receiving or handling any test materials.	All persons having access to STAR Program materials, including test examiners, proctors, scribes, and anyone else handling the materials, must sign an affidavit to agree to keep materials secure and to follow all program directions.	The **test site coordinators** are to deliver the signed forms to the district STAR coordinator. The **district STAR coordinator** files forms at the district office. Forms should be kept for at least one year.
Demographic Fields to Be Hand-Marked on 2009 STAR Answer Documents or Entered During Extended Data Corrections Form ***(Optional)*** Appendix F	District STAR coordinator to complete before starting Pre-ID.	These are used as keying documents to inform STAR TAC of fields to be left blank in Pre-ID that will be hand-marked or entered during Extended Data Corrections during test administration. After Pre-ID, these are used to inform test site coordinators of student information that must be hand-marked on answer documents or entered during Extended Data Corrections.	The **district STAR coordinator** prepares and faxes these to STAR TAC prior to the submission of the school district's Pre-ID file and distributes them to test site coordinators. File a copy in the district STAR file.
Inventory Control Spreadsheets—District ***(Optional)*** http://www.startest.org	As materials are distributed to schools/test sites from the school district overage.	These track the distribution and return of all secure materials received in the school district and are used to verify that test sites return all materials received through original and supplemental shipments.	The **district STAR coordinator** sends these to each test site when additional materials are distributed from the school district overage. File a copy with school district records.

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Table 7. Forms at a Glance

Form	When to complete	Purpose	What to do with form
Inventory Control Spreadsheets—Test Sites ***(Optional)*** http://www.startest.org	As testing materials are assembled for each test examiner. Also used to log materials out and in from test examiners each day of testing.	Track the distribution and return of all testing materials to and from test examiners.	The **test site coordinator** retains these until after it has been verified that all secure materials received at the test site have been packaged and returned to the **district STAR coordinator** and the district STAR coordinator receives verification that the testing contractor has received all secure materials for the test site.
Test Site Absence Tracking Forms ***(Optional)*** http://www.startest.org	During or immediately after tests are administered.	Test examiners complete and return these to the test site coordinator to document students who require makeup testing.	The **test site coordinator** retains these until makeup testing is completed. It is advisable to file these with the school/test site's STAR documents until after reports have been received.
Test Site Tracking of Significant Medical Emergencies (***Optional)*** http://www.startest.org	When documentation from a licensed physician is received that a student is not to be tested.	Schools/test sites are required to have documentation from a licensed physician for any student who is not administered a CST, CMA, CAPA, or STS because of a significant medical emergency.	The **test site coordinator** completes this form and retains it in the school/test site's STAR files.
• After Testing •			
School and Grade Identification Sheet (SGID "Header Sheets") Appendix G	When bundling answer documents for scoring.	Identify groups of scorable answer documents and ensure that all documents are accounted for during processing and scoring. Report all instructional materials used in grades two through eight. These may be used to identify students whose scores are to be aggregated for the California Report for Teachers (CSTs only). These are used to verify that schools/test sites will receive score reports for all students tested.	The **test site coordinator** places the original of each completed form on the appropriate group of scorable documents for the test site. The **district STAR coordinator** places the original of each completed form on each group of scorable documents submitted for NPSs. Retain copies for school/test site and district records. See page 24 for more details about completing SGIDs.

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Table 7. Forms at a Glance

Form	When to complete	Purpose	What to do with form
Master File Sheet Appendix G	When preparing scorable materials for packing and shipping to the STAR Scoring Center.	Ensure that all groups of scorable test booklets and answer documents are received at the STAR Scoring Center and that each group includes the correct number of test booklets and answer documents.	The **test site coordinator** enters the number of sets of documents to be scored and the total number of documents to be scored (the sum of the numbers entered in the "Number of Documents" boxes from all SGIDs in the shipment), and then places the original on top of all scorable documents for the school/test site. Retain copies for school/test site and district records.
2009 Standardized Testing and Reporting Request for Student Data File and Additional Reports Appendix H	When preparing cartons of scorable materials to ship to the STAR Scoring Center.	This is used by the testing contractor to log in materials for the school district and test administration period. This identifies the electronic media on which the school district wants to receive the Student Data File. This also identifies any additional reports the school district is ordering.	The **district STAR coordinator** places the original on top of the scorable materials in District Box 1. Fax the form with a purchase order to STAR TAC at 800-541-8455 and retain a copy for school district files.
Return Address Labels *(not sampled)*	Immediately after packing boxes for shipping to the STAR Scoring and Processing Centers. The **test site coordinator** completes school site information on each label, including "SCH: BOX __ of __" information. The **district STAR coordinator** completes the district information ("TOTAL SHIPMENT FROM THIS DISTRICT") on each label, and marks box number/total number (Box X of X) on each box.	These ensure that materials are returned to the correct centers and that they can be correctly logged in and accounted for after receipt. **Scorable test booklets and answer documents mistakenly packed in the boxes for nonscorable materials will *not* be retrieved and rescored.**	The **test site coordinator** places labels on boxes. **Scorable** / **Nonscorable** *Multiple choice* orange / green *Writing (grades 4 and 7)* blue / red *EAP materials* magenta / yellow
• Before, During, and/or After Testing •			
STAR Program Irregularity Report Appendix C	After verifying that an irregularity has occurred.	This is used to thoroughly document a reported testing irregularity and any actions that may have been taken.	The **district STAR coordinator** faxes or e-mails the completed form to the CDE.
STAR Program Test Administration Incident Report Appendix C	After receiving notification of a test administration incident.	This is used to thoroughly document a situation that does not conform to the instructions stated in the *DFA*s and the *District and Test Site Coordinator Manual*.	The **district STAR coordinator** is advised to keep the completed form in his or her files.

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Completing SGID Sheets

Test site coordinators complete an SGID sheet and place it on top of **each** set of test booklets or answer documents to be scored. An SGID sheet must be filled out for each grade and each test taken by students in that grade level. The information on the SGID takes precedence over what was submitted for Pre-ID for the school.

The SGID sheet is sampled in Appendix G.

SGID: Side 1

Print the information requested in the box in the upper right-hand corner and mark the corresponding circles, as applicable:

District—School district name where the school/test site is located or school district that assigned the students to NPSs

School—Name of the school/test site or NPS

Grade—Grade level of answer documents under this SGID; leave blank for the CAPA

Test Date(s)—Date testing began

Teacher, Counselor, or Group—Only if documents are being submitted by Teacher/Group or for a specific NPS to enable grouping for the California Report for Teachers.

Other SGID fields—Mark the circles for the following:

- **Type of test**—Mark the circle for "CST and CMA" (applies to writing and multiple-choice tests), "CAPA," or "STS."
- **Grade**—For CST/CMA and STS documents, mark the circle for the grade level in which the students were enrolled. Leave this section blank for CAPA.
- **Number of Documents**—Enter and mark the number of documents in the set. This number includes the number of answer documents for students tested plus the number of answer documents with only demographic information for students not tested. For the grade three CST/CMA, this is the number of CST for Grade 3 test booklets plus the number of CMA for Grade 3 test booklets.
- **Testing Start Date**—Enter and mark the month and day of the first date of testing for the documents in the set.
- **School Name**—The school name is preprinted on the SGID sheets provided with the school/test site materials. If using a blank SGID, print the school name (left justified) in the boxes and mark the corresponding circle under each letter of the school name. Leave a space between each word and mark the empty circle at the top of the column.
- **School Code**—The school code is preprinted on the SGID sheets provided with the school/test site materials. If using a blank SGID, enter the school code in the boxes and mark the corresponding circle under each number. Use "0000001" as the school code for NPSs.
- **For STS Only**—Mark the circle that best describes when the STS was administered in relation to the CSTs (before, after, or concurrently).

SGID: Side 2

Mark the circles for the following:

- **Instructional Materials Survey**—The test site coordinator is to complete this section on **one** SGID for each grade level, two through eight. The Key for Coding Instructional Materials is in Appendix I of this manual. Leave this section blank for grades four and seven writing tests and for grades nine, ten, and eleven. For grades two through eight, place the SGID sheet that has the Instructional Materials Survey information on the top stack of answer documents for the appropriate grade.
- **Teacher, Counselor, or Group Name (Optional)**—Complete only if the school district wants to receive the California Report for Teachers by class. If used, print the name (left justified) and mark the corresponding circle under each letter.
- **Period or Group Code (optional)**—Complete only if instructed to do so by the district STAR coordinator. This code would help sort reports by period, teacher, counselor, or group name.

Additional SGID Uses

- **Grades four and seven writing tests**
  - Only the front of an SGID is to be completed for each grade-level set of booklets the school/test site is submitting for scoring.
- **CAPA**
  - Only the front of an SGID is to be completed and placed on top of the set of all CAPA answer documents for the school/test site.
- **CST multiple-choice test booklets (grades two and three), CST/CMA answer documents (grades four through eight), and CST answer documents (grades nine through eleven)**
  - Test site coordinators complete the front and back of SGIDs for every grade level on the basis of how the school district wants the

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California Report for Teachers produced and whether teacher names were included in the school district's Pre-ID file. California Reports for Teachers are not produced for the CMA, CAPA, or STS.

- Teacher Reports by Grade (CST)—Complete only the front of one SGID for each grade level.
- Teacher Reports by Teacher/Group (CST) (teacher/group names were not included in Pre-ID file)—Complete an SGID for each teacher/group within a grade level if teacher/group names were not included in the school district's Pre-ID file. Complete the front of the SGID and enter and mark the teacher/group name on the back of the SGID.
- Teacher Reports by Teacher/Group (CST) (teacher/group names were included in school district's Pre-ID file)—Complete only the front of one SGID for each grade level. If the teacher/group has changed since submission of the Pre-ID file and you would like the reports to reflect the new teacher's name, complete the teacher/group name section on the back of the SGID and submit the answer documents for the students for that teacher/group. The remainder of the answer documents for the students at the grade level whose teacher has not changed should be submitted under an SGID with the teacher/group name left blank.

  Note: For students who have different teachers for mathematics and ELA, the name marked on the SGID sheet will be used to group results for both content areas. If Mr. Smith's name is marked on the SGID and Mr. Smith is a tenth grade English teacher, he will receive an ELA report for the students banded under the SGID for his class *plus* he will receive a variety of EOC mathematics reports for the students in his class who take EOC CSTs for Mathematics. The students included in the EOC CST for Mathematics reports that will be sent to Mr. Smith will not be included in the reports that are distributed to the students' actual EOC Mathematics teachers.

- **CMA multiple-choice test booklets (grade three)**
  - Bundle with other grade three test booklets even if students took no CSTs. Please note there is no California Report for Teachers for the CMA.
- **STS multiple-choice test booklets (grades two and three) and answer documents (grades four through eleven)**
  - Use a separate SGID for each grade level of students taking the STS. Please note there is no California Report for Teachers for the STS.
- **NPSs**
  - Use a separate SGID for each grade for special education students who are receiving instruction at an NPS. For special education students who are receiving instruction at an NPS, use the assigned code, "0000001," in the "School Code" section.

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Notes

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PART II
INSTRUCTIONS FOR DISTRICT STAR COORDINATORS

Chapter II.1 General Preparation for the STAR Administration

The district STAR coordinator is the contact person for all test site coordinators and school administrators and for all STAR-related communications for the school district.

In general, the district STAR coordinator is also responsible for securing testing materials upon receipt, distributing testing materials to schools, tracking the materials, answering questions from test site coordinators, receiving scorable and nonscorable materials from schools after an administration, and returning the materials to the STAR contractor for processing.

Carefully read all materials that you receive and contact the CDE or your STAR TAC representative as appropriate with questions you have related to the STAR Program or the test administration. Contact numbers are listed on the inside front cover of this manual.

Review STAR Program Security and Regulations

- ❑ Review *5 CCR* sections 850–70 and understand the definitions, testing requirements, coordinator responsibilities, and scheduling information included in them. The regulations are linked on the CDE Web page at http://www.cde.ca.gov/ta/tg/sr/admin.asp.
- ❑ Review the STAR Security Agreement and make sure that you understand your obligations related to test security.

Prepare the School District Testing Schedule

Prepare a school district testing schedule that includes the date and time each test and test part are to be administered in every school in the district. If the school district does not use a districtwide schedule, have test site coordinators prepare the testing schedules for each site and submit them to the school district office before testing begins. The administration windows for the CMA (grades three through eight), CAPA, and STS (grades two through eleven) are the same as the CST administration window.

All regular and makeup testing must be completed within the 21-day instructional day window for each test administration period. Generally, testing can be completed within a two-week period. If the school district has high schools on block schedules, it is advisable to schedule the mathematics, science, and history–social science end-of-course tests as close to the end of the 21-day window as possible.

Coordinate Testing for Students Assigned by the School District to Attend Nonpublic, Nonsectarian Schools (NPSs)

School districts are required to enter the seven-digit code for the NPS in which the student is enrolled. To find the code, go to the CDE Web page at http://www.cde.ca.gov/re/sd, and then select the radio button to choose *Nonpublic, Nonsectarian Schools*.

The district STAR coordinator is responsible for carrying out the following duties:

- ❑ Work with special education staff to identify all NPSs to which the school district has assigned students.
- ❑ Obtain a signed STAR Security Agreement from each NPS test site coordinator and train the coordinator on all test administration requirements, timelines, and procedures.
- ❑ Set up the school district's NPS test administration window on the basis of the NPS school calendar, order materials, and order pre-identified student answer documents or labels using the NPS's assigned code. The district STAR coordinator may set up a unique administration period (for example, 08) for all NPSs in which the school district has enrolled students or may add the NPS to an existing administration if the NPS's testing window matches that of an administration within the school district. For assistance with this responsibility, contact your STAR TAC representative at 800-955-2954.
- ❑ Notify all NPSs of the school district's testing schedule.

Notes

Answer documents for students assigned to NPSs for whom the school district has received parent/guardian exemptions may be completed within the school district and not sent to the NPSs. These must be submitted for scoring in Box 1 of the school district's scorable materials with all NPS scorable documents.

The school district is responsible for having all students tested, including those assigned to NPSs that are not in California.

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Prepare and Submit Pre-ID Files

- ❑ Check the STAR Management System to verify when the school district's Pre-ID files are to be submitted to ETS.
- ❑ Prepare or supervise the preparation of the Pre-ID file using the Pre-ID file layout and descriptions, which can be found in Appendix C of the *California Standardized Testing and Reporting Pre-ID Instructions for Spring 2009 Administration,* which can be accessed at http://www. startest.org/sms.html. The district STAR coordinator is responsible for verifying that the school district's file is complete and includes correct data.
- ❑ Complete the "Demographic Fields to Be Hand-Marked on 2009 STAR Answer Documents or Entered During Extended Data Corrections" form in Appendix F of this manual and forward the form to STAR TAC prior to submitting the school district's Pre-ID file. (This form can also be found in Appendix B of the *Pre-ID Instructions Manual.*)
- ❑ Submit the Pre-ID file to ETS using the STAR Management System. Pre-ID data can be submitted for use in printing supplemental/late labels up to seven days prior to the final day of testing in the administration. Data can be corrected up to the final day of testing using the Extended Data Corrections module on the STAR Management System.

Attend a Pre-Test Workshop for District STAR Coordinators

- ❑ Workshops are offered at locations throughout the state. Program and procedural changes will be highlighted. Attendance by all district STAR coordinators is strongly encouraged. Go to http://www.startest.org/calendar.html for dates and locations.

Review Documents and DVDs/Videos

- ❑ Review the 2009 STAR Program documents, including the following:
  - This manual
  - The grades four and seven writing *DFA*s for the CST Writing test and/or the CMA Writing tests (if the test administration includes students in grades four and seven who will be taking the CMA for ELA)
  - A CST *DFA* for at least one grade level (preferably not the secure *DFA* for grade two)
  - A CMA *DFA* for at least one grade level if the test administration includes the CMA
  - An STS *DFA* for at least one grade level if the test administration includes the STS
  - The *CAPA Examiner's Manual*
  - The Test Examiner and Test Site Coordinator DVDs/videos
- ❑ Clarify any questions you have about the testing requirements or procedures with STAR TAC and/or the CDE, as appropriate.

Prepare and Conduct a Pre-Test Workshop for All Test Site Coordinators

Formal, classroom-style training for STAR test site coordinators is encouraged.

- ❑ The training should include a discussion of the responsibilities and procedures described in this manual, a review of any information and instructions that are specific to the school district, and a thorough review of security procedures. The 2009 STAR DVDs/videos that were distributed to all schools and districts should be used during the training.
- ❑ Training should include, but not be limited to, the following:
  - Responsibilities of test site coordinators, test examiners, and proctors
  - Required tests for each grade
  - Security requirements (including completion of the STAR Test Security Agreement and affidavit) (The district STAR coordinator is to collect and file STAR Test Security Agreements and affidavits completed by test site coordinators. Only the district STAR coordinator's own Security Agreement and affidavit are sent to STAR TAC.)
  - Regulations and special instructions for the participation of English learners, students with Section 504 Plans, and students with IEPs
  - Using special versions, accommodations, and modifications and marking answer documents appropriately
  - Marking the demographic pages of a test booklet (grades two and three) or answer document (grades four through eleven) for every student, including students who are not tested and students who enrolled after the first day of testing and are tested, and submitting these with the scorable materials for the students' classes or grade levels when Pre-ID was not used or when some data were left blank in Pre-ID files
  - Arranging for test sites and additional proctors, as required
  - Training test examiners through the use of the STAR Examiner Training DVDs/videos

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- Adhering to the established testing schedule
- Packaging and returning all testing materials to the school district

District STAR coordinators may use such materials as the Item and Estimated Time Charts (Appendix J) and the STAR regulations (posted on the CDE Web page under "Administrative Documents" at http://www.cde.ca.gov/ta/tg/sr/admin.asp) when preparing workshops and information for test site coordinators or may refer test site coordinators to that Web address.

Prepare Inventory Control Spreadsheets to Track the Distribution of Materials from School District Overage

The following are brief instructions for using the District Inventory Control spreadsheet to track test materials.

The school district may use the spreadsheet provided or may choose another method for tracking test materials.

1. Download the District Inventory Control spreadsheet from http://www.startest.org/forms.html.
2. Open the District Inventory Control spreadsheet in Microsoft Excel.
3. Select the appropriate tab at the bottom of the Excel screen.
4. Enter the school district name.
5. Enter the administration.
6. Enter the name of the school/test site receiving materials.
7. Enter the number of each type of document delivered to the school/test site in the appropriate columns.
8. Repeat steps 5 through 7 for all schools.

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Chapter II.2 Writing Test

Important

No student in a school, track, or program in session on March 3 may take the May writing test. If a student is absent in March when the test is given, the student will have no writing test score, and the student's CST for ELA or CMA for ELA score will be based on the multiple-choice component only. Writing Prompt and Response Booklets dated March 3, 2009, that are received for scoring after May 1, 2009, **will not be scored.**

Background

A writing component is included in both the CST and the CMA tests for ELA for grades four and seven. Scores for this component are combined with the students' scores on the multiple-choice component of the test to produce the ELA test scores. **Students who take the multiple choice CST for ELA will take the CST Writing test; students who take the multiple choice CMA for ELA will take the CMA Writing test.**

Do not use any materials from a previous year.

Test Dates

The California Writing Standards Test and the California Writing Modified Assessment will be administered on the following dates:

- March 3, with makeup on March 4, for all schools, tracks, and programs in session on March 3.
- May 5, with makeup on May 6, for schools, tracks, and programs not in session on March 3.

Test Materials

Non–Pre-ID response booklets for the CST Writing test are delivered in packages of 20s and 5s. Non–Pre-ID response booklets for the CMA Writing test are delivered as 5s and singles.

If the school district is using the optional Pre-ID service, pre-identified writing response booklets are packaged by delivery name/code within grade level and school. The overage (not pre-identified booklets) will be packaged in 20s and 5s for the CST Writing test and as 5s and singles for the CMA Writing test.

*DFA*s for the CST Writing test are delivered in packages of 5s or as single copies. *DFA*s for the CMA Writing test are delivered as singles. One *DFA* is provided for every 20 response booklets or fraction thereof.

There are three types of boxes the school district receives. **Box 1, for the school district,** contains administration materials and the school district

Table 8. Test Materials, Writing Administration

Test Materials—Grades 4 and 7	Shipment
Pre-ID labels	Separate shipment
CST Writing Prompt and Response Booklets—packages of 20s and 5s	Boxes marked for schools
CMA Writing Prompt and Response Booklets—packages of 5s and singles	Boxes marked for schools
California Writing Standards Test Grades 4 and 7 Directions for Administration—packages of 5s and singles	Boxes marked for schools
California Writing Modified Assessment Grades 4 and 7 Directions for Administration—singles	Boxes marked for schools
Manual Information Sheet	Box 1 – School
Material Receipt Acknowledgement Report	Box 1 – District
Overage—5 percent above original order for districts, 10 percent above original order for schools	Box 1 – School, district
District Coordinator Kit (one each, *DFA*s)	Box 1 – District
Master File Sheets	Box 1 – School, district
SGID Sheets	Box 1 – School, district
Paper Bands	Box 1 – School, district
Scorable Material Freight Kit—blue	Box 1 – School, district
Nonscorable Material Freight Kit—red	Box 1 – School, district

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overage (which may extend into additional boxes). A **separate Box 1, for each school,** contains administration materials. **Other boxes, marked for schools,** contain the actual student and examiner testing materials to be distributed by the school district to its schools.

Table 8, on the previous page, lists writing test materials but does not include special formats that can be ordered, such as braille, large print, or audio CD.

Supplemental and Excessive Orders

The only way a school district may order additional writing response booklets or *DFA*s is to contact STAR TAC at 800-955-2954. STAR TAC will place the order. Orders for additional materials cannot be placed until *after* the Last Day to Order Materials date listed in the school district's Test Admin Summary in the STAR Management System.

When placing an order for supplemental materials, provide STAR TAC with the following information:

- CDS code
- School district name
- Grade
- Quantity
- Product (test booklets, answer documents, and so forth)

If the school district has placed an order for supplemental/late labels, a supplemental order for additional materials, such as writing response booklets, might be necessary.

Note: School districts will be charged for excess materials ordered if less than 90 percent of the ordered materials is used. Calculated overage is not counted with the "ordered materials."

Materials to Be Provided by the District or School

- Two No. 2 pencils with erasers for each student (plus extras)
- "Testing—Do Not Disturb" signs

Matching Students' Multiple-Choice and Writing Tests

The following data are used to match students' writing and multiple-choice documents:

- SSID
- Name (last, first, and middle initial)
- Birth date
- Gender
- School district
- School

If test booklets are to be hand-marked, **test site coordinators** should maintain lists of these data and ensure that the students' multiple-choice and writing documents are marked exactly the same to enable matching.

Accommodations and Modifications

General Use

Students may use the accommodations or modifications specified in their IEP or Section 504 Plan during the test. If students use accommodations or modifications for the CST Writing test or accommodations for the CMA Writing test, test examiners are responsible for marking **Section A3** on the students' Writing Prompt and Response Booklets immediately after testing.

Identifying

See the Matrices of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments provided in Appendix E (also available on the CDE Web page at http://www.cde.ca.gov/ta/tg/sa/). Matrix 1 includes variations, accommodations, and modifications for the CSTs and the STS. The California Modified Assessment Test Variations and Accommodations for the 2009 Administration matrix, which includes variations and accommodations for the CMA for 2009, is also provided in Appendix E and is available on the CDE Web page at http://www.cde.ca.gov/ta/tg/sr/cmastar.asp.

Hand or Arm Injuries Prior to Testing

If a student injures a hand or arm prior to testing, is willing to complete the examination, and is able to sit for the examination but unable to write, the school will need to complete an emergency Section 504 Plan for the student. The 504 Plan shall identify which accommodations or modifications the student will use in completion of his or her writing test. The test examiner will be responsible for marking the appropriate circle in Section A3 after testing. The following are recommended accommodations:

- Use a scribe—The student dictates his or her response, including all spelling and punctuation, to the scribe.
- Use a computer—The student keys in his or her response using word processing software with spelling and grammar check tools turned off. *Remember to print out the student work and insert it inside the front cover of the student's Writing Prompt and Response Booklet.*
- Use a speech-to-text converter—The student dictates his or her response, including all spelling and punctuation, to a speech-to-text converter. *Remember to print out the dictation and insert it inside the front cover of the student's Writing Prompt and Response Booklet.*

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Testing Variations for English Learners

English learners taking the CSTs or CMA may be tested with the testing variations in Matrix 2, "Matrix of Test Variations for Administration of California Statewide Assessments for English Learners," which is provided in Appendix E (also available on the CDE Web page at http://www.cde.ca.gov/ta/tg/sa/).

If English learners use allowed test variations, test examiners are responsible for marking Section A4 on the students' Writing Prompt and Response Booklets immediately after testing.

Scribe Guidelines

The STAR Program does not currently have specific scribe guidelines. The *California High School Exit Examination (CAHSEE) Scribe and Sign Language Guidelines*, available on the CDE Web page at http://www.cde.ca.gov/ta/tg/hs/documents/scribeguide.doc, can be reviewed as an example of approved guidelines.

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Writing Test Responsibilities

Before Testing

Manage Test Security

- ❑ Receive and file STAR Security Affidavits from schools/test sites. (See "Forms at a Glance" on page 21.)
- ❑ Identify a secure, lockable area for testing materials and notify others of the location.
- ❑ Secure all materials.

Coordinate Distribution of Testing Materials

- ❑ Receive the school district shipment of materials (February 17–24 or April 21–28).
- ❑ Take inventory of the shipment to verify that all cartons were received for all district test sites and that the school district overage is complete; the district STAR coordinator is responsible for the security of all district materials—including the school district overage—and must account for all materials before they are returned for scoring.
- ❑ Place a supplemental order with STAR TAC (800-955-2954), if needed. Please note that school districts will be charged for excessive orders as described on page 32.
- ❑ Return the Material Receipt Acknowledgement Report to the testing contractor.

Ship Testing Materials to Schools

- ❑ Complete inventory control spreadsheets to track the distribution of materials from the school district overage to schools/test sites.
- ❑ Distribute testing materials to all district schools/ test sites in such a way that they arrive no more than six and no fewer than two working days before the first day of testing.
- ❑ Forward Pre-ID writing response booklets to students' new schools if students have transferred within the school district before testing begins. The student's information can be updated using the Extended Data Corrections module of the STAR Management System. The student's information can also be hand-marked if the Pre-ID writing response booklet is not used.
- ❑ Forward braille, large-print, and audio CD test materials to students' new schools if students have transferred within the school district before testing begins.
- ❑ Ship materials to NPSs if the school district has placed grade four and/or grade seven students with IEPs at NPSs.
- ❑ Send materials to testing sites (February 23–27 or April 27–May 1).

During Testing

Provide Assistance to Test Site Coordinators as Needed

- ❑ If necessary, assist test site coordinators with the handling of defective test booklets by contacting STAR TAC at 800-955-2954 and providing the code on the back of the Writing Prompt and Response Booklet.
- ❑ Assist test site coordinators with the handling of emergency situations that disrupt the test administration.
- ❑ Receive reports of any testing irregularities from test site coordinators. See Appendix C for details.

After Testing

Collect and Inspect Materials from Test Sites

- ❑ Receive scorable and nonscorable materials from test site coordinators by March 5 (for the March administration) and May 7 (for the May administration).
- ❑ Inspect a sample of the boxes collected from schools, making sure that:
  - Response booklets were bundled in the correct order.
  - SGID sheets were filled out properly.
  - Response booklets were filled out correctly.
  - Scorable materials were placed in a box with a blue label, and nonscorable materials were placed in a box with red labels.
- ❑ Repackage incorrectly packed materials.

Collect, Process, and Package Materials from NPSs

- ❑ Receive scorable and nonscorable materials—Writing Prompt and Response Booklets, and so forth—from NPSs. Ensure that a writing response booklet is submitted for scoring for all special education students in grades four and seven assigned by the school district to NPSs.
- ❑ Verify that Section 13 on the front page of the writing response booklet has a valid NPS code.

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Table 9. Writing Test Materials to Return—School District

Grades 4 and 7 Writing Component	
Scorable Materials **Boxes with Blue Labels** *District returns to STAR Scoring Center, Iowa City, Iowa*	**Nonscorable Materials to Return** **Boxes with Red Labels** *District returns to STAR Processing Center, Cedar Rapids, Iowa*
___ Used Writing Prompt and Response Booklets ___ Completed School and Grade Identification Sheets (SGIDs) banded with response booklets to be scored ___ Completed Writing Master File Sheet	___ Unused and voided test booklets ___ Used and unused large-print and braille booklets ___ *Writing Directions for Administration* ___ Used and unused audio CDs

- ❑ Verify that all demographic information has been completed on the students' booklets and that Sections A2, A3, and A4 have been completed. Variations, accommodations, and modifications are listed on the inside back cover of all *DFA*s and are included in Appendix K, "Demographic Codes for the CST, CMA, CAPA, and STS." See also the Matrices of Test Variations, Accommodations, and Modifications in Appendix E (also available on the CDE Web page at http://www.cde.ca.gov/ta/tg/sa/ [CST/STS] and http://www.cde.ca.gov/ta/tg/sr/cmastar.asp [CMA]).
- ❑ Follow all steps for test site coordinators to prepare NPS testing materials for return to the STAR Scoring and Processing Centers. All NPS scorable materials should be bundled under a single SGID with "0000001" as the school code.

Prepare the School District's Shipment

- ❑ Put unused test materials with the school district overage.
- ❑ Separate cartons of booklets to be scored (blue labels) from cartons of nonscorable materials (red labels); sort by school.
- ❑ Complete school district information on blue return address labels. Number all cartons of scorable materials sequentially beginning with the NPS carton(s).
- ❑ Complete school district information on red return address labels. Number all cartons of nonscorable materials sequentially.
- ❑ Ensure that all unused materials in the school district overage are included with the nonscorable materials, including unused materials received from NPSs.

  Note: If the school district distributes booklets from the district overage to test sites, the **sites,** not the school district, are responsible for packaging the material for return.
- ❑ Prepare to ship all cartons **no later than March 9** for the March administration or **no later than May 11** for the May administration.

Coordinate Shipping

- ❑ Determine the designated freight carrier by reading the Instructions for Return of Materials in the freight kit that accompanied the shipment of test materials received by the school district.
- ❑ Attach the carrier labels to the boxes, ensuring that the blue or red labels are completely visible.
- ❑ Contact the freight carrier whose telephone number is listed on the bill of lading or at the bottom of the return carrier labels to schedule the pickup of materials. Provide a contact name, number, address, pickup hours, and pickup location.
- ❑ Be present or designate a person to be present for pickup.
- ❑ Have all boxes placed in the appropriate pickup location.
- ❑ Confirm that the materials were picked up as scheduled. If they were not, call STAR TAC at 800-955-2954 to report the delay. **The district STAR coordinator is responsible for verifying that the school district shipments have been picked up for return to the testing contractor.**
- ❑ File copies of the shipping paperwork.

Important

Use only the freight carrier assigned to you. Do not use another carrier or the U.S. mail to ship materials. The addresses are on the blue and red labels.

Pickup must occur no later than **March 9** for the March administration or no later than **May 11** for the May administration.

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Chapter II.3 CST, CMA, and STS Multiple-Choice and CAPA Tests

Background

The **CSTs** are multiple-choice assessments administered annually to California students in grades two through eleven. The **CMA** is a multiple-choice assessment administered instead of the CSTs in certain subjects to students in grades three through eight who meet the eligibility criteria. The **CAPA** is administered annually to students with significant cognitive disabilities in grades two through eleven. The **STS** is a multiple-choice assessment administered to Spanish-speaking English learners in grades two through eleven. Students who take the STS will also take a CST and/or CMA appropriate to the student's grade level.

Do not use any materials from a previous year.

Test Dates

District STAR coordinators set the schedules for multiple-choice CST, CMA, CAPA, and STS testing within a window based on ten days before and ten days after the day on which 85 percent of instruction has been completed. Dates will vary by district and school. Some schools will have multiple administration periods.

The district STAR coordinator provides information for each administration period being used in the school district when setting test administration dates in the STAR Management System. Those dates can be printed using the "VIEW" Test Admin Summary function.

Test Materials

Non–Pre-ID test booklets for the CSTs are delivered in packages of 20s and 5s. Non–Pre-ID answer documents for the CSTs/CMA (grades four through eight) and the CSTs (grades nine through eleven) are delivered in packages of 20s and 5s. Non–Pre-ID test booklets and answer documents for the STS for grades two through eleven and test booklets for the CMA for grades three through eight are delivered in packages of 5s and singles.

If the school district is using the optional Pre-ID service, pre-identified test booklets and answer documents are packaged by delivery name/code within the grade level and school. The overage (not pre-identified booklets) will be packaged in 20s and 5s for the CSTs and as 5s and singles for the CMA and STS.

*DFA*s are delivered in packages of 5s for the CSTs or as single copies for the CMA and STS. One *DFA* is provided for every 20 test booklets or fraction thereof.

Test materials will be delivered as shown in Table 10 and Table 11. Most materials for students in grades two through eleven who are taking the STS and for students in grades three through eight who are taking the CMA are delivered at the same time as CST multiple-choice materials but are in separate boxes. Table 10, which starts below, shows CST, CMA, CAPA, and STS materials. Table 14, which shows the EAP essay materials, is on page 43.

The school district receives three types of boxes. **Box 1, for the school district,** contains all testing materials for a specific multiple-choice administration (CSTs, CMA, CAPA, STS) and the school district overage, which may extend into additional boxes. A **separate Box 1, for each school,** contains administration materials. **Other boxes, marked for schools,** contain the actual student and examiner testing materials to be distributed by the school district to its schools.

Note: Table 10 does not include special formats that can be ordered, such as braille, large print, or audio CD.

Table 10. CST, CMA, CAPA, and STS Test Materials by Grade Level—School District

STAR Test Materials		Grade Levels	Shipment
	Pre-ID labels	All	Separate shipment
CST	Card stock rulers	2	Box 1 – School, district
CST	CST machine-scorable test booklets	2 and 3	Boxes marked for schools
CST	CST test booklets	4, 5, 6, 7, 8, 9, 10, and 11	Boxes marked for schools
CST	CST practice tests	2, 3, and 4	Boxes marked for schools
CST	CST practice test *Directions for Administration*	2, 3, and 4	Boxes marked for schools

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Table 10. CST, CMA, CAPA, and STS Test Materials by Grade Level—School District

	STAR Test Materials	Grade Levels	Shipment
CST (cont.)	CST machine-scorable answer documents	9, 10, and 11	Boxes marked for schools
	Directions for Administration	2, 3, 4, 5, 6, 7, 8, and 9–11	Boxes marked for schools
	End-of-Course Mathematics test booklets	7, 8, 9, 10, and 11	Boxes marked for schools
	End-of-Course Science test booklets	9, 10, and 11	Boxes marked for schools
	End-of-Course History–Social Science test booklets	9, 10, and 11	Boxes marked for schools
CST/ CMA	CST/CMA machine-scorable answer documents	4, 5, 6, 7, and 8	Boxes marked for schools
CMA	CMA machine-scorable test booklets	3	Boxes marked for schools
	CMA test booklets	4, 5, 6, 7, and 8	Boxes marked for schools
	Directions for Administration	3, 4, 5, 6, 7, and 8	Boxes marked for schools
CAPA	*CAPA Examiner's Manuals* and Stimulus Cards (manual includes directions for all CAPA levels)		Boxes marked for schools
	CAPA machine-scorable answer documents		Boxes marked for schools
STS	Card stock rulers	2 and 5	Boxes marked for schools
	STS machine-scorable test booklets	2 and 3	Boxes marked for schools
	STS test booklets	4, 5, 6, 7, 8, 9, 10, and 11	Boxes marked for schools
	STS practice tests	2, 3, and 4	Boxes marked for schools
	STS practice test *Directions for Administration*	2, 3, and 4	Boxes marked for schools
	STS machine-scorable answer documents	4, 5, 6, 7, 8, 9, 10, and 11	Boxes marked for schools
	Directions for Administration	2, 3, 4, 5, 6, 7, 8, and 9–11	Boxes marked for schools
	End-of-Course Mathematics test booklets	7, 8, 9, 10, and 11	Boxes marked for schools

The district STAR coordinator also receives administrative materials that are used for *all* STAR tests, as shown in Table 11:

Table 11. STAR Materials for District STAR Coordinator

	STAR Test Materials	Shipment
District STAR Coordinator	District Coordinator Kit (one each, all *DFA*s)	Box 1 – District
	Manual Information Sheet	Box 1 – School
	Processing Form	Box 1 – District
	Material Receipt Acknowledgement Report	Box 1 – District
	Overage—5 percent above original order for districts, 10 percent above original order for schools	Box 1 – School, district
Return Materials	SGID Sheets	Box 1 – School, district
	Scorable Material Freight Kit—orange	Box 1 – School, district
	Nonscorable Material Freight Kit—green	Box 1 – School, district
	Master File Sheets	Box 1 – School, district
	Paper bands	Box 1 – School, district

Note: If the school district is using the optional Pre-ID service, test booklets (grades two and three) and answer documents (grades four through eleven) will be packaged by delivery name/code or grade and school. The overage for CST materials (documents not pre-identified) will be packaged in

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20s and 5s. The overage for CMA and STS materials (documents not pre-identified) will be packaged in 5s and singles.

District STAR coordinators and test site coordinators also receive district and/or school/test site packing lists.

Supplemental and Excessive Orders

The only way a school district may order additional test booklets, answer documents, or *DFA*s is to contact STAR TAC at 800-955-2954. STAR TAC will place the order. Orders for additional materials cannot be placed until *after* the Last Day to Order Materials date listed in the district's Test Administration Summary in the STAR Management System.

When placing an order for supplemental materials, provide STAR TAC with the following information:

- CDS code
- School district name
- Grade
- Quantity
- Product (test booklets, answer documents, and so forth)

If the school district has placed an order for supplemental/late labels, a supplemental order for materials, such as blank answer documents and test booklets, might be necessary.

Note: School districts will be charged for excessive materials ordered if less than 90 percent of the ordered materials is used. Overage is not counted with the "ordered materials."

Materials to Be Provided by the District or School

- Two No. 2 pencils with erasers (plus extras)
- Scratch paper for the mathematics tests—scratch paper may be lined, unlined, or graph paper. Used scratch paper is secure and must be returned to the STAR test site coordinator.
- Scratch paper for the science tests—scratch paper may be lined, unlined, or graph paper. Used scratch paper is secure and must be returned to the STAR test site coordinator.
- "Testing—Do Not Disturb" signs.
- Manipulatives for the CAPA—district STAR coordinators should go to http://www.startest.org/capa.html to verify the CAPA version assigned to the school district and the required manipulatives for each version and level. The required manipulatives generally are available in special education classrooms. If additional manipulatives are needed, they generally are available through educational supply stores or companies.

Accommodations and Modifications

General Use

Students may use the accommodations or modifications specified in their IEP or Section 504 Plan during the test. If students use accommodations or modifications, test examiners are responsible for marking **Section A3** on the students' test booklets (grades two or three) or answer documents (grades four through eleven) immediately after testing.

Identifying

See the Matrices of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments provided in Appendix E (also available on the CDE Web page at http://www.cde.ca.gov/ta/tg/sa/). Matrix 1 includes variations, accommodations, and modifications for the CSTs and the STS. The California Modified Assessment Test Variations and Accommodations for the 2009 Administration matrix includes variations and accommodations for the CMA for 2009 is also provided in Appendix E and is available on the CDE Web page at http://www.cde.ca.gov/ta/tg/sr/cmastar.asp.

Testing Variations for English Learners

English learners taking the CSTs or CMA may be tested with the testing variations in Matrix 2, "Matrix of Test Variations for Administration of California Statewide Assessments for English Learners," which is provided in Appendix E (also available on the CDE Web page at http://www.cde.ca.gov/ta/tg/sa/).

If English learners use allowed test variations, test examiners are responsible for marking Section A4 on the students' tests booklets or answer documents immediately after testing.

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Multiple Choice and CAPA Responsibilities

Before Testing

Manage Test Security.

- ❑ Receive and file STAR Security Affidavits from schools/test sites. (See "Forms at a Glance" on page 21.)
- ❑ Identify a secure, lockable area for testing materials and notify others of the location.
- ❑ Secure all materials.

Coordinate Distribution of Testing Materials

- ❑ Receive school district shipment of materials 10 to 20 days prior to the first day of testing.
- ❑ Take inventory of the shipment to verify that all cartons were received for all school district test sites and that the school district overage is complete; the district STAR coordinator is responsible for the security of all school district materials—including the school district overage—and must account for all materials before they are returned for scoring.
- ❑ Place a supplemental order with STAR TAC (800-955-2954), if needed. Please note that school districts will be charged for excessive orders as described on page 38.
- ❑ Return the Material Receipt Acknowledgement Report to the testing contractor.

Ship Testing Materials to Schools

- ❑ Complete inventory control spreadsheets to track the distribution of materials from the school district overage to schools/test sites.
- ❑ Make copies of the school district's completed "Demographic Fields to Be Hand-Marked on 2009 STAR Answer Documents or Entered During Extended Data Corrections" form, to be included with shipments to schools.
- ❑ Copy for schools any lists of student end-of-course mathematics, science, or World History test assignments the school district used to determine quantities of EOC tests. Having the names of students assigned to the tests will assist schools in identifying the students to whom the EOC tests should be administered.
- ❑ Distribute testing materials to all district schools/ test sites in such a way that they arrive no more than ten and no fewer than five working days before the first day of testing.
- ❑ Forward Pre-ID test booklets and answer documents to students' new schools if students have transferred within the school district before testing begins. The student's information can be updated using the Extended Data Corrections module of the STAR Management System. The student's information can also be hand-marked if the Pre-ID document is not used.
- ❑ Forward braille and large-print test materials and audio CDs to students' new schools if students have transferred within the school district before testing begins.
- ❑ Ship materials to NPSs if the school district has placed students with IEPs at NPSs.

During Testing

Provide Assistance to Test Site Coordinators as Needed

- ❑ Assist test site coordinators with the handling of defective test booklets or answer documents by contacting STAR TAC at 800-955-2954 and providing the code on the back of the test booklet or answer document.
- ❑ Assist test site coordinators with the handling of emergency situations that disrupt the test administration.
- ❑ Receive reports of any testing irregularities from test site coordinators. See Appendix C for details.

After Testing

Collect and Inspect Materials from Test Sites

- ❑ Receive scorable and nonscorable materials from test site coordinators two days after the last test was administered.
- ❑ Inspect a sample of the boxes collected from schools, making sure that:
  - Answer documents were bundled in the correct order.
  - SGID sheets were filled out properly.
  - CAPA answer documents were signed by examiners or observers.
  - Answer documents were filled out correctly.
  - Scorable materials were placed in a box with an orange label, and nonscorable materials were placed in a box with a green label.
- ❑ Repackage incorrectly packed materials.

Collect, Process, and Package Materials from NPSs

- ❑ Receive scorable and nonscorable materials—answer documents, and so forth—from NPSs. Ensure that an answer document is submitted for scoring for all special education students assigned by the school district to NPSs.
- ❑ Verify that Section 13 on the front page of the test document has a valid NPS code.
- ❑ Verify that Section 16a has a valid disability code. Note that:

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- The primary disability code should be correct at the time of testing.
- If the primary disability code changes between the Pre-ID submission date and the testing date, either change the code in Extended Data Corrections or hand-mark a new answer document with all of the demographic information and have school or district staff destroy the Pre-ID document in a secure manner.
- If a code is not entered and neither the "Section 504 Plan" nor "IEP" circles were selected in A3, this code defaults to "000."

❑ Verify that Section 16b is marked on the student test booklets and answer documents for every student.

❑ Verify that all demographic information has been completed on the students' test booklets and answer documents.

❑ Verify that Sections A2, A3, and A4 have been completed.

❑ Follow all steps for the test site coordinators to prepare NPS testing materials for return to the STAR Scoring and Processing Centers. All NPS scorable materials should be bundled under a single SGID with "0000001" as the school code.

Prepare the School District's Shipment

❑ Put unused test materials from NPSs with the school district overage.

❑ Separate cartons of booklets to be scored (orange labels) from cartons of nonscorable materials (green labels); sort by school.

Table 12. Guidelines for Handling Nonscorable Test Materials

MATERIAL	HANDLING GUIDELINE
CST, CMA, and STS *DFA*s	
Directions for Administration, grade 2	RETURN with nonscorables.
Directions for Administration, grades 3–11	Discard or RETURN with nonscorables.
CST, CMA, and STS Test Booklets *Unused* test booklets include Pre-ID test booklets for students who moved prior to the first day of testing and test booklets that have incorrect Pre-ID information.	
Unused non–Pre-ID test booklets, grades 2 and 3	RETURN with nonscorables.
Unused Pre-ID test booklets, grades 2 and 3	RETURN with nonscorables and mark as "VOID—Student Moved Before Test" or "VOID—Document Transcribed."
Used or damaged test booklets, grades 2 and 3	RETURN with nonscorables and mark as "VOID—Document Transcribed."
Used test booklets, grades 4–11	RETURN with nonscorables.
Unused test booklets, grades 4–11	RETURN with nonscorables.
Used test booklets for all end-of-course CSTs (mathematics, science, history–social science)	RETURN with nonscorables.
Unused test booklets for all end-of-course CSTs (mathematics, science, history–social science)	RETURN with nonscorables.
Used or unused audio CDs	RETURN with nonscorables.
CST/CMA and STS Answer Documents *Unused* Pre-ID answer documents include Pre-ID answer documents for students who moved prior to the first day of testing and answer documents that have incorrect Pre-ID information.	
Unused Pre-ID answer documents, grades 4–11	Securely destroy.
Unused non–Pre-ID answer documents, grades 4–11	Discard.
Used or damaged answer documents, grades 4–11	RETURN with nonscorables and mark as "VOID—Document Transcribed."
CAPA Materials	
Note: CAPA observer answer documents should be returned with the scorable CAPA materials.	
CAPA Examiner's Manual	RETURN with nonscorables.
Unused non–Pre-ID CAPA answer documents	Discard.
Unused Pre-ID CAPA answer documents	Securely destroy.

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Table 12. Guidelines for Handling Nonscorable Test Materials

MATERIAL	HANDLING GUIDELINE
Special Versions	
Grade 2 test response transparencies	RETURN with nonscorables.
Used large-print test booklets and large-print answer documents	RETURN with nonscorables; mark answer documents "VOID—Document Transcribed."
Unused large-print test booklets and answer documents	RETURN with nonscorables.
Used braille test booklets	RETURN with nonscorables.
Unused braille test booklets	RETURN with nonscorables.
Large-print *CAPA Examiner's Manual*	RETURN with nonscorables.
Braille *CAPA Examiner's Manual*	RETURN with nonscorables.
Ancillary Items	
STAR District and Test Site Coordinator Manual	File one copy in district and discard remainder.
Card stock rulers	Reuse in classroom or discard.
Science reference sheets	Reuse in classroom or discard.
CAPA stimulus cards	Reuse in classroom or discard.
Scratch paper	Securely destroy.
Additional SGID sheets	Discard or RETURN with nonscorables.
Unused paper bands	Discard or RETURN with nonscorables.
Unused Pre-ID labels	Destroy or RETURN with nonscorables.

- ❑ Pack the materials in the boxes. **CST, CMA, and STS materials should be grouped and banded separately by grade and school but may be stacked together by grade level.**
- ❑ Complete school district information on orange return address labels. Number all cartons of scorable materials sequentially beginning with the NPS carton(s), which should be in Box 1.
- ❑ Complete school district information on green return address labels. Number all cartons of nonscorable materials sequentially.
- ❑ Ensure that all unused materials in the school district overage are included with the nonscorable materials.

  Note: If the school district distributes booklets from the school district overage to test sites, the sites, not the school district, are responsible for packaging the materials for return.
- ❑ Complete the "2009 Standardized Testing and Reporting Request for Student Data File and Additional Reports" (the processing form) and place it on top of the materials in Box 1 of the school district's shipment of scorable materials.
- ❑ Fax a copy of the previously mentioned processing form along with a purchase order to STAR TAC at 800-541-8455 and retain a copy for school district files.

Table 13. CST, CMA, and STS Multiple-Choice, CAPA Test Materials to Return—School District

Multiple-Choice and CAPA Exams	
Scorable Materials **Boxes with Orange Labels** *District returns to STAR Scoring Center, Iowa City, Iowa*	**Nonscorable Materials to Return** **Boxes with Green Labels** *District returns to STAR Processing Center, Cedar Rapids, Iowa*
___ Completed Master File Sheet ___ Completed School and Grade Identification Sheets (SGIDs) banded with sets of answer documents to be scored ___ Scorable CST, CMA, and STS test booklets (grades 2 and 3) ___ Scorable answer documents (CST/CMA, CAPA, and STS grades 4–11)	___ *CAPA Examiner's Manuals* ___ Unused and voided scorable test booklets and answer documents (organized by grade) ___ Unused nonscorable test booklets (organized by grade) ___ *DFA*s (organized by grade) ___ Large-print and braille booklets and answer documents ___ Used and unused audio CDs

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Coordinate Shipping

- ❑ Prepare to ship all cartons no more than five days after testing is completed for each administration period.
- ❑ Determine the designated freight carrier by reading the Instructions for Return of Materials in the freight kit that accompanied the shipment of test materials received by the school district.
- ❑ Attach the carrier labels to boxes, ensuring that the orange or green labels are completely visible.
- ❑ Contact the freight carrier whose telephone number is listed on the bill of lading or at the bottom of the return carrier labels to schedule pickup of materials. Provide a contact name, number, address, pickup hours, and pickup location.
- ❑ Be present or designate a person to be present for pickup.
- ❑ Have all boxes placed in the appropriate pickup location.
- ❑ Confirm that the materials were picked up as scheduled. If they were not, call STAR TAC at 800-955-2954 to report the delay. **The district STAR coordinator is responsible for verifying that the school district's shipments have been picked up for return to the testing contractor.**
- ❑ File copies of the shipping paperwork.

Important

Use only the freight carrier assigned to you. Do not use another carrier or U.S. mail to ship materials. The addresses are on the orange and green labels.

Important

PLEASE WAIT UNTIL *ALL* SCORABLE MATERIALS FROM THE SCHOOLS IN YOUR SCHOOL DISTRICT HAVE BEEN RECEIVED AT THE DISTRICT BEFORE SHIPPING SCORABLE MATERIALS.

Scorables for each test administration should be sent at the same time, in a single shipment. Contact STAR TAC if there will be additional shipments of scorables after the initial shipment. STAR TAC will inform you which of these scenarios will occur in such a case:

1. If the testing contractor has not yet begun processing scorable materials when the additional shipment is received, the school district should send the overdue materials as quickly as possible at the school district's expense.
2. If the testing contractor has begun processing scorables, there will be a fee to process the overdue scorable materials. Return these materials with a purchase order that covers the $5.00 late processing fee per overdue test document the school district wants scored.
3. If the testing contractor has finished processing scorables, there will be a fee to process the overdue scorable materials. Return these materials with a purchase order in the amount of $385 by July 31, 2009, to cover the late processing fee for all overdue test documents.

Important

If the school district tests in separate administrations, return each administration's materials separately and include a Master File Sheet that correctly identifies the test administration.

Do not mix materials for different test administrations.

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Chapter II.4 EAP Essay

Background

The EAP is a collaborative effort between the CDE, the California State University (CSU), and the State Board of Education designed to assess students for college readiness in their high school junior year. The EAP is a voluntary eleventh grade assessment that combines CSU placement standards with California high school standards. This early assessment identifies whether a student is prepared for college at a point when students have the time to gain the needed preparation during the high school senior year.

Test Dates

The EAP essay may be administered at any time between March 3 and March 31. If grade eleven students will not be in session during this time period, please contact STAR TAC at 800-955-2954.

Test Materials

CSU EAP essay materials are packaged in separate cartons and delivered separately from the school district's CST materials.

Table 14. Test Materials, EAP Essay Administration

Test Materials	Shipment
Essay Prompt Booklets (3 versions)	Boxes marked for schools
California State University Early Assessment Program Response Booklets—Pre-ID or blank	Boxes marked for schools
Directions for Administration of the Essay	Boxes marked for schools
Manual Information Sheet	Box 1 – School
SGID sheets	Box 1 – School, district
Scorable Material Freight Kit—magenta	Box 1 – School, district
Nonscorable Material Freight Kit—yellow	Box 1 – School, district
EAP Master File Sheets	Box 1 – School, district
Paper bands	Box 1 – School, district

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EAP Essay Responsibilities

Before Testing

Manage Test Security

- ❑ Identify a secure, lockable area for testing materials.
- ❑ Secure all materials and notify others of the location.

Coordinate the Distribution of Testing Materials

- ❑ Receive the materials in a separate box.
- ❑ Take inventory of the shipment to verify that all cartons were received for all school district test sites and that the school district overage is complete; the district STAR coordinator is responsible for the security of all school district materials—including the school district overage—and must account for all materials before they are returned for scoring.
- ❑ Place a supplemental order, if needed.

Ship Testing Materials to Schools

- ❑ Distribute test materials to all district schools/test sites in such a way that they arrive no more than ten and no fewer than five working days before the first day of testing.
- ❑ Forward braille and large-print test materials to students' new schools if students have transferred within the school district before testing begins.

During Testing

Provide Assistance to Test Site Coordinators as Needed

- ❑ Assist test site coordinators with the handling of emergency situations that disrupt the test administration.

After Testing

Collect and Inspect Materials from Test Sites

- ❑ Receive scorable and nonscorable materials from the test site coordinators.
- ❑ Inspect a sample of the boxes collected from schools, making sure that:
  - Answer documents were bundled properly.
  - SGID sheets were filled out properly.
  - Scorable materials are in a box with a magenta label, and nonscorable materials are labeled yellow.

Prepare the School District's Shipment

- ❑ *(See Table 15.)*

Coordinate Shipping

- ❑ Prepare to ship all cartons no later than **April 7**.
- ❑ Determine the designated freight carrier by reading the Instructions for Return of Materials in the freight kit that accompanied the shipment of test materials received by the school district.

> **Important**
>
> Use only the freight carrier assigned to you. Do not use another carrier or U.S. mail to ship materials. The addresses are on the magenta and yellow labels.

- ❑ Complete school district information on address labels, and then attach the carrier labels to the boxes, ensuring that magenta or yellow labels are completely visible.
  - Contact the freight carrier whose telephone number is listed on the bill of lading or at the bottom of the return carrier labels to schedule pickup of materials. Provide a contact name, number, address, pickup hours, and pickup location.
  - Be present or designate a person to be present for pickup.
- ❑ Have all boxes placed in the appropriate pickup location.
  - Confirm that the materials were picked up as scheduled. If they were not, call STAR TAC at 800-955-2954 to report the delay. The district STAR coordinator is responsible for verifying that the school district's shipments have been picked up for return to the testing contractor.
- ❑ File copies of the shipping paperwork.

Table 15. Early Assessment of Readiness for College Materials to Return—School District

Early Assessment of Readiness for College English: Essay	
Scorable Materials **Boxes with Magenta Labels** *Return to STAR Scoring Center, Iowa City, Iowa*	**Nonscorable Materials** **Boxes with Yellow Labels** *Return to STAR Processing Center, Cedar Rapids, Iowa*
___ Completed EAP Writing Master File Sheet ___ Completed School and Grade Identification Sheet (SGIDs) banded with response booklets to be scored	___ Essay Prompt Booklets ___ Voided response booklets

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PART III
INSTRUCTIONS FOR TEST SITE COORDINATORS

Chapter III.1 General Preparation for the STAR Administration

In general, the test site coordinator is responsible for making sure that the school has the proper testing materials, distributing testing materials within a school, securing materials during the administration period, answering questions from test examiners, packaging materials to be returned to the school district after testing, and returning the materials to the school district.

Learn About the 2009 Test Administration

- ❑ Attend the school district's workshop for test site coordinators.
- ❑ Review the following:
  - This manual
  - The grades four and seven writing *DFA*s for the CST Writing test and/or the CMA Writing tests (if the test administration includes students in grades four and seven who will be taking the CMA for ELA)
  - A CST *DFA* for at least one grade level (preferably not the secure *DFA* for grade two)
  - A CMA *DFA* for at least one grade level if the test administration includes the CMA
  - An STS *DFA* for at least one grade level if the test administration includes the STS
  - The *CAPA Examiner's Manual*
  - The Test Examiner and Test Site Coordinator DVDs/videos

Plan All Test Administration Logistics for the Site

- ❑ Identify staff members who will serve as:
  - CST test examiners
  - CST proctors
  - CMA test examiners
  - CMA proctors
  - CAPA test examiners (must be a certificated or licensed staff member who has been trained to administer the CAPA)
  - CAPA observer (must be a certificated or licensed staff member who has been trained to administer the CAPA)
  - STS test examiners (must be bilingual in English and Spanish)
  - STS proctors (should be bilingual in English and Spanish)
- ❑ If the district STAR coordinator does not prepare a districtwide testing schedule, prepare a test site testing schedule that includes the date and time for the tests to be administered.
- ❑ Prepare or supervise the hand-marking of answer documents when Pre-ID was not used or when some data were left blank in Pre-ID files.
- ❑ Notify parents/guardians of the testing schedule.
- ❑ Arrange for the supervision of students who are not being tested.
- ❑ Receive and file STAR Security Affidavits for anyone who will have access to the test materials. STAR Security Affidavits can be found in Appendix B or online at http://www.startest.org/forms.html.
- ❑ Identify a quiet room to which students who need more time to complete the CSTs, CMA, and the STS will be escorted. Also identify the adults who will accompany students to that room.
- ❑ Identify where test examiners or proctors will pick up and return testing materials each day.

Select CAPA Observers

Two different persons, the examiner and an observer (also called a *second rater*), will rate the performance of some students on the CAPA. Inter-rater reliability will be calculated through this process. Inter-rater reliability is important information for ensuring the comparability of scores.

- The observer must meet the same qualification requirements as the examiner.
- The observer should have a separate copy of the *CAPA Examiner's Manual* and a blank answer document.
- The observer should observe the administration of each task and complete a separate answer document for those students who are to be second-rated.
- Each observer is expected to score the student's response independently of the test examiner. Observer and examiner score responses must *not* be compared.
- Observers enter the information required in the test-rater identification box at the bottom of the back page of the answer document, including marking the circle "Observer."

The test site coordinator or principal of the school should objectively and randomly select 10 percent of the students who will take the CAPA at each level to receive a second rating in that level. If a

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level has fewer than 10 students taking the CAPA, a single student should be selected to be second-rated. This rule should be applied to each level.

To ensure objectivity in the selection process, the following procedure is recommended:

1. Obtain a numbered list of all CAPA students in the school/site, separated by CAPA level.
2. For each level, randomly select 10 percent of the CAPA students who will receive a second rating in each of the content areas. The test site coordinator and principal randomly select the students to receive the second rating by placing the names of the students (by level) in a hat and selecting the name(s) or by using a random numbers table or computer program.
3. Make sure that examiners administer the test to the selected students only when the observer is present.
4. Notify the examiner and observer which students were selected.

See Table 16, below, for an example of CAPA second-rated student selection.

Provide CST, CMA, and STS Test Examiner, Proctor, and Scribe Training

- ❑ Test site coordinators must train test examiners, proctors, and scribes. The 2009 STAR Examiner Training DVD/video should be used as a part of the training.
- ❑ Training must include, but not be limited to, the following:

Test Preparation Information

- Distributing, explaining, completing, and collecting the signed security affidavits
- Distributing and explaining the site's testing schedule, including which tests are to be given each day and at what times as well as how bell schedules, recess/nutrition, and lunch times are to be adjusted
- Discussing how to prepare rooms for testing

Test Operations Information

- Emphasizing that student answer documents and test booklets are to be kept together
- Informing test examiners of where to send students who need more time to test and the procedures for having an adult escort the students to the quiet room that has been set up
- Informing test examiners of when and where to pick up and return all testing materials each day of testing
- Distributing and discussing the forms and the procedures for maintaining lists of students who are absent and require makeup testing

Identifying Information on Test Booklets and Answer Documents

- Emphasizing that all students in grades two through eleven must complete Section 1 on their test booklets or answer documents
- Emphasizing that it is essential that students in grades four through eleven write their first and last names on the test booklets and mark the test version number on their answer documents
- Explaining Pre-ID information, including where to place Pre-ID labels, if used, and how to read information next to the Pre-ID bar code (See the sample answer documents in Appendix L for the layout of answer documents.)

Test Administration Information

- Detailing how the CMA multiple-choice tests will be administered to eligible students in grades three through eight within the school or district (These students may or may not also be taking tests in other content areas within the CSTs.)
- Detailing how the CST and CMA Writing tests will be administered to students in grades four and seven within the school or district (Students taking the CMA Writing test must also take the

Table 16. Example of CAPA Second-rated Student Selection

Column A	*Column B*	*Column C*
CAPA Levels and Content Areas	Number of CAPA Students at School, per Level	# Students in Column B (10% of Column B*) to have both a test examiner and observer (second rater) at time of testing
Level I: ELA, Math, Science	12	1
Level II: ELA, Math	16	2
Level III: ELA, Math, Science	21	2
Level IV: ELA, Math, Science		
Level V: ELA, Math, Science		

** If there are fewer than 10 students in a level, select one student for that level.*

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CMA for ELA and may or may not also be taking tests in other content areas within the CMA.)

- Detailing who will administer the STS to English learners in grades two through eleven (These students will also take the appropriate CSTs or CMA.)
- Reviewing the *Directions for Administration* and stressing that all directions in "SAY" boxes must be read to students exactly as they are written
- Detailing who will administer the CSTs and CMAs to English learners and discussing the limitation of translating only directions that are in "SAY" boxes marked with a "**T**," and explaining how to mark Section A4 on student answer documents if the students used allowable testing variations for English learners (Directions in the "SAY" boxes in the STS *DFA*s are already translated into Spanish.)
- Reminding test examiners administering science tests that students will use reference sheets for certain science tests (The *DFA*s include directions for the test examiner to read to students that describe how to remove the reference sheets from the test booklets.)
- Science tests with reference sheets are as follows:
  - CST for Grade 5 Science
  - CST for Grade 8 Science
  - CST for Chemistry
  - CST for Physics
  - CSTs for Integrated/Coordinated Science (1, 2, 3, 4)
  - CMA for Grade 5 Science
  - CMA for Grade 8 Science
- Emphasizing that students taking the CMA for one or more content areas must mark both the CMA version number and the CMA test content area name circles on their answer documents
- **Emphasizing that examiners need to ensure that students taking mathematics and/or science end-of-course tests in grades seven through eleven mark the specific content area name and test booklet version number on answer documents (If the end-of-course test name is not marked on answer documents for grades eight through eleven, the tests will not be scored. If the mathematics test name is not marked on the answer document for grade seven by marking either the "Algebra I" or "Grade 7 Math" circle, the test scored will be the CST for Grade 7 Mathematics.)**

Special Testing Conditions, Accommodations, and Modifications

- Explaining hand-marking requirements, including how to complete Sections A2, A3, and A4 of answer documents (The key that test examiners are to use to mark Sections A2, A3, and A4 on student answer documents is on the inside back cover of each *DFA*.)
- Discussing who will administer all tests to students with an IEP or Section 504 Plan who are to be provided testing accommodations or modifications
- Emphasizing that the students may use only the accommodations or modifications specified in their IEPs or Section 504 Plans
- Explaining how to mark Section A3 on student answer documents immediately after completing testing for each content area for students who actually used accommodations or modifications
- Providing information about audio CDs, which test examiners may use to read aloud questions from a version 1 test booklet, as designated by a student's IEP or Section 504 Plan
  - Audio CDs are used with CSTs (except Integrated Mathematics 2 and 3 and Integrated/Coordinated Science 3 or 4) and the CMA for grades three, four, and five only.
  - Audio CDs are not used with the CMA for grades six through eight multiple-choice tests or the CMA writing tests, any of the STS tests, or the EAP essay and may be used only for the specific subject(s) named in the IEP or Section 504 Plan. For example, a student's IEP may require that mathematics questions, but not ELA questions, be read aloud.
  - Audio CDs are to be used only with version 1 test booklets.
  - If the audio CDs are used, option "P" should be marked in Section A3 of the student's answer document. If the test examiner personally reads the questions aloud, option "Z" in Section A3 is to be marked.
  - Audio CDs are not to be copied to another CD or to a computer.

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Chapter III.2 Writing Test

Important

No student in a school, track, or program in session on March 3 may take the May writing test. If a student is absent in March when the test is given, the student will have no writing test score, and the student's CST for ELA or CMA for ELA score will be based on only the multiple-choice component. Writing Prompt and Response Booklets dated March 3, 2009, that are received for scoring after May 1, 2009, **will not be scored.**

Background

A writing component is included in both the CST and the CMA tests for ELA for grades four and seven. Scores for this component are combined with the students' scores on the multiple-choice component of the test to produce the ELA test scores. **Students who take the multiple-choice CST for ELA will take the CST Writing test. Students who take the multiple-choice CMA for ELA will take the CMA Writing test.**

Do not use any materials from a previous year.

Test Dates

The California Writing Standards Test and the California Writing Modified Assessment will be administered on the following dates:

- March 3, with makeup on March 4 for all schools, tracks, and programs in session on March 3.
- May 5, with makeup on May 6, for schools, tracks, and programs not in session on March 3.

Testing Materials

Non–Pre-ID response booklets for the CST Writing test are delivered in packages of 20s and 5s. Non–Pre-ID response booklets for the CMA Writing test are delivered as 5s and singles.

If the school district is using the optional Pre-ID service, pre-identified writing response booklets are packaged by delivery name/code within grade level and school. The overage (not pre-identified booklets) will be packaged in 20s and 5s for the CST Writing test and as 5s and singles for the CMA Writing test.

*DFA*s for the CST Writing test are delivered in packages of 5s or as single copies. *DFA*s for the CMA Writing test are delivered as singles. One *DFA* is provided for every 20 response booklets or fraction thereof.

Note: Do not distribute secure versions of the Writing test *DFA*s before the day of testing. Nonsecure versions of the *DFA*s are available on the "CST" and "CMA" pages at http://www.startest.org/ and may be downloaded and distributed at any time prior to testing.

Table 17. Test Materials, Writing Administration

Test Materials	Shipment
Pre-ID labels	Separate shipment
CST Writing Prompt and Response Booklets—packages of 20s and 5s	Boxes marked for schools
CMA Writing Prompt and Response Booklets—packages of 5s and singles	Boxes marked for schools
Writing Standards Test Grades 4 and 7 Directions for Administration—packages of 5s and singles	Boxes marked for schools
California Writing Modified Assessment Grades 4 and 7 Directions for Administration—singles	Boxes marked for schools
Manual Information Sheet	Box 1 – School
Overage—10 percent above original order for schools	Box 1 – School
SGID Sheets	Box 1 – School
Scorable Material Freight Kit—blue	Box 1 – School
Nonscorable Material Freight Kit—red	Box 1 – School
Master File Sheets	Box 1 – School
Paper bands	Box 1 – School

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There are two types of boxes the test site or school receives. **Box 1, for each school,** contains administration materials. **Other boxes, marked for schools,** contain the actual student and examiner testing materials to be distributed by the district to its schools.

Table 17, on the previous page, lists writing test materials but does not include special formats that can be ordered, such as braille, large print, or audio CD.

Materials to Be Provided by the District or School

- Two No. 2 pencils with erasers for each student (plus extras)
- "Testing—Do Not Disturb" signs

Matching Students' Multiple-Choice and Writing Tests

The following data are used to match students' writing and multiple-choice documents:

- SSID
- Name (last, first, and middle initial)
- Birth date
- Gender
- School district
- School

If test booklets are to be hand-marked, **test site coordinators** should maintain lists of these data and ensure that students' multiple-choice and writing documents are marked exactly the same to enable matching.

Accommodations and Modifications

General Use

Students may use the accommodations or modifications specified in their IEP or Section 504 Plan during the test. If students use accommodations or modifications, test examiners are responsible for marking **Section A3** on the students' Writing Prompt and Response Booklets immediately after testing.

Identifying

See the Matrices of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments provided in Appendix E (also available on the CDE Web page at http://www.cde.ca.gov/ta/tg/sa/). Matrix 1 includes variations, accommodations, and modifications for the CSTs and the STS. The California Modified Assessment Test Variations and Accommodations for the 2009 Administration matrix includes variations and accommodations for the CMA for 2009 is also provided in Appendix E and is available on the CDE Web page at http://www.cde.ca.gov/ta/tg/sr/cmastar.asp.

Hand or Arm Injuries Prior to Testing

If a student injures a hand or arm prior to testing, is willing to complete the examination, and is able to sit for the examination but unable to write, the school will need to complete an emergency Section 504 Plan for the student. The 504 Plan shall identify which accommodations or modifications the student will use in completion of his or her writing test. The test examiner will be responsible for marking the appropriate circle in Section A3 after testing. The following are recommended accommodations:

- Use a scribe—The student dictates his or her response, including all spelling and punctuation, to the scribe.
- Use a computer—The student keys in his or her response using word processing software with spelling and grammar check tools turned off. *Remember to print out the student work and insert it inside the front cover of the student's Writing Prompt and Response Booklet.*
- Use a speech-to-text converter—The student dictates his or her response, including all spelling and punctuation, to a speech-to-text converter. *Remember to print out the dictation and insert it inside the front cover of the student's Writing Prompt and Response Booklet.*

Testing Variations for English Learners

English learners taking the CSTs or CMA may be tested with the testing variations in Matrix 2, "Matrix of Test Variations for Administration of California Statewide Assessments for English Learners," which is provided in Appendix E (also available on the CDE Web page at http://www.cde.ca.gov/ta/tg/sa/).

If English learners use allowed test variations, test examiners are responsible for marking Section A4 on the students' Writing Prompt and Response Booklets immediately after testing.

Scribe Guidelines

The STAR Program does not currently have specific scribe guidelines. The *California High School Exit Examination (CAHSEE) Scribe and Sign Language Guidelines*, available on the CDE Web page at http://www.cde.ca.gov/ta/tg/hs/documents/scribeguide.doc, can be reviewed as an example of approved guidelines.

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Writing Test Responsibilities

Before Testing

Manage Test Security

- ❑ Receive and file STAR Security Affidavits from all test examiners. (See "Forms at a Glance" on page 21.)
- ❑ Identify a secure, lockable area for testing materials and notify others of the location.
- ❑ Secure all materials.

Coordinate Testing Materials Received from the School District

- ❑ Take inventory of materials when they are received from the district STAR coordinator.
- ❑ If large-print or braille tests were ordered, verify that they have been received. If any student for whom a large-print or braille test was ordered has left the school and the student has transferred to another school within the school district, work with the district STAR coordinator to transfer the special version materials to the student's new school if possible.
- ❑ If audio CDs were ordered, verify that they have been received. If any student for whom an audio test was ordered has left the school and the student has transferred to another school within the school district, work with the district STAR coordinator to transfer the special version materials to the student's new school if possible.
- ❑ Ensure that booklets are prepared for administering the test:
  - If the school district is not using Pre-ID documents, determine when demographic information will be marked on the booklets and who will mark them. Anyone hand-marking demographic information should do this in a setting supervised by the test site coordinator. **Writing Prompt and Response Booklets should not be opened when marking demographic information.**
  - If a student's SSID, name, or birth date is incorrect on the Pre-ID Writing Prompt and Response Booklet, hand-mark a blank Writing Prompt and Response Booklet.
- ❑ Contact the district STAR coordinator to report any discrepancies or to request additional materials.
- ❑ Do not distribute *DFA*s before the day of the test.

Identify Locations (Rooms)

- ❑ Set up testing rooms for students who will be tested separately because of an accommodation or modification and assign examiners for students with an IEP or Section 504 Plan, if needed.
- ❑ Arrange for the supervision of students who will not be tested.
- ❑ Identify a quiet room to which students who need more time to test will be escorted. Also identify the adults who will accompany students to that room.

Organize Materials for Testing Locations (Rooms)

- ❑ Complete inventory control spreadsheets to check materials out to and in from each test examiner.
- ❑ Prepare overhead transparencies of writing instructions for teachers who use American Sign Language to give directions to students with hearing impairments or request these materials from the district STAR coordinator.
- ❑ Prepare sets of materials for each testing room. Materials should include a *DFA*, Writing Prompt and Response Booklets (including one for the test examiner to use), and two No. 2 pencils with erasers for each student (plus extras) for each testing room.
- ❑ Ensure that the testing room is appropriately prepared for administering tests. No instructional materials directly related to the content of the test should be visible to any students. Inappropriate materials include, but are not limited to, the following:
  - Vocabulary or spelling lists
  - Phonics charts
- ❑ Make sure that each student who is hearing the writing prompt read aloud by audio CD has a Writing Prompt and Response booklet.

Distribute Testing Materials to the Test Examiners

- ❑ Distribute sets of materials to test examiners. Check materials out to test examiners each day tests are administered.
- ❑ **Ensure that students taking the multiple-choice CST for ELA receive the CST Writing Prompt and Response Booklet and students taking the multiple-choice CMA for ELA receive the CMA Writing Prompt and Response Booklet.**
- ❑ Ensure that test examiners receive large-print, braille, and audio CD tests and overhead transparencies when appropriate.

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During Testing

Monitor the Test Administration

- ❑ Check materials out to test examiners and check them back in at conclusion of testing. Locate any missing materials. Contact the district STAR coordinator if materials cannot be located.
- ❑ Be available to answer questions from test examiners.
- ❑ In the case of student cheating, the test examiner should mark "C" in Section A2, "Special Conditions," on the student's test booklet and notify the STAR test site coordinator after testing. Do not call the CDE to report student cheating.

Handle Defective Writing Response Booklets

Although writing response booklets are monitored for quality, print errors or other defects such as missing pages, blank pages, or out-of-sequence pages, may occasionally occur. If defective test booklets are found, do the following:

1. Stop testing for the group until replacement booklets can be obtained.
2. Check the booklets for all students to determine the extent of the problem.
3. Obtain replacement booklets from the school overage. Contact the district STAR coordinator if there is an insufficiency of booklets in the school overage. Proceed as follows:
   a. Transcribe the student's response from the defective booklet to the replacement booklet.
   b. Mark the defective booklet as "VOID—Document Transcribed" and return it with the nonscorable materials.
   c. Allow the student to continue testing in the replacement booklet and submit this booklet with the scorable materials.
4. Complete student demographic information and transcribe the response, if appropriate.
5. Record the print code that appears on the back of the defective booklet(s) and forward this to the district STAR coordinator.
6. Return defective booklets with nonscorable materials.

Manage Emergency Situations

If an emergency situation occurs during the administration of any test, the first consideration must be for the safety of the students and staff. Test examiners should be advised to ensure that students are safe, and then secure testing materials if it is safe for the examiner to do so. When the emergency situation has been resolved, update the district STAR coordinator about what has happened.

Types of emergencies include, but are not limited to, the following:

- ■ **Electrical Outages**—If there is sufficient light to continue testing, students should continue working on the test. If there is insufficient light, the test examiner should collect and secure the test materials until they can be returned to central storage. Testing should resume when electricity is restored or on a subsequent day, as appropriate.
- ■ **Natural Disasters (such as earthquake or fire)**—Test examiners should follow the school/site's procedures for responding to natural disasters. Test materials should be left on students' desks and the room locked if the building is being evacuated and locking the room does not endanger students or staff. When it is safe to do so, testing may resume or materials may be collected and secured to resume testing on a subsequent day.
- ■ **Student Illness**—If a student becomes ill and soils a Writing Prompt and Response Booklet, transcribe all information, if possible, onto a blank Writing Prompt and Response Booklet in order to save the student's responses. Then dispose of the soiled Writing Prompt and Response Booklet securely.
- ■ **Student Medical Absence**—Work with test examiners to mark Section A2, option "F," on the back of the student's booklet for students who become ill and cannot complete a test.

After Testing

Collect and Process Testing Materials

- ❑ Verify that all testing materials have been returned.
- ❑ Separate Writing Prompt and Response Booklets to be scored from all other materials. Booklets are to be submitted for scoring only for students who were present on the regular or makeup day of testing who were not exempt from the test by parent/guardian request. This includes booklets for students who were given the test and the student:
  - Did not write anything
  - Wrote in a language other than English
  - Drew pictures
- ❑ Work with one grade level of documents at a time.
  - Ensure that all demographic information that was to be hand-marked has been completed.
  - Carefully check Sections A2, A3, and A4 and verify that response booklets are marked appropriately by the test examiner.

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- ❑ Ensure that any booklets that have torn edges are transcribed to new booklets for the student.
- ❑ Remove any sticky-notes or paper clips from response booklets.
- ❑ See "Preparing Writing Prompt and Response Booklets for Scoring" in the appendixes of the *DFA*s for more details about preparing response booklets after testing.

Process Test Booklets for Students Using Accommodations and Modifications

- ❑ If students with an IEP or Section 504 Plan typed their responses, Section A3 must be marked for the accommodation or modification or the test will not be scored. Write the students' names and the school and school district names *on the back* of the students' typed page(s). Insert typed responses inside the front cover of the Writing Prompt and Response Booklet.
- ❑ If the student heard the writing prompt read aloud from a CD, the test examiner should mark option "P" in Section A3 on the student's response booklet.
- ❑ If the test examiner personally read the writing prompt to the student, the test examiner should mark option "Z" in Section A3 on the student's response booklet.
- ❑ Ensure that any large-print or braille documents are transcribed to regular Writing Prompt and Response Booklets. Large-print or braille documents that are not transcribed will not be scored.

Count Testing Materials

- ❑ Verify that the number of booklets to be scored plus the number of all nonscorable booklets (unused and voided) equals the number of booklets received at the school/test site. If the number is not equal, a security breach may have occurred.

Correctly Package Scorable Materials

- ❑ Complete only the **front page** of an SGID for each grade level tested, following the directions in the "Completing SGID Sheets" section on page 24.
  - For grade four, complete an SGID for all booklets for students in grade four who took the CST Writing test and another SGID for the booklets of the students who took the CMA Writing test.
  - For grade seven, complete an SGID for all booklets for students in grade seven who took the CST Writing test and another SGID for the booklets of the students who took the CMA Writing test.
- ❑ Use a paper band to secure completed SGID sheets on top of the sets of Writing Prompt and Response Booklets to be scored for each grade and test.
- ❑ Complete the Writing Master File Sheet by entering the grade level(s) and number of scorable booklets in each banded set and place the sheet on top of the banded set of booklets.
- ❑ Pack the banded set(s) of booklets and the Writing Master File Sheet in the original carton(s) in which the materials were received. See Figure 1, below.
- ❑ Record the school/test site information on a blue return address label and affix it to the carton of booklets to be scored.
- ❑ Set the completed carton(s) of scorable booklets aside and move on to the nonscorable materials.

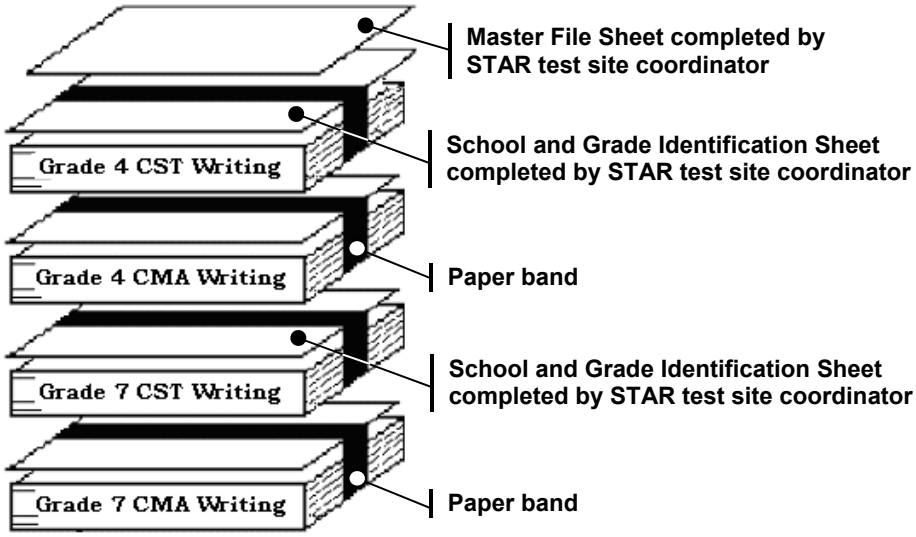

Figure 1. Packing Order for Returning Scorable Writing Prompt and Response Booklets

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Correctly Package Nonscorable Materials

- ❑ Separate all nonscorable materials by test and grade—grade four and grade seven, CST and CMA.
- ❑ Work with one grade level of materials at a time.
- ❑ Separate unused pre-identified Writing Prompt and Response Booklets. **Unused** booklets include:
  - Booklets for students who moved before the first day of testing
  - Booklets that had incorrect Pre-ID information
  - Booklets for students exempted from testing by parent/guardian request
  - Booklets for students who were absent on both the test day and the makeup day
- ❑ Separate and **discard**:
  - Extra SGIDs
  - Unused Pre-ID labels
- ❑ Place all *DFA*s in the carton.
- ❑ Use a black marking pen to mark all damaged Writing Prompt and Response Booklets that were transcribed to new booklets. Mark the damaged booklets "Void—Document Transcribed."
- ❑ Mark unused Pre-ID Writing Prompt and Response Booklets "Void—Student Exempt" *or* "Void—Student Moved."
- ❑ Place unused blank booklets for a single grade and test (for example, grade four CST, grade four CMA, and so forth) in one of the original cartons in which the materials were delivered to the school/test site.
- ❑ Place all voided booklets on top of the unused booklets.
- ❑ Add all used and unused audio CDs.
- ❑ Add all original large-print and braille booklets that have been transcribed to regular booklets.
- ❑ Repeat these steps for the remaining grade(s)/test(s) administered at the school/test site.
- ❑ Record the school/test site information on a red return address label and affix it to the carton(s) of nonscorable materials.

Return Materials to the School District

- ❑ Return the cartons of scorable and nonscorable materials to the district STAR coordinator **by March 5** for the March administration or **by May 7** for the May administration.

Important

No test examiner, district or test site coordinator, principal, or other administrator may invalidate any student Writing Prompt and Response Booklet for any reason. Booklets with drawings or other marks made by students must be submitted for scoring.

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Chapter III.3 CST, CMA, and STS Multiple-Choice and CAPA Tests

Background

The **CSTs** are multiple-choice assessments administered annually to California students in grades two through eleven. The **CMA** is a multiple-choice assessment administered instead of the CSTs in certain subjects to students in grades three through eight who meet the eligibility criteria. The **CAPA** is administered annually to students with significant cognitive disabilities in grades two through eleven. The **STS** is a multiple-choice assessment administered to Spanish-speaking English learners in grades two through eleven. Students who take the STS will also take a CST and/or CMA appropriate to the student's grade level.

Do not use any materials from a previous year.

Test Dates

District STAR coordinators set the schedules for multiple-choice CST, CMA, CAPA, and STS testing within a window based on ten days before and ten days after the day on which 85 percent of instruction has been completed. Dates will vary by district and school. Some schools will have multiple administration periods.

Test Materials

Non–Pre-ID test booklets for CSTs are delivered in packages of 20s and 5s. Non–Pre-ID answer documents for the CSTs/CMA (grades four through eight) and the CSTs (grades nine through eleven) are delivered in packages of 20s and 5s. Non–Pre-ID test booklets and answer documents for the STS for grades two through eleven and test booklets for the CMA for grades three through eight are delivered in packages of 5s and singles.

If the school district is using the optional Pre-ID service, pre-identified test booklets and answer documents are packaged by delivery name/code within grade level and school. The overage (not pre-identified booklets) will be packaged in 20s and 5s for the CSTs and as 5s and singles for the CMA and STS.

*DFA*s are delivered in packages of 5s for the CSTs or as single copies for the CMA and STS. One *DFA* is provided for every 20 test booklets or fraction thereof.

Note: Do not distribute secure grade two *DFA*s before the day of testing. All other multiple-choice test *DFA*s may be distributed at any time prior to testing. Nonsecure versions of the grade two and all other *DFA*s are available on the "CST," "CMA," and "STS" pages at http://www.startest.org and may be downloaded and distributed at any time prior to testing.

Test materials will be delivered as shown in Table 18 and Table 19. Most materials for students in grades two through eleven taking the STS and for students in grades three through eight taking the CMA are delivered at the same time as CST multiple-choice materials, but in separate boxes. Table 18, which begins below, shows CST, CMA, CAPA, and STS materials. Table 21, which shows EAP essay materials, is on page 65.

The test site or school receives two types of boxes. **Box 1, for each school,** contains administration materials. **Other boxes, marked for schools,** contain the actual student and examiner testing materials to be distributed by the school district to its schools.

Note: Table 18 does not include special formats that can be ordered, such as braille, large print, or audio CD.

Table 18. CST, CMA, CAPA, and STS Test Materials by Grade Level—Test Site

STAR Test Materials		Grade Levels	Shipment
	Pre-ID labels	All	Separate shipment
CST	Card stock rulers	2	Box 1 – School
	CST machine-scorable test booklets	2 and 3	Boxes marked for schools
	CST test booklets	4, 5, 6, 7, 8, 9, 10, and 11	Boxes marked for schools
	CST practice tests	2, 3, and 4	Boxes marked for schools
	CST practice test *Directions for Administration*	2, 3, and 4	Boxes marked for schools
	CST machine-scorable answer documents	9, 10, and 11	Boxes marked for schools

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Table 18. CST, CMA, CAPA, and STS Test Materials by Grade Level—Test Site

	STAR Test Materials	Grade Levels	Shipment
CST (cont.)	*Directions for Administration*	2, 3, 4, 5, 6, 7, 8, and 9–11	Boxes marked for schools
	End-of-Course Mathematics test booklets	7, 8, 9, 10, and 11	Boxes marked for schools
	End-of-Course Science test booklets	9, 10, and 11	Boxes marked for schools
	End-of-Course History–Social Science test booklets	9, 10, and 11	Boxes marked for schools
CST/ CMA	CST/CMA machine-scorable answer documents	4, 5, 6, 7, and 8	Boxes marked for schools
CMA	CMA machine-scorable test booklets	3	Boxes marked for schools
	CMA test booklets	4, 5, 6, 7, and 8	Boxes marked for schools
	Directions for Administration	3, 4, 5, 6, 7, and 8	Boxes marked for schools
CAPA	*CAPA Examiner's Manuals* and Stimulus Cards (manual includes directions for all CAPA levels)		Boxes marked for schools
	CAPA machine-scorable answer documents		Boxes marked for schools
STS	Card stock rulers	2 and 5	Boxes marked for schools
	STS machine-scorable test booklets	2 and 3	Boxes marked for schools
	STS test booklets	4, 5, 6, 7, 8, 9, 10, and 11	Boxes marked for schools
	STS practice tests	2, 3, and 4	Boxes marked for schools
	STS practice test *Directions for Administration*	2, 3, and 4	Boxes marked for schools
	STS Machine-scorable answer documents	4, 5, 6, 7, 8, 9, 10, and 11	Boxes marked for schools
	Directions for Administration	2, 3, 4, 5, 6, 7, 8, and 9–11	Boxes marked for schools
	End-of-Course Mathematics test booklets	7, 8, 9, 10, and 11	Boxes marked for schools

The test site also receives administrative materials that are used for *all* STAR tests shown in Table 19 below.

Test site coordinators also receive school/test site packing lists.

Materials to Be Provided by the District or School

- Two No. 2 pencils with erasers (plus extras)
- Scratch paper for the mathematics tests—scratch paper may be lined, unlined, or graph paper. Used scratch paper is secure and must be returned to the STAR test site coordinator.
- Scratch paper for the science tests—scratch paper may be lined, unlined, or graph paper. Used scratch paper is secure and must be returned to the STAR test site coordinator.
- "Testing—Do Not Disturb" signs
- Manipulatives for the CAPA—district STAR coordinators should go to http://www.startest.org/capa.html to verify the CAPA version assigned to

Table 19. STAR Materials for Test Site Coordinator

	STAR Test Materials	Shipment
Schools	Manual Information Sheet	Box 1 – School
	Overage—10 percent above original order for schools	Box 1 – School
Return Materials	SGID Sheets	Box 1 – School
	Scorable Material Freight Kit—orange	Box 1 – School
	Nonscorable Material Freight Kit—green	Box 1 – School
	Master File Sheets	Box 1 – School
	Paper bands	Box 1 – School

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the school district and the required manipulatives for each version and level. The required manipulatives generally are available in special education classrooms. If additional manipulatives are needed, these generally are available through educational supply stores or companies.

Accommodations and Modifications

General Use

Students may use the accommodations or modifications specified in their IEP or Section 504 Plan during the test. If students use accommodations or modifications, test examiners are responsible for marking **Section A3** on the students' test booklets and answer documents immediately after testing.

Identifying

See the Matrices of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments provided in Appendix E (also available on the CDE Web page at http://www.cde.ca.gov/ta/tg/sa/).

Matrix 1 includes variations, accommodations, and modifications for the CSTs and the STS. The California Modified Assessment Test Variations and Accommodations for the 2009 Administration matrix, which includes variations and accommodations for the CMA for 2009, is also provided in Appendix E and is available on the CDE Web page at http://www.cde.ca.gov/ta/tg/sr/cmastar.asp.

Testing Variations for English Learners

English learners taking the CSTs or CMA may be tested with the testing variations in Matrix 2, "Matrix of Test Variations for Administration of California Statewide Assessments for English Learners," which is provided in Appendix E (also available on the CDE Web page at http://www.cde.ca.gov/ta/tg/sa/).

If English learners use allowed test variations, test examiners are responsible for marking Section A4 on the students' test booklets or answer documents immediately after testing.

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Multiple Choice and CAPA Responsibilities

Before Testing

Manage Test Security

- ❑ Receive and file STAR Security Affidavits from all test examiners. (See "Forms at a Glance" on page 21.)
- ❑ Identify a secure, lockable area for testing materials and notify others of the location.
- ❑ Secure all materials.

Coordinate Testing Materials Received from the School District

- ❑ Take inventory of materials when they are received from the district STAR coordinator.
- ❑ If large-print or braille tests were ordered, verify that they have been received. If any student for whom a large-print or braille test was ordered has left the school and the student transferred to another school within the school district, work with the district STAR coordinator to transfer the special version materials to the student's new school if possible.
- ❑ If audio CDs were ordered, verify that they have been received. If any student for whom an audio CD was ordered has left the school and the student transferred to another school within the school district, work with the district STAR coordinator to transfer the special version materials to the student's new school if possible.
- ❑ Ensure that booklets are prepared for administering the test:
  - If the school district is not using Pre-ID documents, determine when demographic information will be marked on the booklets and who will mark them. Anyone hand-marking demographic information should do this in a setting supervised by the test site coordinator. **Test booklets for grades two and three should not be opened when demographic information is marked.**
  - Check the "Demographic Fields to Be Hand-Marked on 2009 STAR Answer Documents or During Extended Data Corrections" form received from the district STAR coordinator to identify demographic information that must be hand-marked on Pre-ID documents. Determine who will complete this information and when it will be done.
  - If a student's SSID, name, or birth date is incorrect on the Pre-ID test booklet or answer document, hand-mark a blank booklet or answer document.
- ❑ Contact the district STAR coordinator to report any discrepancies or to request additional materials.

Identify Locations (Rooms)

- ❑ Set up separate testing rooms and assign examiners for students with an IEP or Section 504 Plan, if needed.
- ❑ Arrange for the supervision of students who are not being tested.
- ❑ Identify a quiet room to which students who need more time to test will be escorted. Also identify the adults who will accompany students to that room.

Organize Materials for Testing Locations (Rooms)

- ❑ Complete inventory control spreadsheets to check materials out to and in from each test examiner each day.
- ❑ Prepare overhead transparencies of sample test questions and/or grade two ELA responses (CST only) and mathematics responses (CST and STS) for teachers who use American Sign Language to instruct students with hearing impairments or request these materials from the district STAR coordinator.
- ❑ Secure all materials in central, locked storage.
- ❑ Prepare sets of materials for each testing room. Materials should include a *DFA*, test booklets and answer documents (including one of each for the test examiner to use), and No. 2 pencils with erasers for each student, for each testing room. Include rulers and scratch paper on test days when these are needed.
- ❑ Ensure that the testing room is appropriately prepared for administering tests. No instructional materials directly related to the content of the test should be visible to any students. Inappropriate materials include, but are not limited to, the following:
  - Tables of mathematical facts or formulas
  - Vocabulary or spelling lists
  - Phonics charts
  - Inappropriate history and science materials (for example, maps, timelines, periodic table of elements, formulas)
- ❑ Make sure that students who are hearing questions read aloud by audio CD each have a version 1 test booklet. Contact the district STAR coordinator if there are not enough version 1 test booklets for students whose IEP or Section 504

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Plan requires that they hear a specific subject of the test read aloud.

- ❑ If the test examiner will personally read the questions aloud, any version of the test booklet may be used for individual students. If the test examiner will be reading aloud questions to groups of students in the same testing session, please be aware that each student may have a different version.

Distribute Testing Materials to the Test Examiners Each Day of Testing

- ❑ Distribute sets of materials to test examiners. Check materials out to and in from test examiners each day tests are administered.
- ❑ Ensure that test examiners receive large-print, braille, and audio CD tests and overhead transparencies when appropriate.

During Testing

Monitor the Test Administration

- ❑ At the conclusion of the day's testing, locate any missing materials. Contact the district STAR coordinator if materials cannot be located.
- ❑ Be available to answer questions from test examiners.
- ❑ In the case of student cheating, the test examiner should mark "C" in Section A2, "Special Conditions," on the student's test booklet or answer document and notify the STAR test site coordinator after testing. Do not call the CDE to report student cheating.

Handle Defective Test Booklets and Answer Documents

Although test booklets are monitored for quality, print errors or other defects, such as missing pages, blank pages, or out-of-sequence pages, may occasionally occur. If defective test booklets are found, do the following:

1. Stop testing for the group until replacement test booklets can be obtained.
2. Check the test booklets for all students to determine the extent of the problem.
3. Obtain replacement booklets from the school overage. Contact the district STAR coordinator if there is an insufficiency of booklets in the school overage. How you handle the replacement depends on the grade, as follows:

- ❑ ***For Grades Two and Three***

If a replacement test booklet with the same version number **is available**, proceed with the following steps:

a. Transcribe the student's demographic information and answers from the defective booklet to the replacement booklet.
b. Mark the defective booklet as "VOID—Document Transcribed" and return it with the nonscorable materials.
c. Allow the student to continue testing in the replacement booklet. Submit this booklet with the scorable materials.

If a replacement test booklet with the same version **is not available**, proceed with the following steps:

a. Provide the student with the replacement booklet that has a different version number.
b. Transcribe the student's demographic information and answers from the defective booklet to the replacement booklet.
c. Instruct the student to continue in the new booklet from the last question answered in the defective booklet. For example, if the student stopped at question 5 in the defective booklet, have the student start at question 6 in the replacement booklet.
d. Allow the student to continue testing in the replacement booklet. Submit this booklet with the scorable materials.

- ❑ ***For All Other Grades***

If a replacement test booklet with the same version number **is available**, proceed with the following steps:

a. Allow the student to continue on the same answer document.
b. Submit the answer document with the scorable materials.
c. Return both the defective and replacement test booklets as nonscorable materials.

If a replacement test booklet with the same version **is not available**, proceed with the following steps:

a. Provide the student with the replacement booklet that has a different version number.
b. Have the student erase the version number on the answer document and replace it with the new version number. Version number boxes for grade-level tests can be found in Section 4, "CST Version #" or "Número de versión" (for CST and STS grade-level tests) on the front page of the CST/CMA and STS answer documents, or in the "CMA Version #" (for CMA tests). For CST and STS end-of-course tests, the version number circles can be found in the "Version #" or "Número de versión" boxes next to the appropriate

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response areas on the inside pages of CST/CMA and STS answer documents.

c. Instruct the student to continue answering questions from the new test booklet.

d. Record the print code that appears on the back of the defective test booklet(s) and forward this to the district STAR coordinator.

e. Return both the defective and replacement booklets as nonscorable materials.

Manage Emergency Situations

If an emergency situation occurs during the administration of any test, the first consideration must be for the safety of the students and staff. Test examiners should be advised to ensure that students are safe, and then secure testing materials if it is safe for the examiner to do so. When the emergency situation has been resolved, update the district STAR coordinator about what has happened.

Types of emergencies include, but are not limited to, the following:

- **Electrical Outages**—If there is sufficient light to continue testing, students should continue working on the test. If there is insufficient light, the test examiner should collect and secure the test materials until they can be returned to central storage. Testing should resume when electricity is restored or on a subsequent day, as appropriate.
- **Natural Disasters (such as earthquake or fire)**—Test examiners should follow the school/site's procedures for responding to natural disasters. Test materials should be left on students' desks and the room locked if the building is being evacuated and locking the room does not endanger students or staff. When it is safe to do so, testing may resume or materials may be collected and secured to resume testing on a subsequent day.
- **Student Illness**—If a student becomes ill and soils a test booklet or answer document, transcribe all information, if possible, onto a blank test booklet or answer document in order to save the student's responses. Then dispose of the soiled test booklet or answer document securely.
- **Student Medical Absence**—Work with test examiners to mark Section A2, option "F," on student answer documents for students who become ill and cannot complete a test.

After Testing

Collect and Process Testing Materials

- ❑ Verify that all testing materials have been returned.
- ❑ Separate materials by test.
- ❑ Separate CST/CMA materials by grade level.
- ❑ Separate CAPA test materials.
- ❑ Separate STS materials by grade level.
- ❑ Separate scorable materials from nonscorable materials.
- ❑ Work with one grade level of documents at a time.
  - Verify that all CAPA answer documents—from both examiners and observers—have been signed.
  - Ensure that all marks other than marks in response circles in grades two and three test booklets or on grades four through eleven answer documents are erased.
  - Do not darken response circles on answer documents or grade two and three test booklets.
  - Ensure that all demographic information that was to be hand-marked has been completed.
  - Make sure that the primary disability code is correct in Section 16a. Note that:
    - The primary disability code should be correct at the time of testing. If the primary disability code changes between the Pre-ID submission date and the testing date, either ask the district STAR coordinator to change the disability code in Extended Data Corrections or hand-mark a new answer document with all of the demographic information. The Pre-ID document should be destroyed in a secure manner by school or district staff. Correct primary disability codes can be found in Table A-8 of Appendix K of this manual and in the appendixes of the *DFA*s.
    - Mark the three-digit primary disability code

Important

No test examiner, district or test site coordinator, principal, or other administrator may invalidate any student test booklet or answer document. Booklets or answer documents with drawings or other marks made by students must be submitted for scoring.

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from the student's IEP. If a code is not entered and neither the "Section 504 Plan" nor "IEP" circle was selected in A3, this code defaults to "000."

- Carefully check Sections A2, A3, and A4 and verify that answer documents are marked appropriately by the test examiner.
- If a student in grade two or three used a highlighter, make sure the student's answers and demographic information have been transcribed onto a blank test booklet. It is recommended that, to ensure that tests will be scored correctly, students in grades two and three **not** use highlighters because the ink could bleed through the paper and interfere with scoring.
- Verify that Section 4 has the correct version number.
- Verify that students taking the CMA for one or more content areas have marked the circles for both the CMA version number and the CMA test content area name on their answer documents *before* separating test booklets and answer documents.
- For the CST, verify that the mathematics (grades seven through eleven), science (grades nine through eleven), and history–social science (grades nine through eleven) test name circles are marked on answer documents *before* separating test booklets and answer documents for students in grades seven through eleven.
- For the STS, verify that the correct end-of-course test name and version number sections are marked on answer documents *before* separating test booklets and answer documents for students in grades seven through eleven.

❑ Ensure that any booklets or answer documents that have torn edges are transcribed.

❑ Remove any sticky-notes or paper clips from test booklets for grades two and three and answer documents for grades four through eleven.

Process Test Documents for Students Using Accommodations and Modifications

❑ Verify that all demographic information is complete for each student and that Section A3 has been marked for students who used accommodations or modifications. Note that the primary disability code should be correct at the time of testing.

- If the primary disability code changes between the Pre-ID submission date and the testing date, either ask the district STAR coordinator to change the code in Extended Data Corrections or hand-mark a new answer document with all of the demographic information. The Pre-ID document should be destroyed in a secure manner by school or district staff.

❑ If the student heard the test questions read aloud …

- … from a CD, the test examiner should mark the circle for option "P" in Section A3 on the student's test booklet or answer document, and mark the circle for version 1 in Section 4 "CST Version #" on the front of the answer document if the test is a CST for students in grades four through eleven, or in the "CMA Version #" box next to the response area for the CMA subject inside the CST/CMA answer document if the test is a CMA (grades four and five only).
- … by the test examiner, the test examiner should mark option "Z" in Section A3 on the student's test booklet or answer document.

❑ Ensure that any large-print or braille documents are transcribed to regular answer documents. Large-print or braille documents that are not transcribed will not be scored.

Count Testing Materials

❑ For grades two and three, verify that the number of booklets to be scored plus the number of all booklets not to be scored (unused and voided) equals the number of booklets received at the school/test site.

❑ For grades four through eleven, verify that the number of test booklets received from examiners plus the number of unused booklets equals the number of test booklets received at the school/test site. If the number is not equal, a security breach may have occurred.

Correctly Package Scorable Materials

See Figure 2 on page 62 for a list of scorable materials.

❑ Complete an SGID for CAPA, following the directions in the "Completing SGID Sheets" section on page 24.

❑ Complete an SGID for CST/CMA and STS at each grade level tested, following the directions in the "Completing SGID Sheets" section on page 24.

❑ Use a paper band to secure completed SGID sheets on top of the sets of materials to be scored for each test (CST, CMA, or STS), and grade level or teacher. All CAPA documents should be

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submitted under a single SGID and must be signed.

- ❑ Complete the Master File Sheet by entering the number of SGIDs and the total number of documents to be scored and place it on top of the banded set of booklets or answer documents.
- ❑ Pack the banded set(s) of documents and the Master File Sheet in the original cartons in which the materials were received. Sort materials by test, and then by grade (see Figure 2 below).
  - For grade three, stack all CST test booklets and CMA test booklets for the grade or group.
  - Put the signed CAPA answer document on top of the signed observer/second-rater document for each student for whom there was an observer. If either answer document has not been signed, return the unsigned document(s) to the examiner and/or observer for signature before banding the CAPA answer documents.
- ❑ Complete address labels and affix them to each carton. Record the school/test site information on an orange return address label and affix it to the carton of documents to be scored.
- ❑ Set the completed carton(s) of scorable booklets aside and move on to the nonscorable materials.

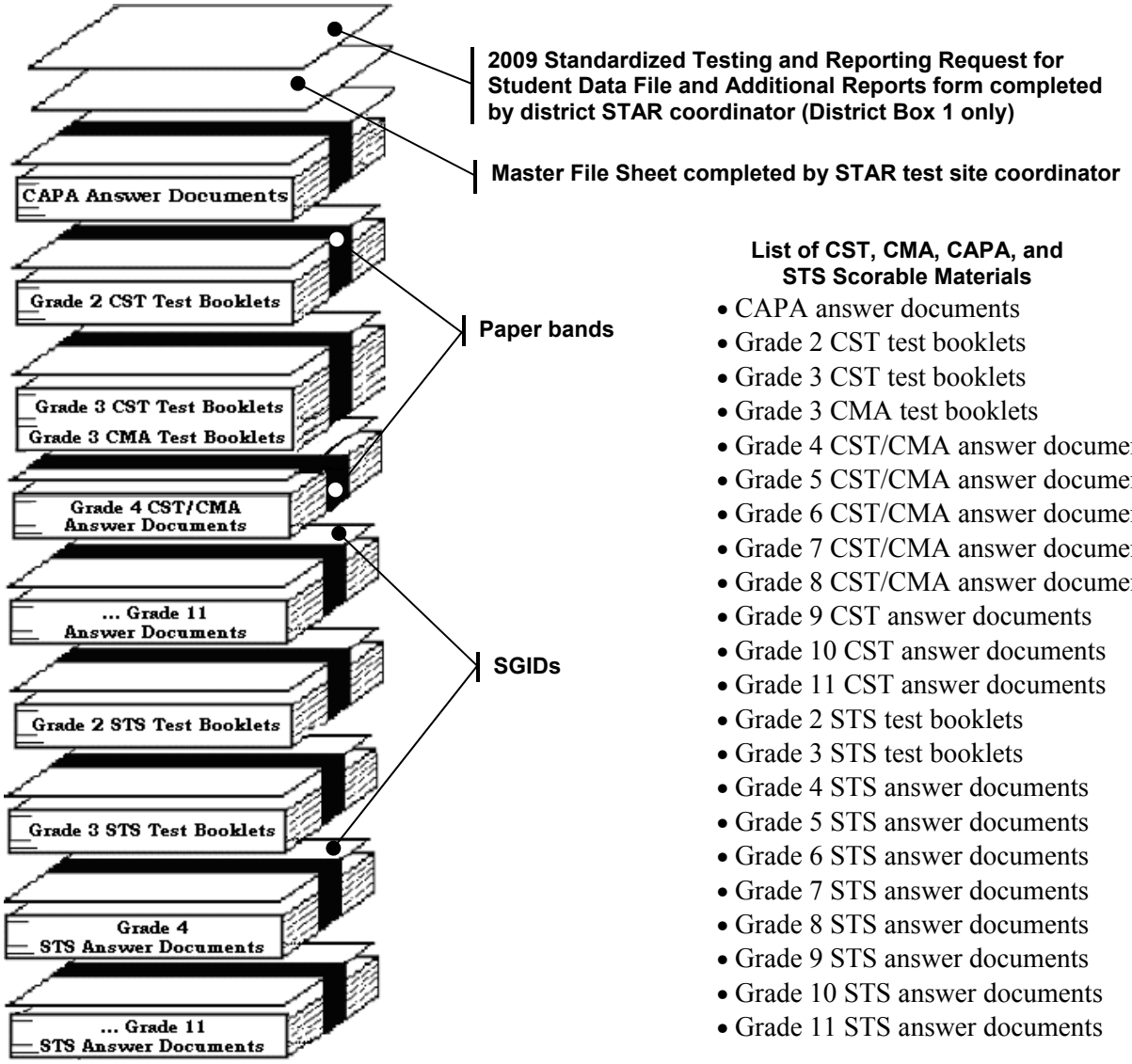

Figure 2. Packing Order for Returning Scorable Multiple-Choice and CAPA Material

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Correctly Package Nonscorable Materials

- ❑ Separate all nonscorable materials by exam: CST, CMA, CAPA, or STS.
- ❑ Separate all nonscorable materials by grade.
- ❑ Work with one grade level of **CST, CMA, and STS** materials at a time. Separate and process the following, using the guidelines in Table 20 on the next page for further information on the appropriate handling of these materials:
  - Scratch paper (securely destroy)
  - *DFA*s (except grade two *DFA*s)
  - Card stock rulers (may be retained for classroom use)
  - Science reference sheets (may be retained for classroom use)
  - CAPA stimulus cards (may be retained for classroom use)
  - Used grade two, grade three, and grade four practice tests and *Directions for Administration* of the Practice Tests (Students may take practice tests home.)
  - Pre-identified answer documents for grades four through eleven for students who moved before the first day of testing (securely destroy)
  - Unused pre-identified answer documents for grades four through eleven that had incorrect Pre-ID information for which new documents were hand-marked before testing (securely destroy)
  - Blank answer documents for grades four through eight CST/CMA; blank answer documents for grades nine through eleven CST; blank answer documents for CAPA; and blank answer documents for grades four through eleven STS
  - Extra SGIDs
  - Unused Pre-ID labels
- ❑ Use a black marking pen to mark all damaged CST/CMA, CST, and STS answer documents for grades four through eleven, CST and STS test booklets for grades two and three, and CMA test booklets for grade three that were transcribed to new documents, "Void—Document Transcribed."
- ❑ Mark unused pre-identified CST and STS grades two and three test booklets and CMA grade three test booklets, "Void—Student Moved Before Test" as appropriate.
- ❑ Box the nonscorable CST, CMA, CAPA, and STS materials. These materials need not be stacked in a particular order.
  - All mathematics end-of-course test booklets:
    - General Mathematics
    - Algebra I
    - Geometry
    - Algebra II
    - Integrated Mathematics 1, 2, 3
    - Summative High School Mathematics
  - All science end-of-course test booklets:
    - Biology
    - Chemistry
    - Earth Science
    - Physics
    - Integrated/Coordinated Science 1, 2, 3, 4
  - All history–social science end-of-course test booklets:
    - World History
  - Test booklets for grades four through eleven
  - Test booklets for grade three:
    - Voided CST
    - Voided CMA
    - Voided STS
    - Unused CST
    - Unused CMA
    - Unused STS
  - Grade two:
    - Voided CST and STS test booklets
    - Unused CST and STS test booklets
    - CST and STS test response transparencies
    - *Directions for Administration*
  - CAPA nonscorable materials:
    - *CAPA Examiner's Manuals*
    - All voided CAPA answer documents
- ❑ Add all used and unused audio CDs.
- ❑ Add all original large-print and braille booklets.
- ❑ Record the school/test site information on a green return address label and affix it to the carton(s) of nonscorable materials.

Return Materials to the School District

- ❑ Return the cartons of scorable and nonscorable materials to the district STAR coordinator within two days of the end of the test administration.

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Table 20. Guidelines for Handling Nonscorable Test Materials

MATERIAL	HANDLING GUIDELINE
CST, CMA, and STS *DFA*s	
Directions for Administration, grade 2	RETURN with nonscorables.
Directions for Administration, grades 3–11	Discard or RETURN with nonscorables.
CST, CMA, STS Test Booklets *Unused* test booklets include Pre-ID test booklets for students who moved prior to the first day of testing and test booklets that have incorrect Pre-ID information.	
Unused non–Pre-ID test booklets, grades 2 and 3	RETURN with nonscorables.
Unused Pre-ID test booklets, grades 2 and 3	RETURN with nonscorables and mark as "VOID—Student Moved Before Test" or "VOID—Document Transcribed."
Used or damaged test booklets, grades 2 and 3	RETURN with nonscorables and mark as "VOID—Document Transcribed."
Used test booklets, grades 4–11	RETURN with nonscorables.
Unused test booklets, grades 4–11	RETURN with nonscorables.
Used test booklets for all end-of-course CSTs (mathematics, science, history–social science)	RETURN with nonscorables.
Unused test booklets for all end-of-course CSTs (mathematics, science, history–social science)	RETURN with nonscorables.
Used or unused audio CDs	RETURN with nonscorables.
CST/CMA and STS Answer Documents *Unused* Pre-ID answer documents include Pre-ID answer documents for students who moved prior to the first day of testing and answer documents that have incorrect Pre-ID information.	
Unused Pre-ID answer documents, grades 4–11	Securely destroy.
Unused non–Pre-ID answer documents, grades 4–11	Discard.
Used or damaged answer documents, grades 4–11	RETURN with nonscorables and mark as "VOID—Document Transcribed."
CAPA Materials	
Note: CAPA observer answer documents should be returned with the scorable CAPA materials.	
CAPA Examiner's Manual	RETURN with nonscorables.
Unused non–Pre-ID CAPA answer documents	Discard.
Unused Pre-ID CAPA answer documents	Securely destroy.
Special Versions	
Grade 2 test response transparencies	RETURN with nonscorables.
Used large-print test booklets and large-print answer documents	RETURN with nonscorables; mark answer documents "VOID—Document Transcribed."
Unused large-print test booklets and answer documents	RETURN with nonscorables.
Used braille test booklets	RETURN with nonscorables.
Unused braille test booklets	RETURN with nonscorables.
Large-print *CAPA Examiner's Manual*	RETURN with nonscorables.
Braille *CAPA Examiner's Manual*	RETURN with nonscorables.
Ancillary Items	
STAR District and Test Site Coordinator Manual	File one copy in district and discard remainder.
Card stock rulers	Reuse in classroom or discard.
Science reference sheets	Reuse in classroom or discard.
CAPA stimulus cards	Reuse in classroom or discard.
Scratch paper	Securely destroy.
Additional SGID sheets	Discard or RETURN with nonscorables.
Unused paper bands	Discard or RETURN with nonscorables.
Unused Pre-ID labels	Destroy or RETURN with nonscorables.

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Chapter III.4 EAP Essay

Background

The Early Assessment Program is a collaborative effort between the CDE, the California State University (CSU), and the State Board of Education designed to assess students for college readiness in their high school junior year. The EAP is a voluntary eleventh grade assessment that combines CSU placement standards with California high school standards. This early assessment identifies whether a student is prepared for college at a point when students have the time to gain the needed preparation during the high school senior year.

Test Dates

The EAP essay may be administered at any time between March 3 and March 31. If grade eleven students will not be in session during this time period, please contact STAR TAC at 800-955-2954.

Test Materials

CSU EAP essay materials are packaged in separate cartons and delivered separately from the school district's CST materials.

Table 21. Test Materials, EAP Essay Administration—Test Site

Test Materials	Shipment
Essay Prompt Booklets (3 versions)	Boxes marked for schools
California State University Early Assessment Program Response Booklets—Pre-ID or blank	Boxes marked for schools
Directions for Administration of the Essay	Boxes marked for schools
Manual Information Sheet	Box 1 – School
SGID Sheets	Box 1 – School
Scorable Material Freight Kit—magenta	Box 1 – School
Nonscorable Material Freight Kit—yellow	Box 1 – School
EAP Master File Sheets	Box 1 – School
Paper bands	Box 1 – School

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EAP Essay Responsibilities

Before Testing

Manage Test Security

- ❑ Identify a secure, lockable area for testing materials.
- ❑ Secure all materials and notify others of the location.

Coordinate Testing Materials Received from the School District

- ❑ Take inventory of materials when they are received from the district STAR coordinator.
- ❑ Contact the district STAR coordinator to report any discrepancies or to request additional materials.
- ❑ If large-print or braille tests were ordered, verify that they have been received. If any student for whom a large-print or braille test was ordered has left the school and the student transferred to another school within the school district, work with the district STAR coordinator to transfer the special version materials to the student's new school.

Organize the Testing Environment

- ❑ Identify test examiners, proctors, and testing locations.
- ❑ Schedule the essay administration.
  - Allow, at minimum, a class period for the essay administration. An estimated 45 minutes is the amount of time students will need to respond to the essay prompt.
  - The essay may be administered throughout the day or on consecutive days to students in different classes if all periods do not meet every day and the essays are being completed in regular classes.
  - All essay administrations must be completed by **March 31, 2009**.
- ❑ Notify grade eleven students of the testing time and locations.

Distribute Testing Materials to the Test Examiners

- ❑ Distribute sets of materials to test examiners. Sets of materials should include a *DFA*, response booklets, and Essay Prompt Booklets.
- ❑ Ensure that test examiners receive large-print and braille tests when appropriate.

During Testing

Monitor the Test Administration

- ❑ Check materials out to test examiners and check them back in at conclusion of testing. Locate any missing materials. Contact the district STAR coordinator if materials cannot be located.
- ❑ Be available to answer questions from test examiners.

Manage Emergency Situations

If an emergency situation occurs during the administration of any test, the first consideration must be for the safety of the students and staff. Test examiners should be advised to ensure that students are safe, and then secure testing materials, if it is safe for the examiner to do so. When the emergency situation has been resolved, update the district STAR coordinator about what has happened.

Types of emergencies include (but are not limited to):

- **Electrical Outages**—If there is sufficient light to continue testing, students should continue working on the test. If there is insufficient light, the test examiner should collect and secure the test materials until they can be returned for central storage. Testing should resume when electricity is restored or on a subsequent day, as appropriate.
- **Natural Disasters (such as earthquake or fire)**—Test examiners should follow the school/site's procedures for responding to natural disasters. Test materials should be left on the students' desks and the room locked if the building is being evacuated and locking the room does not endanger students or staff. When it is safe to do so, testing may resume or materials may be collected and secured to resume testing on a subsequent day.
- **Student Illness**—If a student becomes ill and soils a response booklet, transcribe all information, if possible, onto a blank response booklet in order to save the student's responses. Then dispose of the soiled response booklet securely.

After Testing

Collect and Process Testing Materials

- ❑ Verify that all testing materials have been returned.
- ❑ Separate response booklets to be scored from all other materials. Booklets are to be submitted for scoring only for students who were present.
- ❑ Ensure that any booklets that have torn edges are transcribed to new booklets for the students.
- ❑ Remove any sticky-notes or paper clips from the response booklets.

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Count Testing Materials

- ❑ Verify that the number of booklets to be scored plus the number of all booklets not to be scored (unused and voided) equals the number of booklets received at the school/test site. If the number is not equal, a security breach may have occurred.

Correctly Package Scorable Materials

- ❑ Use the original cartons in which the materials were received to package and return the materials to the school district.
- ❑ Complete only the **front page** of an SGID, following the directions in the "Completing SGID Sheets" section on page 24.
- ❑ Use a paper band to secure completed SGID sheets on top of the response booklets to be scored.
- ❑ Complete the EAP Writing Master File Sheet and place it on top of the banded set of booklets.
- ❑ Place the banded set of documents and the EAP Writing Master File Sheet into a carton as shown in Figure 3, below.
- ❑ Record the school/test site information on a magenta return address label and affix it to the carton of response booklets to be scored.
- ❑ Set the completed carton(s) of scorable booklets aside and move on to the nonscorable materials.

Correctly Package Nonscorable Materials

- ❑ Place **all** Essay Prompt Booklets and voided response booklets in a separate carton.
- ❑ Record the school/test site information on a yellow return address label and affix it to the carton of nonscorable materials.
- ❑ Destroy all *DFA*s and unused response booklets.

Return Materials to the School District

- ❑ Return the cartons of scorable and nonscorable materials to the district STAR coordinator the day after the essays are administered but **no later than April 3.**

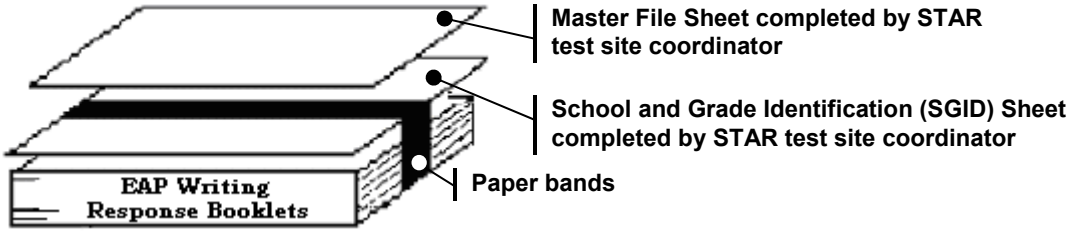

Figure 3. Packing Order for Returning EAP Materials

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Notes

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APPENDIXES

Appendix A: CMA Participation Criteria

These criteria for guiding IEP teams in making decisions about which students with disabilities should participate in the California Modified Assessment are based, in part, on Title 34 of the *Code of Federal Regulations, Part 200*—Title I—Improving the Academic Achievement of the Disadvantaged.

Decision-Making Considerations

1. Previous Participation

CST

The student shall have taken the CST in a previous year and scored below basic or far below basic in the subject area being assessed by the CMA and may have taken the CST with modifications.

CAPA

Previous participation in the CAPA shall not preclude a student from participation in the CMA.

The student shall have taken the CAPA Level II–V in two previous years and received a performance level of either proficient or advanced.

Note:

The student shall not be allowed to take both the CAPA and CMA. Students shall take either:

- CAPA in all subject areas;
- CST in all subject areas;
- CMA in all subject areas; or
- A combination of CST and CMA in the subject areas being assessed.

2. Progress Based On Multiple Measures and Objective Evidence

The student's disability has precluded the student from achieving grade-level proficiency, as demonstrated by such objective evidence as the student's performance on the CST and other assessments that can validly document academic achievement within the year covered by the student's IEP.

The determination of the student's progress must be based on multiple measurements, over a period of time, that are valid for the subjects being assessed.

The student will not receive a proficient score on the CST (even with the provision of accommodations) based on evidence from multiple, valid, and objective measures of student progress (or lack of progress).

3. Response To Appropriate Instruction

The student's progress to date in response to appropriate grade-level instruction, including special education and related services designed to address the student's individual needs, is such that, even if significant growth occurs, the IEP team is reasonably certain that the student will not achieve grade-level proficiency within the year covered by the student's IEP.

- The student who is assessed with the CMA has access to the curriculum, including instruction and materials for the grade in which the student is enrolled.
- The student's IEP plan includes grade-level California content standards–based goals and support in the classroom for a subject or subjects assessed by the CMA.
- The student has received special education and related services to support access to and progress in the general curriculum in which the student is enrolled.
- The IEP team has determined that the student will not achieve grade-level proficiency even with instructional intervention.

Note:

The participation criteria requirement in the second bullet above—that an IEP include "grade-level California content standards–based goals and support in the classroom for a subject or subjects assessed by the CMA"—has caused confusion for IEP teams.

Traditionally, IEP goals address English–language arts, math, and prerequisite skills. Other content areas are usually addressed by related goals, supports, and related services. Science, for example, can be addressed by having a goal for vocabulary development that can support the student's learning science vocabulary, and/or supports in the science classroom can aid the student in gaining access to the science curriculum.

Additionally, since the science assessments are not given prior to grade five, a student may fill the first participation criterion if the student:

- has taken the CSTs in a previous year, and
- scored below basic or far below basic in ELA or mathematics, and
- may have taken the CST with accommodations and/or modifications

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4. High School Diploma

The student who takes alternate assessments based on modified academic achievement standards is not precluded from attempting to complete requirements, as defined by the State, for a regular high school diploma.

Note: Students must continue to meet the California High School Exit Examination (CAHSEE) requirement in order to receive a diploma from a California public high school.

5. Parents Are Informed

Parents of the students selected to be assessed with the CMA are informed that their child's achievement will be measured based on modified achievement standards.

Note: The test, while based on grade-level content, is less rigorous than the CST.

Additional Decision-Making Considerations

1. The decision to participate in the CMA is *not* based on the amount of time the student is receiving special education services.
2. The decision to participate in the CMA is *not* based on excessive or extended absences.
3. The decision to participate in the CMA is *not* based on language, culture, or economic differences.
4. The decision to participate in the CMA is *not* based solely on the student's disability (i.e., deafness/blindness, visual, auditory, and/or motor disabilities) but rather the student's inability to appropriately demonstrate his or her knowledge on the California content standards through the CST.
5. The decision to use the CMA *is* an IEP team decision based on student needs.

CMA Definition of Terms

CAPA is designed to assess those students with significant cognitive disabilities who cannot participate in the CST or the CMA even with accommodations and/or modifications. The CDE developed CAPA to comply with the requirements of the No Child Left Behind Act of 2001. CAPA links directly to the California academic content standards at each grade level and accurately reflects the portions of the content standards from Kindergarten through high school that are accessible to students with significant cognitive disabilities. CAPA is given in grade spans (Levels I–V).

CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. The CMA has been developed to provide more access so students can better demonstrate their knowledge of the California content standards. The CDE developed CMA to comply with the flexibility offered through the provisions of the No Child Left Behind Act of 2001.

CSTs in English–language arts, mathematics, science, and history–social science are administered only to students in California public schools. Except for a writing component that is administered as part of the grade four and seven English–language arts tests, all questions are multiple-choice. These tests were developed specifically to assess students' knowledge of the California content standards.

California content standards were adopted by the State Board of Education and specify what all California children are expected to know and be able to do in each grade or course.

Goals are those written by the IEP team, while not inclusive, for reading, writing, and mathematics and may include support for those areas in additional courses or study.

Grade-level proficiency refers to the student's level of knowledge and degree of mastery of the California content standards for the subjects being assessed. This grade-level proficiency should not be confused with the STAR performance levels as reported on the STAR student report.

Objective evidence is the most recent data available for the student's performance on the CST, CAPA, or CMA and locally used assessments and/or assignments, whether used for placement, diagnosis or to track student progress throughout the year.

Modified academic achievement standards are used to measure the student's achievement on the California Modified Assessment; are aligned to the California content standards, but less difficult than the grade-level academic achievement standards; and are developed through a validated standard setting process.

Multiple Measures are various assessments and/or instruments, including STAR Program assessments, as well as locally used assessments and/or assignments, whether used for placement, diagnosis or to track student progress throughout the year.

Valid refers to the degree to which evidence and theory support the intended purpose of the test and the interpretation of test scores for the subjects being assessed.

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Appendix B: Security Forms

Exhibit A-1. STAR Test Security Agreement

2008-09 STAR Test (including field tests) Security Agreement *for* District and Test Site Coordinators

I acknowledge by my signature on this form that the California Standards Tests (CST); the California Modified Assessment (CMA); the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey); California Alternate Performance Assessment; and the Standards-based Tests in Spanish (STS) are secure tests and agree to each of the following conditions to ensure test security:

1. **I will** take all necessary precautions to safeguard all tests and test materials by limiting access to persons within the school district with a responsible, professional interest in the tests' security.
2. **I will** keep on file the names of all persons having access to tests and test materials. All persons having access to the materials shall be required to sign the STAR Test Security Affidavit that will be kept on file in the school district office.
3. **I will** keep the CST, CMA, CAT/6 Survey, CAPA, and STS tests and test materials in a secure, locked location and will deliver tests and test materials only to those persons who have executed STAR Test Security Affidavits, on actual testing dates as provided in California *Code of Regulations*, Title 5, Division 1, Chapter 2, Subchapter 3.75.
4. **I will** keep the CAPA materials in a secure locked location when not being used by examiners to prepare for and to administer the assessment. I will adhere to the contractor's directions for the distribution of the assessment materials to examiners.
5. **I will not** copy any part of the tests or test materials without written permission from the California Department of Education to do so.
6. **I will not** disclose, or allow to be disclosed, the contents of the tests or the test instruments. I will not review any test questions, passages, or other test items with any other person before, during, or after the test administration.
7. **I will not** review test questions, develop any scoring keys or review or score any student responses except as required by the contractor's manuals.

By signing my name to this document, I am assuring that I will abide by the above conditions.

Signed

Print Name

Title

School District

Date

This form may be photocopied.

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Exhibit A-2. STAR Test Security Affidavit

2008-09 STAR Test (including field tests) Security Affidavit *for* Test Examiners, Proctors, Scribes, and any Other Person Having Access to STAR Tests

Note: This agreement covers both the fall field tests as well as the operational administrations.

I acknowledge that I may have access to the California Standards Tests (CSTs); the California Modified Assessment (CMA); the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey); the California Alternate Performance Assessment (CAPA); and the Standards-based Tests in Spanish (STS) for the purpose of administering the test(s). I understand that these materials are highly secure, and it is my professional responsibility to protect their security as follows:

1. **I will not** divulge the contents of the tests to any other person through verbal, written, or any other means of communication.
2. **I will not** copy any part of the test(s) or test materials.
3. **I will** keep the test(s) secure until the test(s) are actually distributed to students.
4. **I will** limit access to the test(s) and test materials by test examinees to the actual testing periods when they are taking the test(s).
5. **I will** collect and account for all materials following each period of testing and will not permit students to remove test materials from the room where testing takes place.
6. **I will not** review any test questions, passages, or other test items independently or with students or any other person before, during, or following testing.
7. **I will not** develop scoring keys, review any student responses, or prepare answer documents except as required by the contractor's administration manual(s).
8. **I will** return all test materials to the designated STAR test site coordinator daily upon completion of testing.
9. **I will** administer the test(s) in accordance with the *Directions for Administration* and the *STAR District and Test Site Coordinator Manual*.
10. **I have been** trained to administer the tests.

Signed

Print Name

Position

School

School District

Date

This form may be photocopied.

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Appendix C: STAR Program Irregularities and Incidents

Testing Irregularities

Testing irregularities are circumstances that may compromise the reliability and validity of test results and, if more than five percent of the students tested are involved, could affect a school's Academic Performance Index (API) and adequate yearly progress (AYP). The following information and procedures are provided to assist in identifying irregularities and notifying the California Department of Education (CDE).

> *Education Code* Section 60611 (a) "A city, county, city and county, district superintendent of schools, or principal or teacher of any elementary or secondary school, including a charter school, shall not carry on any program of specific preparation of pupils for the statewide pupil assessment program or a particular test used therein." Section 60611 (b) allows the use of "instructional materials provided by the department or its agents in the academic preparation of pupils for the statewide pupil assessment if those instructional materials are embedded in an instructional program that is intended to improve pupil learning." *California Code of Regulations, Title 5, Education*, Division 1, Chapter 2, Subchapter 3.75, Section 854 (a) states: "Except for materials specifically provided by the Department or its agents, no program or materials shall be used by any school district or employee of a school district that are specifically formulated or intended to prepare pupils for the designated achievement tests, standards-based achievement tests, or the designated primary language test. No administration or use of an alternate or parallel form of the designated achievement test or the designated primary language test shall be used as practice for any pupils in grades 2 to 11, inclusive."

See the *Guidelines on Academic Preparation for State Assessments*, available on the Internet at http://www.cde.ca.gov/ta/tg/sa, for additional information on appropriate test preparation.

Listed in the next column are three categories of irregularities—testing irregularities, inappropriate test preparation, and security breaches—with some examples for each category.

1. **Testing Irregularities**, including ***but not limited to:***
   - Coaching students, including ***but not limited to:***
     - Discussing questions with students during testing
     - Providing instruction related to the test during test administration
     - Giving students the answers
     - Guiding students in marking correct answers
   - Leaving informational materials on the walls in the testing room that may assist in students' answering examination questions
   - Allowing students to have additional materials or tools (e.g., books, calculators, tables, etc.) during testing (when not specified in an IEP or Section 504 Plan) not approved as a variation (see Appendix E for a listing of approved variations)
2. **Inappropriate Test Preparation**, including ***but not limited to:***
   - Reviewing any test questions and providing instruction related to the questions prior to test administration or between test parts
   - Providing students with the writing prompt or writing genre prior to testing
3. **Security Breaches**, including ***but not limited to*** failure to maintain test security.
   - Talking about or discussing the tests with anyone
   - Copying the tests
   - Developing a scoring key
   - Allowing students to take the test out of the testing room

Report Irregularities

The district STAR coordinator is responsible for immediately notifying the CDE of any irregularities that occur before, during, or after testing. The STAR test site coordinator is responsible for immediately notifying the district STAR coordinator of any security breaches or testing irregularities that occur in the administration of the test. [*5CCR* Section 858 (b) (11) and 857 (b) (9)]

The "STAR Program—District STAR Coordinator Irregularity Report Form" at the end of Appendix C may be used to provide the required

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information to the CDE when an irregularity is confirmed. The report should include the SSIDs for the students involved in the irregularity. The form may be e-mailed to starirreg@cde.ca.gov or faxed.

Coordinator Procedures

The test site coordinator:

- Receives notification of an irregularity
- Reviews the information provided and verifies that an irregularity has occurred
- Contacts the district STAR coordinator and provides all pertinent information
- If appropriate, marks the student answer documents as instructed by the district STAR coordinator

The district STAR coordinator:

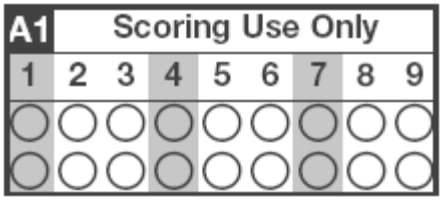
- Receives notification of an irregularity from the test site coordinator
- Reviews the information provided and verifies that the occurrence is an irregularity
- Notifies CDE by fax (916-319-0969) or e-mail (starirreg@cde.ca.gov)
- Responds to and assists CDE and/or test security personnel as requested
- Works with the test site coordinator to ensure that the student answer documents are correctly marked after receiving concurrence or additional information from the CDE
- Keeps any documentation associated with the irregularity for a year

How to Mark Section A1 Scoring Use Only

Section A1 of answer documents and grades two and three test booklets has nine columns and two rows of circles. The first row of circles is for Adult Testing Irregularities, and the last row of circles is for Inappropriate Test Preparation. The columns refer to various tests. For the writing tests, use only column 1.

Once the district STAR coordinator and CDE have determined that an irregularity or inappropriate test preparation has occurred, CDE will instruct the district STAR coordinator on how and when to code Section A1. The following exhibit offers a guide to Section A1. **Do not mark this section unless instructed to do so by the CDE.**

Exhibit A-3. How to Mark Answer Document Section A1



Column	Row	Purpose
1	Adult Testing Irregularity	ELA Writing for Grades 4, 7
	Inappropriate Test Preparation	ELA Writing for Grades 4, 7
2	Adult Testing Irregularity	ELA/RLA for Grades 2–11
	Inappropriate Test Preparation	ELA/RLA for Grades 2–11
3	Adult Testing Irregularity	Grade-level Mathematics for Grades 2–7
	Inappropriate Test Preparation	Grade-level Mathematics for Grades 2–7
4	Adult Testing Irregularity	EOC Mathematics for Grades 7–11
	Inappropriate Test Preparation	EOC Mathematics for Grades 7–11
5	Adult Testing Irregularity	Grade-level Science for Grades 5, 8, 10
	Inappropriate Test Preparation	Grade-level Science for Grades 5, 8, 10
6	Adult Testing Irregularity	EOC Science for Grades 9–11
	Inappropriate Test Preparation	EOC Science for Grades 9–11
7	Adult Testing Irregularity	Grade-level History–Social Science for Grades 8, 11
	Inappropriate Test Preparation	Grade-level History–Social Science for Grades 8, 11
8	Adult Testing Irregularity	EOC History–Social Science for Grades 9–11
	Inappropriate Test Preparation	EOC History–Social Science for Grades 9–11
9	Adult Testing Irregularity	Not assigned
	Inappropriate Test Preparation	Not assigned

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Test Administration Incidents

Test administration incidents are any situation that occurs before, during, or after test administrations that does not conform to the instructions stated in the *Directions for Administration* and the STAR *District and Test Site Coordinator Manual* distributed by the STAR Program testing contractor. These situations include test administration errors, disruptions, and student cheating.

Test administration incidents generally do not affect test results. These administration incidents **do not need to be reported to the CDE or the STAR Program testing contractor.** However, if you have any questions about whether an administration incident constitutes a testing irregularity, please contact your district STAR coordinator or the CDE at (916) 445-8765. It is recommended that districts and schools maintain records of these incidents for no less than 18 months. The following examples are provided to assist in determining if a test administration incident has occurred. The procedures and form provided are suggestions only and are not required.

Test administration incidents include ***but are not limited to:***

- **Test Administration Errors:** Errors that occurred before, during, or after the administration of a test. Errors include ***but are not limited to:***
  - Not following the school's/district's testing schedule
  - Randomly distributing Pre-ID answer documents/test booklets
  - Not collecting and accounting for all test booklets and answer documents before dismissing students, provided all booklets and documents are ultimately accounted for
- **Disruptions:** Any situation that results in a test being stopped and later resumed for any group of students. Disruptions include ***but are not limited to:***
  - Fire alarms
  - Power outages
  - Evacuations
- **Student Cheating:** Student cheating may include ***but is not limited to:***
  - Using a calculator on any mathematics or science test (when the student does not have an IEP or Section 504 Plan that allows this modification)
  - Using a dictionary on any test (when the student does not have an IEP or Section 504 Plan that allows this modification)
  - Copying from another student
  - Discussing questions or answers during the test
  - Giving answers to another student
  - Referring to a textbook or other materials

Suggested Reporting Procedures

The STAR test site coordinator should immediately notify the district STAR coordinator of any test administration incidents that occur. **Do not contact CDE or the STAR Program contractor unless the incident is determined to be an irregularity.**

Note

Student cheating is not reported at the state level when the test examiner or test site coordinator marks the "C" in Section A2 Special Conditions on the test booklet or answer document. Students will receive a score report. School districts are to deal with cheating in accordance with their local policy. Contact CDE with any questions.

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Exhibit A-4. STAR Program—District STAR Coordinator Irregularity Report Form

STAR Program—Irregularity Report Form

The District STAR Coordinator may use this form to provide the required information to the California Department of Education's STAR Program Unit at starirreg@cde.ca.gov or fax to (916) 319-0969.

District/Charter: _____ CD Code: ☐☐ – ☐☐☐☐☐

School/Test Site: _____ School Code: ☐☐☐☐☐☐☐

District STAR Coordinator Name: _____ Date of Report: _____

Coordinator Telephone: _____ Coordinator E-mail: _____

District Superintendent/Charter Administrator Name: _____

District/Charter Mailing Address: _____

District/Charter City/Zip: _____

Check All That Apply.

☐ **Testing Irregularity** ☐ **Inappropriate Test Preparation** ☐ **Security Breach**	☐ CST ☐ CMA ☐ CAPA ☐ STS	☐ Writing ☐ ELA/RLA ☐ Mathematics ☐ Science ☐ History–Social Science ☐ End-of-Course (specify): _____	Grade Involved: _____ Number of Students Involved: _____ Number of Students Tested in School: _____

List the SSIDs for all students involved (do NOT list names). Attach additional page if necessary.

Please specify the section(s) of the *STAR Test (including field tests) Security Agreement for District and Test Site Coordinators* or *STAR Test (including field tests) Security Affidavit For Test Examiners, Proctors, Scribes, and Any Other Person Having Access to STAR Tests* that were violated.	Section(s) violated:

Briefly describe the irregularity. **Do not** include the names of staff members or students involved. Include details of how the incident was verified and any actions taken locally.

CDE Use Only

CDE Staff Assigned: _____

District Contacted: _____ (Date) _____ (Time)

Note: _____

A1	Scoring Use Only							
1	2	3	4	5	6	7	8	9
○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○

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Exhibit A-5. STAR Program—District STAR Coordinator Test Administration Incident Report Form

STAR Program—Test Administration Incident Report Form

The District STAR Coordinator may use this form and is advised to keep a copy for his/her files.
Do not send to CDE.

Date reported: _____

Person who reported the incident
(Print name): _____

☐ **Administration error** ☐ **Disruption** ☐ **Student cheating**

☐ CST ☐ CMA ☐ CAPA ☐ STS

☐ Grade: _____ ☐ Number of students involved: _____

☐ Writing ☐ ELA/RLA ☐ Mathematics ☐ History–Social Science ☐ Science

☐ End-of-course Test: _____

Date(s) of incident: _____

School/Test Site: _____

Teacher name: _____

Document the Incident.

Report completed by
(Print name): _____

Title: _____

This form may be photocopied.

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Appendix D: Mathematics, Science, and History–Social Science Standards Tests

Table A-1. Requirements for Taking the California Mathematics Standards Tests

Test	Students Required To Be Tested
CST for Grade 7 Mathematics	Students in grade 7 who do not meet the criteria for the CST for Algebra I.
Algebra I	Students in grades 7 through 11 who completed Algebra I in the 2008 summer session or will complete it during the 2008-09 school year.
General Mathematics	Students in grades 8 and 9 who are either: • Not yet taking Algebra I; or • In the first or second year of a two- or three-year Algebra I course; or • Taking any mathematics course prior to Algebra I; or • Taking no mathematics course.
Geometry	Students in grades 8 through 11 who completed Geometry in the 2008 summer session or will complete it during the 2008-09 school year.
Algebra II	Students in grades 8 through 11 who completed Algebra II in the 2008 summer session or will complete it during the 2008-09 school year.
Integrated Mathematics 1	Students in grades 8 through 11 who completed Integrated Mathematics 1 in the 2008 summer session or will complete it during the 2008-09 school year.
Integrated Mathematics 2	Students in grades 8 through 11 who completed Integrated Mathematics 2 in the 2008 summer session or will complete it during the 2008-09 school year.
Integrated Mathematics 3	Students in grades 8 through 11 who completed Integrated Mathematics 3 in the 2008 summer session or will complete it during the 2008-09 school year.
Summative High School Mathematics	Students in grades 9 through 11 who have completed Algebra II or Integrated Mathematics 3 in a previous school year, and who either: • Are taking higher-level mathematics; or • Are taking no mathematics; or • May have taken the CST for Summative High School Mathematics previously.
Mathematics Standards Test Not Required	Students in grades 10 and 11 who are in the first year of an Algebra I course or are taking General Mathematics or Business Mathematics courses or who are taking no mathematics course and did not previously complete Algebra II or Integrated Mathematics 3.

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Table A-2. Requirements for Taking the California Science Standards Tests

Test	Students Required To Be Tested
Biology	Students in grades 9 through 11 who completed Biology in the 2008 summer session or will complete it during the 2008-09 school year.
Chemistry	Students in grades 9 through 11 who completed Chemistry in the 2008 summer session or will complete it during the 2008-09 school year.
Earth Science	Students in grades 9 through 11 who completed Earth Science in the 2008 summer session or will complete it during the 2008-09 school year.
Physics	Students in grades 9 through 11 who completed Physics in the 2008 summer session or will complete it during the 2008-09 school year.
Integrated/Coordinated 1	Students in grades 9 through 11 who completed a course aligned to the Integrated Science 1 test blueprint in the 2008 summer session or will complete it during the 2008-09 school year.
Integrated/Coordinated 2	Students in grades 9 through 11 who completed a course aligned to the Integrated Science 2 test blueprint in the 2008 summer session or will complete it during the 2008-09 school year.
Integrated/Coordinated 3	Students in grades 9 through 11 who completed a course aligned to the Integrated Science 3 test blueprint in the 2008 summer session or will complete it during the 2008-09 school year.
Integrated/Coordinated 4	Students in grades 9 through 11 who completed a course aligned to the Integrated Science 4 test blueprint in the 2008 summer session or will complete it during the 2008-09 school year.

Table A-3. Requirements for Taking the California History–Social Science Test

Test	Students Required To Be Tested
World History	Students in grades nine through eleven who have completed the World History course in the 2008 summer session or will complete it during the 2008-09 school year.

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Appendix E: Matrices of Test Variations, Accommodations, and Modifications

Note: Refer to the *California Code of Regulations, Title 5, Education*, for each specific assessment program for more detail.

Matrix 1. Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments (October 2008)

Test Variation (1) Accommodation (2) Modification (3)	STAR Program		CAHSEE	CELDT	Physical Fitness
	CST	STS			
Test administration directions that are simplified or clarified (does not apply to test questions)	ALL	ALL	ALL	ALL	ALL
Student marks in test booklet (other than responses) including highlighting	ALL For grades 2 and 3 marks must be removed to avoid scanning interference or transcribe.	ALL For grades 2 and 3 marks must be removed to avoid scanning interference or transcribe.	ALL	ALL For grades K–2 mark with a red ball point pen ONLY; marked test booklets may not be used again.	Not Applicable
Test students in a small group setting	ALL	ALL	ALL	ALL	ALL
Extra time on a test within a testing day	ALL	ALL	ALL	ALL	ALL
Test individual student separately, provided that a test examiner directly supervises the student	1	1	1	1	1

All	All students may be provided these test variations.
Test Variation (1)	Students may have these testing variations if regularly used in the classroom.
Accommodation (2)	Eligible students shall be permitted to take the examination/test with **accommodations** if specified in the eligible student's IEP or Section 504 Plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.
Modification (3)	For the **STAR** Program and **CELDT**, eligible students shall be permitted to take the tests with **modifications** if specified in the eligible student's IEP or Section 504 Plan. Students who use a modification on any STAR examination **shall not** be included in the participation calculation for adequate yearly progress (AYP) and shall receive a score of 200 and a ranking of Far Below Basic for the purposes of calculating the Academic Performance Index (API). Eligible students shall be permitted to take the **CAHSEE** with **modifications** if specified in the eligible student's IEP or Section 504 Plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.

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Test Variation (1) Accommodation (2) Modification (3)	STAR Program		CAHSEE	CELDT	Physical Fitness
	CST	STS			
Visual magnifying equipment	1	1	1	1	Not Applicable
Audio amplification equipment	1	1	1	1	1
Noise buffers (e.g., individual carrel or study enclosure)	1	1	1	1	Not Applicable
Special lighting or acoustics; special or adaptive furniture	1	1	1	1	Not Applicable
Colored overlay, mask, or other means to maintain visual attention	1	1	1	1	Not Applicable
Manually Coded English or American Sign Language to present directions for administration (does not apply to test questions)	1	1	1	1	1
Student marks responses in test booklet and responses are transferred to a scorable answer document by an employee of the school, district, or nonpublic school	2	2	2	2	Not Applicable
Responses dictated [orally, or in Manually Coded English or American Sign Language] to a scribe for selected-response items (multiple-choice questions)	2	2	2	2	Not Applicable
Word processing software with spell and grammar check tools turned off for the essay responses (writing portion of the test)	2	Not Applicable	2	2	Not Applicable

All	All students may be provided these test variations.
Test Variation (1)	Students may have these testing variations if regularly used in the classroom.
Accommodation (2)	Eligible students shall be permitted to take the examination/test with **accommodations** if specified in the eligible student's IEP or Section 504 Plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.
Modification (3)	For the **STAR** Program and **CELDT**, eligible students shall be permitted to take the tests with **modifications** if specified in the eligible student's IEP or Section 504 Plan. Students who use a modification on any STAR examination **shall not** be included in the participation calculation for adequate yearly progress (AYP) and shall receive a score of 200 and a ranking of Far Below Basic for the purposes of calculating the Academic Performance Index (API). Eligible students shall be permitted to take the **CAHSEE** with **modifications** if specified in the eligible student's IEP or Section 504 Plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.

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Test Variation (1) Accommodation (2) Modification (3)	STAR Program		CAHSEE	CELDT	Physical Fitness
	CST	STS			
Essay responses dictated orally or in Manually Coded English to a scribe, audio recorder, or speech-to-text converter and the student provides all spelling and language conventions	2	Not Applicable	2	2	Not Applicable
Assistive device that does not interfere with the independent work of the student on the multiple-choice and/or essay responses (writing portion of the test)	2	2	2	2	Not Applicable
Braille transcriptions provided by the test contractor	2	2	2	2	Not Applicable
Large-print versions Test items enlarged if font larger than required on large-print versions	2	2	2	2	Not Applicable
Test over more than one day for a test or test part to be administered in a single sitting	2	2	2	2	Not Applicable
Supervised breaks within a section of the test	2	2	2	2	Not Applicable
Administration of the test at the most beneficial time of day to the student	2	2	2	2	2
Test administered at home or in hospital by a test examiner	2	2	2	2	2
Dictionary	3	3	3	3	Not Applicable

All	All students may be provided these test variations.
Test Variation (1)	Students may have these testing variations if regularly used in the classroom.
Accommodation (2)	Eligible students shall be permitted to take the examination/test with **accommodations** if specified in the eligible student's IEP or Section 504 Plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.
Modification (3)	For the **STAR** Program and **CELDT**, eligible students shall be permitted to take the tests with **modifications** if specified in the eligible student's IEP or Section 504 Plan. Students who use a modification on any STAR examination **shall not** be included in the participation calculation for adequate yearly progress (AYP) and shall receive a score of 200 and a ranking of Far Below Basic for the purposes of calculating the Academic Performance Index (API). Eligible students shall be permitted to take the **CAHSEE** with **modifications** if specified in the eligible student's IEP or Section 504 Plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.

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Test Variation (1) Accommodation (2) Modification (3)	STAR Program		CAHSEE	CELDT	Physical Fitness
	CST	STS			
Manually Coded English or American Sign Language to present test questions	2 Math, Science, History–Social Science	Not Applicable	2 Math	2 Writing	Not Applicable
	3 ELA		3 ELA	3 Reading, Listening, Speaking	
	2 Writing				
Test questions read aloud to student or used audio CD presentation	2 Math, Science, History–Social Science	2 Math	2 Math	2 Writing	Not Applicable
	3 ELA	3 Reading, Language, Spelling	3 ELA	3 Reading	
	2 Writing				
Calculator on the mathematics tests	3	3	3	Not Applicable	Not Applicable
Calculator on the science tests	3	Not Applicable	Not Applicable	Not Applicable	Not Applicable

All	All students may be provided these test variations.
Test Variation (1)	Students may have these testing variations if regularly used in the classroom.
Accommodation (2)	Eligible students shall be permitted to take the examination/test with **accommodations** if specified in the eligible student's IEP or Section 504 Plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.
Modification (3)	For the **STAR** Program and **CELDT**, eligible students shall be permitted to take the tests with **modifications** if specified in the eligible student's IEP or Section 504 Plan. Students who use a modification on any STAR examination **shall not** be included in the participation calculation for adequate yearly progress (AYP) and shall receive a score of 200 and a ranking of Far Below Basic for the purposes of calculating the Academic Performance Index (API). Eligible students shall be permitted to take the **CAHSEE** with **modifications** if specified in the eligible student's IEP or Section 504 Plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.

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Test Variation (1) Accommodation (2) Modification (3)	STAR Program		CAHSEE	CELDT	Physical Fitness
	CST	STS			
Arithmetic table or formulas (not provided) on the mathematics tests	3	3	3	Not Applicable	Not Applicable
Arithmetic table or formulas (not provided) on the science tests	3	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Math manipulatives on the mathematics tests	3	3	3	Not Applicable	Not Applicable
Math manipulatives on the science tests	3	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Word processing software with spell and grammar check tools enabled on the essay responses writing portion of test	3	Not Applicable	3	3	Not Applicable
Essay responses dictated orally, in Manually Coded English, or in American Sign Language to a scribe [audio recorder, or speech-to-text converter] (scribe provides spelling, grammar, and language conventions)	3	Not Applicable	3	3	Not Applicable
Assistive device that interferes with the independent work of the student on the multiple-choice and/or essay responses	3	3	3	3	Not Applicable
Unlisted Accommodation or Modification	Check with CDE prior to use	Check with CDE prior to use	Check with CDE prior to use	Check with CDE prior to use	Check with CDE prior to use

All	All students may be provided these test variations.
Test Variation (1)	Students may have these testing variations if regularly used in the classroom.
Accommodation (2)	Eligible students shall be permitted to take the examination/test with **accommodations** if specified in the eligible student's IEP or Section 504 Plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.
Modification (3)	For the **STAR** Program and **CELDT**, eligible students shall be permitted to take the tests with **modifications** if specified in the eligible student's IEP or Section 504 Plan. Students who use a modification on any STAR examination **shall not** be included in the participation calculation for adequate yearly progress (AYP) and shall receive a score of 200 and a ranking of Far Below Basic for the purposes of calculating the Academic Performance Index (API). Eligible students shall be permitted to take the **CAHSEE** with **modifications** if specified in the eligible student's IEP or Section 504 Plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.

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Matrix 2. Matrix of Test Variations for Administration of California Statewide Assessments for English Learners (October 2008)

Because the CELDT and STS are tests specifically for English learners, there are not separate guidelines for administering the CELDT and the STS to this population. Please refer to the Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments, the first table in this section, for additional variations for all students, including English learners.

	STAR Program			
Test Variations	**CST**	**CMA**	**CAHSEE**	**Physical Fitness**
Hear the test directions printed in the test administration manual translated into the student's primary language. Ask clarifying questions about the test directions in the student's primary language.	Variation Allowed	Variation Allowed	Variation Allowed	Variation Allowed
Additional supervised breaks within a testing day *or* following each section (STAR) within a test part provided that the test section is completed within a testing day. A test section is identified by a "STOP" at the end of it.	Variation Allowed	Variation Allowed	Variation Allowed	Not Applicable
English learners (ELs) may have the opportunity to be tested separately with other ELs provided that the student is directly supervised by an employee of the school who has signed the test security affidavit and the student has been provided such a flexible setting as part of his/her regular instruction or assessment.	Variation Allowed	Variation Allowed	Variation Allowed	Variation Allowed

All	All students may be provided these test variations.
Test Variation (1)	Students may have these testing variations if regularly used in the classroom.
Accommodation (2)	Eligible students shall be permitted to take the examination/test with **accommodations** if specified in the eligible student's IEP or Section 504 Plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.
Modification (3)	For the **STAR** Program and **CELDT**, eligible students shall be permitted to take the tests with **modifications** if specified in the eligible student's IEP or Section 504 Plan. Students who use a modification on any STAR examination **shall not** be included in the participation calculation for adequate yearly progress (AYP) and shall receive a score of 200 and a ranking of Far Below Basic for the purposes of calculating the Academic Performance Index (API). Eligible students shall be permitted to take the **CAHSEE** with **modifications** if specified in the eligible student's IEP or Section 504 Plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.

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Test Variations	STAR Program		CAHSEE	Physical Fitness
	CST	CMA		
Access to translation glossaries/word lists (English-to-primary language). Glossaries/word lists shall not include definitions or formulas.	Variation Allowed Math, Science, History–Social Science	Variation Allowed Math, Science	Variation Allowed	Not Applicable
	Not Allowed ELA	Not Allowed ELA		

All	All students may be provided these test variations.
Test Variation (1)	Students may have these testing variations if regularly used in the classroom.
Accommodation (2)	Eligible students shall be permitted to take the examination/test with **accommodations** if specified in the eligible student's IEP or Section 504 Plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.
Modification (3)	For the **STAR** Program and **CELDT**, eligible students shall be permitted to take the tests with **modifications** if specified in the eligible student's IEP or Section 504 Plan. Students who use a modification on any STAR examination **shall not** be included in the participation calculation for adequate yearly progress (AYP) and shall receive a score of 200 and a ranking of Far Below Basic for the purposes of calculating the Academic Performance Index (API). Eligible students shall be permitted to take the **CAHSEE** with **modifications** if specified in the eligible student's IEP or Section 504 Plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.

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Matrix for the California Modified Assessment Test Variations and Accommodations for the 2009 Administration

Appropriate testing variations and accommodations for the 2009 administration of the California Modified Assessment based on the study of item format and delivery mode from the California Modified Assessment Pilot Test.

Test Variation (1) or Accommodation (2)	Category
Test administration directions that are simplified or clarified (does not apply to test questions)	ALL
Student marks in test booklet (other than responses) including highlighting	ALL For grade 3 marks must be removed to avoid scanning interference or transcribe
Test students in a small group setting	ALL
Extra time on a test within a testing day	ALL
Test individual student separately, provided that a test examiner directly supervises the student	1
Visual magnifying equipment	1
Audio amplification equipment	1
Noise buffers (e.g., individual carrel or study enclosure)	1
Special lighting or acoustics; special or adaptive furniture	1
Colored overlay, mask, or other means to maintain visual attention	1
Manually Coded English or American Sign Language to present directions for administration (does not apply to test questions)	1
Student marks responses in test booklet and responses are transferred to a scorable answer document by an employee of the school, district, or nonpublic, nonsectarian school	2
Responses dictated (orally, or in Manually Coded English or American Sign Language) to a scribe for selected-response items (multiple-choice questions)	2
Word processing software with spell and grammar check tools turned off for the essay responses (writing portion of the test)	2
Essay responses dictated orally or in Manually Coded English to a scribe, audio recorder, or speech-to-text converter and the student provides all spelling and language conventions	2
Assistive device that does not interfere with the independent work of the student on the multiple-choice and/or essay responses (writing portion of the test)	2
Braille transcriptions provided by the test contractor	2
Large-print versions Test items enlarged if font larger than required on large-print versions	2
Test over more than one day for a test or test part to be administered in a single sitting	2
Supervised breaks within a section of the test	2

All	All students may be provided these test variations.
Test Variation (1)	Students may have these testing variations if regularly used in the classroom.
Accommodation (2)	Eligible students shall be permitted to take the examination/test with **accommodations** if specified in the eligible student's IEP or Section 504 Plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.

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Test Variation (1) or Accommodation (2)	Category
Administration of the test at the most beneficial time of day to the student	2
Test administered at home or in hospital by a test examiner	2
Manually Coded English or American Sign Language to present test questions	2 Math and Science
	2 ELA (including Writing)
Answer options read aloud to student	2
Test questions read aloud to student or used audio CD presentation	2 Math and Science
	2 ELA (including Writing)
Calculator on the mathematics tests	2 Grades 5–7
Calculator on the science tests	2
Math manipulatives on the mathematics tests	2
Math manipulatives on the science tests	2
Unlisted Accommodation	Check with CDE prior to use

All	All students may be provided these test variations.
Test Variation (1)	Students may have these testing variations if regularly used in the classroom.
Accommodation (2)	Eligible students shall be permitted to take the examination/test with **accommodations** if specified in the eligible student's IEP or Section 504 Plan for use on the examination, standardized testing, or for use during classroom instruction and assessment.

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Notes

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Appendix F: Demographic Fields Form

Exhibit A-6. Demographic Fields to Be Hand-Marked on 2009 STAR Answer Documents or Entered During Extended Data Corrections

Demographic Fields to Be Hand-Marked on 2009 STAR Answer Documents or Entered During Extended Data Corrections

School District Name: _____

County/District Code: _____ Charter School Number: _____

The school district must fax this form to the STAR Technical Assistance Center (STAR TAC) prior to uploading Pre-ID data to the STAR Management System if any of the fields listed below are to be submitted as blank in the district's Pre-ID file. If this form is not submitted and the district leaves these fields blank, the Pre-ID file will be in error. The only way to fix the error will be for the district to delete the file from the system, submit this form to STAR TAC, and then resubmit the Pre-ID file.

The fields listed on this form are required for Pre-ID processing. If the number of student records in a school that are blank or contain invalid data for any of the fields listed below exceed the percentages shown below, the Pre-ID process will stop, and an alert will be sent to the district to correct the Pre-ID file. Any fields that are not included in the Pre-ID file must either be entered during Extended Data Corrections after the Pre-ID data have been extracted and before the administration's final day of testing, or hand-marked on the student answer documents.

Indicate which, if any, state-required demographic fields are not included in the Pre-ID file.

Note: An amount of $1.32 per student will be withheld from the district's STAR apportionment if any of the data listed below are missing (not provided during Pre-ID process or entered during Extended Data Corrections or hand-marked at the time of testing) for more than 3 percent of the student answer documents submitted per school when answer documents are processed for scoring.

I certify that the indicated fields are not included in the Pre-ID file and will be entered during Extended Data Corrections or hand-marked on the student answer documents.

_____ _____

District Superintendent Signature District STAR Coordinator Signature

Student demographic fields that will stop processing unless information is provided for each student		Pre-ID data file demographic field position	Check if field to be entered during Extended Data Corrections or hand-marked on student answer documents
Gender	3%	132	❑
Statewide Student Identifier (SSID)	3%	133–142	❑
Primary Ethnicity	3%	143–145	❑
Student's English Proficiency	3%	169	❑
NSLP (National School Lunch Program)	3%	185	❑
Primary Disability (Disability code or "000" for students not receiving Special Education Services)	3%	189–191	❑
Student counted as part of *district's* enrollment in the most recent (October 2008) CBEDS data collection and has been continuously enrolled since that date.	3%	212	❑
Student counted as part of *school's* enrollment in the most recent (October 2008) CBEDS data collection and has been continuously enrolled since that date.	3%	213	❑

Please fax this form to STAR TAC at 800-541-8455.

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Appendix G: Sample STAR Shipment Forms

Exhibit A-7. Sample School and Grade Identification Sheet (SGID)

STAR
Standardized Testing and Reporting

CST, CMA, CAPA, and STS
School and Grade Identification Sheet

Please supply the following information:

District _____

School _____

Grade _____ Test Date(s) _____

Teacher, Counselor, or Group _____
If documents being grouped within school

The specific directions for the use of this sheet are provided in the *STAR District and Test Site Coordinator Manual*.

USE NO. 2 PENCIL ONLY

Mark One (Required)
- CSTs and CMA
- CAPA
- STS

CST/CMA and STS only (Required)

GRADE
2, 3, 4, 5, 6, 7, 8, 9, 10, 11

SCHOOL NAME
Print the school name in the boxes, abbreviating if necessary to fit the 20 spaces; then mark the corresponding circle below each box.

(Required)
NUMBER OF DOCUMENTS
Print one numeral per box, right justified (e.g., 0032); then mark the corresponding circles.

(Required)
TESTING START DATE
Month: Feb, Mar, Apr, May, Jun, Jul, Aug
Day

(Required)
SCHOOL CODE

FOR STS ONLY
Mark after these students have completed the Standards-based Tests in Spanish.
- STS were completed before CST.
- STS were completed after CST.
- STS were taken concurrently with CST.

Mark Reflex© by NCS Pearson IM-171935-304:654321 ISD5688 Printed in U.S.A.

SAMPLE
DO NOT USE

SGID, page 1

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This Section to Be Completed Only by Test Site Coordinator

Instructional Materials

Mark all circles that indicate any instructional materials used for this grade.

Reading/Language Arts	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
Mathematics	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
History	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
Science	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30

TEACHER, COUNSELOR, OR GROUP NAME (Optional)

Print the name in the boxes, just as you want it to appear on the reports; then mark the corresponding circles.

SAMPLE
DO NOT USE

(Optional)

PERIOD OR GROUP CODE

FOR SCORING CENTER USE

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

SGID, page 2

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Exhibit A-8. Sample Master File Sheet—CST, CMA, and STS Multiple-Choice/CAPA

STAR
Standardized Testing and Reporting

MASTER FILE SHEET
CST/CMA/CAPA/STS

00001

ORDER NUMBER: S9001900

District Name: XYZ Unified
Code: 9999999-0000-M1
Test Coordinator: STAR Coordinator
Address 2510 N. Dodge St.
Chico, CA 95926
Telephone: (999) 999-9999

SCHOOL CODE	BUILDING NAME	GRADE	NUMBER OF SGID'S	NUMBER OF SCORABLE DOCUMENTS
0000001	NPS School	CAPA		
		CST 2		
		CST/CMA 3		
		CST/CMA 4		
		CST/CMA 5		
		CST/CMA 6		
		CST/CMA 7		
		CST/CMA 8		
		CST 9		
		CST 10		
		CST 11		
		STS 2		
		STS 3		
		STS 4		
		STS 5		
		STS 6		
		STS 7		
		STS 8		
		STS 9		
		STS 10		
		STS 11		

NOTE: If an entire grade is not testing, indicate by placing zero in the column entitled "Number of Scorable Documents" for that grade. **If this form is not completed correctly, the order will be alerted and processing will be stopped until the issue is resolved.**

TOTALS: _____ _____

SAMPLE
DO NOT USE

318409 1406008001 ST00000037 1 1

PROCESS: W1672900-305-00001

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Exhibit A-9. Sample Master File Sheet—Writing

STAR
Standardized Testing and Reporting

00001

MASTER FILE SHEET
WRITING

ORDER NUMBER: S9501900

District Name: XYZ Unified
Code: 9999999-0000-W1
Test Coordinator: STAR Coordinator
Address 2510 N. Dodge St.
Los Angeles, CA 90043
Telephone: (999) 999-9999

SCHOOL CODE	BUILDING NAME	GRADE	NUMBER OF SGID'S	NUMBER OF SCORABLE DOCUMENTS
0000001	NPS School	CST/CMA 4	_____	_____
		CST/CMA 7	_____	_____
	NOTE: If an entire grade is not testing, indicate by placing zero in the column entitled "Number of Scorable Documents" for that grade. **If this form is not completed correctly, the order will be alerted and processing will be stopped until the issue is resolved.**			

TOTALS: _____ _____

318759 1016904001 ST00001452 1 1

PROCESS: W8717900-304-00001

SAMPLE
DO NOT USE

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Appendix H: Processing Form

Exhibit A-10. Sample 2009 STAR Request for Processing Student Data Files and Additional Reports

2009 Standardized Testing and Reporting Request for Student Data File and Additional Reports

Important: Please complete these forms for each test administration period to ensure prompt service that meets the district's or charter school's reporting needs. Place this original form in **Box 1** of the district's or charter school's shipment of scorable documents.

1. District STAR Coordinator
Record the district STAR coordinator's name, district or charter school name, county/district or charter school code, area code, and phone number.

Name

School District Name or Charter School Name

County/District Code or Charter School Code

( )
Area Code Phone Number Extension

2. Administration Number (Multiple-choice tests only)
You must include a 2009 Processing Form with the shipment of scorable materials for each test administration period. Enter the test administration period number for this shipment.

Test Administration Period: _____

3. Report Shipment Address
Reports will be shipped to the Primary Shipping address shown in your school district or charter school profile in the STAR Management System. If there is a Report Shipment address added to the profile before June 1, 2009, the Report Shipment address will be used instead. To see the addresses associated with your district or charter school:

a. Log in to the STAR Management System at http://k12star.ets.org/STAR2009/welcomePage.do.
b. To edit an existing address, select the Maintain/Update Profile link in the "Profile" area of the left navigation bar and then select the appropriate **Update** button.
c. To add a new address, select the Add New Address link in the "Profile" area.
d. Enter or edit the shipping address to which reports should be sent.

4. Electronic Media for STAR Student Data File
The STAR report package includes an electronic student data file. Check a data format to be used for this file—ASCII text or XML—and select the hardware platform on which the disc will be run. *(Check one each.)*

Note: If one of these is not selected, the district or charter school will receive the student data in ASCII text format on a PC-compatible CD-ROM. ***Please choose one format in the left column and one compatible hardware platform in the right column.***

Data format	*Hardware compatibility*
☐ ASCII text	☐ PC CD-ROM
☐ XML	☐ Mac CD-ROM

5. Optional Additional Reports
If your school district or charter school needs to order additional copies of reports to be shipped with the standard report order, fill out the form on the next page with quantities and estimated total charge. Please note that school districts and independently testing charter schools will receive the Standard STAR Report Package at no additional charge.

6. Purchase Order Number for Optional Additional Reports
Record the purchase order number that authorizes payment for the additional reports. Fax or mail a copy of both pages of this form, together with a copy of the purchase order, to:

STAR Technical Assistance Center
2731 Systron Drive
Concord, CA 94518
FAX 800-541-8455

Include originals in the shipment of scorable materials.

Purchase Order Number

Authorized Signature

Signature Date

Note: To process a request for additional reports, an authorized signature is required both above **and** on the purchase order. The Scoring Center will not process any reports for the school district or charter school until this form has been completed and submitted with the answer documents and the purchase order is received at the ETS STAR Technical Assistance Center.

7. Billing Address
If your school district or charter school billing address is different than the Primary Shipping Address in your STAR Management System profile, use the instructions at left to log in to the STAR Management System and add a separate billing address.

For Scoring Center Use	
Order Number	
Batch Number	**Date Received**
Estimated Amount	**Postage Due**
Program **318-509**	

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Standard STAR Report Package

The standard STAR report package provided at no charge to the school district or charter school includes:

Student Data File on CD-ROM: One copy for district or charter school

Student Record Label—CST, CMA, CAPA, STS [CDE sanctioned]: One set per school

Student Master List—CST, CMA, CAPA, STS [CDE sanctioned]: One set per school

Student Master List Summary—CST (ELA, Mathematics, History–Social Science, and Science), CMA (ELA, Mathematics, Science), CAPA**, STS [CDE sanctioned] (RLA, Mathematics)*

Master List Summary—CST End-of-Course Results (Mathematics, Science, World History), STS End-of-Course Results (Algebra I and Geometry) [CDE sanctioned]*

Subgroup Summaries—CST, CMA, CAPA, STS [CDE sanctioned]: Students with Disabilities, Economically Disadvantaged, Gender, English-Language Fluency, and Ethnicity*

STAR Student Reports—CST, CMA, CAPA, and STS [CDE sanctioned]

Note: "CDE sanctioned" reports include data only for students who have been administered tests according to *Education Code* Section 60640.

* Two copies of these reports are created by grade for each school—one copy is packaged for the school and one copy is packaged for the school district office. Independently testing charter schools receive one copy of these school-level reports. Additionally, two copies of these reports are provided by grade by school district or independently testing charter school—one copy is sent to the school district or independently testing charter school, and one copy is sent to the county office of education.

** Should be ordered only if the reports are for the schools where students were tested.

Order Form for Additional STAR Reports

Orders for STAR Student Reports on DVD-ROM, Student Record Labels, or Student Master Lists must be for all students in the entire test administration. Orders for all other reports must be for all students in the school district or charter school.

Use this form to order additional copies of reports. All additional reports will be paper reports, with the exception of the Student Reports on DVD-ROM. Ensure that a purchase order number is entered on the previous page. **ETS will calculate the final charges based on returned answer documents.**

1. In the *# of Additional Copies/Sets of Reports* column, record the number of copies being ordered.
2. In the *Estimated # of Students Tested* column, enter the number of students tested within the administration period for which additional reports are being ordered.
3. Calculate the estimated price for each report by multiplying the estimated number of students times the price per student times the number of copies of the report being ordered. Enter the estimated charge for each report in the last column, then sum the charges in the last column, and then enter the Total Estimated District or Charter School Charges.

Report Name	# of Additional Copies/Sets of Reports	Estimated # of Students Tested	Price per Student	Estimated Charges
STAR Student Reports on DVD-ROM			.25	
STAR Student Reports, additional color copies			1.50	
Student Record Label **			.80	
Student Master List **			.60	
Student Master List Summary, School			.60	
Student Master List Summary, District			.60	
Subgroup Summaries, School			.85	
Subgroup Summaries, District			.85	
Master List Summary: CST End-of-Course Results (Mathematics, Science, World History), School			.60	
Master List Summary: CST End-of-Course Results (Mathematics, Science, World History), District			.60	
Master List Summary: STS End-of-Course Results (Mathematics), School			.60	
Master List Summary: STS End-of-Course Results (Mathematics), District			.60	
			Total Estimated District or Charter School Charges	

** Should be ordered only if the reports are for the schools where students were tested.

Return this form in **Box 1** of the school district's or charter school's scorable multiple-choice documents to:

STAR Scoring Center
2510 North Dodge St.
Iowa City, Iowa 52245

Revised 1/02/09

If you have questions, contact the ETS STAR Technical Assistance Center at 800-955-2954. Information about last year's reports and what they included is available in the *STAR Reports Table* posted at http://www.startest.org/reports.html.

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Appendix I: Key for Coding Instructional Materials

Use the key below to identify which circles to mark in the Instructional Materials fields on the SGID sheet for each grade. The materials listed are those that have been adopted or approved by the State Board of Education.

Circle	Reading/Language Arts	Mathematics	History	Science
1	Reading: A Legacy of Literacy Grades K–6 (Houghton Mifflin)	Success with Math Coach Grades K–5 (CSL Associates)	Discovering Our Past Grades 6–8 (Glencoe/McGraw-Hill)	Focus on Earth, Life, and Physical Science Grades 6–8 (CPO Science)
2	SRA/Open Court Reading Grades K–6 (SRA/McGraw-Hill)	Harcourt Math @ 2002 Grades K–6 (Harcourt School Publishers)	Reflections: California Series Grades K–6 (Harcourt)	Full Option Science System Grades K–5 (Delta Education)
3	The Reader's Choice Grades 6–8 (Glencoe/McGraw-Hill)	Mathematics by Houghton Mifflin Grades K–5 (Houghton Mifflin)	World History, Ancient Civilizations Grade 6 (Holt, Rinehart and Winston)	Glencoe Science Focus On Series Grades 6–8 (Glencoe/McGraw-Hill)
4	Literature and Language Arts, Grades 6–8 (Holt, Rinehart, Winston)	Concepts and Skills Grades 6–8 (McDougal Littell, Inc.)	World History, Medieval to Early Modern Times Grade 7 (Holt, Rinehart and Winston)	California Science Grades K–6 (Harcourt School Publishers)
5	McDougal Littell Reading and Language Arts Program Grades 6–8 (McDougal Littell)	Structure and Method Grades 6–8 (McDougal Littell, Inc.)	U.S. History, Independence to 1914 Grade 8 (Holt, Rinehart and Winston)	Holt California Science: Earth, Life, and Physical Science @ 2007 Grades 6–8 (Holt, Rinehart and Winston)
6	Prentice-Hall Literature: Timeless Voices, Timeless Themes Grades 6–8 (Prentice Hall)	McGraw-Hill Mathematics Grades K–6 (McGraw-Hill)	History–Social Science Grades K–6 (Houghton Mifflin)	Houghton Mifflin California Science @ 2007 Grades K–6 (Houghton Mifflin)
7	Language! A Literacy Intervention Curriculum, Second and Third Editions Grades 4–8 (Sopris West)	Prentice Hall Pre-Algebra, CA Ed. Grade 7 (Prentice Hall)	California Vistas Grades K–6 (Macmillan/McGraw-Hill)	Investigating Earth Systems, InterActions in Physical Science 6, 8 (It's About Time)
8	High Point Grades 4–8 (Hampton Brown)	Prentice Hall Algebra I, CA Ed. Grade 8 (Prentice Hall)	California Middle School Social Studies Grades 6–8 (McDougal Littell)	Macmillan/McGraw-Hill California Science Grades K–6 (Macmillan/McGraw-Hill)
9	Scholastic READ 180 Grades 4–8 (Scholastic)	Progress in Mathematics Grades K–6 (William H. Sadlier, Inc)	History–Social Science Program for California Grades 5–8 (Oxford)	McDougal Littell California Middle School Science Series Grades 6–8 (McDougal Littell)
10	SRA/Reach Program Grades 4–8 (SRA/McGraw-Hill)	Saxon Math K–3, Grades K–3 (Saxon)	Social Studies Grades 6–8 (Pearson Prentice Hall)	Prentice Hall California Science Explorer: Focus on Earth, Life, and Physical Science Grades 6–8 (Pearson Prentice Hall)
11	Fast Track Reading Program Grades 4–8 (Wright Group/McGraw-Hill)	Math 54, 65, and 76 Grades 3–6 (Saxon)	History–Social Science for California Grades K–5 (Pearson Scott Foresman)	Scott Foresman California Science Grades K–6 (Pearson Scott Foresman)
12	The Shining Star Program Grades 4–8 (Pearson Longman)	Scott Foresman CA Mathematics Grades K–6 (Pearson Scott Foresman)	History Alive Grades 6–8 (Teacher's Curriculum)	
13	Voyager Passport Grades 4–8 (Voyager Expanded Learning, Inc.)	CGP California Standards-Driven Algebra I Program Grade 8 (CGP Study)		
14	Other, not listed above	Other, not listed above	Other, not listed above	Other, not listed above
15–30	*These columns were not used in 2009.*			

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Appendix J: 2009 CST, CMA, CAPA, and STS Item and Estimated Time Charts

2009 California Standards Tests (CSTs)
Number of Test Items and Estimated Test Administration Time for Each Grade and Test

STAR coordinators should use the table below to develop schedules for administering the CSTs at their school sites. The CSTs are untimed tests, but almost all students should complete the tests within the times listed. Each test part must be administered in a single sitting with no breaks. However, if some students are actively working on a test when time is called, they must be allowed time to complete it. The *Directions for Administration* have information about this.

The times in the table include time for test examiners to distribute materials, give directions, and collect materials, as well as the student working time. Multiple-choice CSTs may be administered over multiple days. If multiple parts are administered on one day, students should have at least a 10-minute break between the parts. For grades two and three, the CDE and ETS strongly recommend that no more than one test part be administered in a day. If students are completing demographic information on the first day of testing, add 15–20 minutes to the time in the table below to allow for this.

Table A-4. CST Item and Estimated Time Chart

ITEM AND ESTIMATED TIME CHART																				
	Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 9		Grade 10		Grade 11	
California Standards Tests	Total No. of Items	Time	Total No. of Items	Time	Total No. of Items	Time	Total No of Items	Time	Total No. of Items	Time	Total No. of Items	Time	Total No. of Items*	Time	Total No. of Items	Time	Total No. of Items	Time	Total No. of Items	Time
English–Language Arts		**150**		**150**		**170**		**170**		**170**		**170**		**170**		**170**		**170**		**185**
Part 1	71	50	71	50	81	85	81	85	81	85	81	85	81	85	81	85	81	85	96[2]	85
Part 2		50		50		85		85		85		85		85		85		85		100[2]
Part 3–only grades 2 & 3		50		50	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Writing Applications	--	--	--	--	1	75[1]	--	--	--	--	1	75[1]	--	--	--	--	--	--	--	--
Mathematics		**150**		**150**		**150**		**150**		**150**		**150**[3]		**180**		**180**		**180**		**195**
Part 1	71	50	71	50	71	75	71	75	71	75	71[3]	75	71	90	71	90	71	90	86[2]	90
Part 2		50		50		75		75		75		75		90		90		90		105[2]
Part 3–only grades 2 & 3		50		50	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

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ITEM AND ESTIMATED TIME CHART

California Standards Tests	Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 9		Grade 10		Grade 11	
	Total No. of Items	Time	Total No. of Items	Time	Total No. of Items	Time	Total No of Items	Time	Total No. of Items	Time	Total No. of Items	Time	Total No. of Items*	Time	Total No. of Items	Time	Total No. of Items	Time	Total No. of Items	Time
History–Social Science—Grade level	--	--	--	--	--	--	--	--	--	--	--	--	81	**130**		--	--	--	66	**110**
Part 1														65						55
Part 2														65						55
History–Social Science—End-of-course[4]	--	--	--	--	--	--	--	--	--	--	--	--	--	--	66	**110**	66	**110**	66	**110**
Part 1																55		55		55
Part 2																55		55		55
Science—Grade level	--	--	--	--	--	--	66	**140**	--	--	--	--	66	**120**	--	--	66	**120**	--	--
Part 1								70						60				60		
Part 2								70						60				60		
Science—End-of-course[5]	--	--	--	--	--	--	--	--	--	--	--	--	--	--	66	**120**	66	**120**	66	**120**
Part 1																60		60		60
Part 2																60		60		60

1 The writing test in grades four and seven is given on a separate date from the multiple-choice tests. Writing test times are not included in the estimated time for English–Language Arts multiple-choice tests.

2 The estimated time for part 2 of the CSTs for English–language arts and mathematics in grade eleven includes time for students to participate in the California State University (CSU) Early Assessment Program (EAP). To participate in the EAP for English, students must take the CST for English–Language Arts, the EAP multiple-choice questions for English, and the EAP writing test. The time shown in the chart does not include time for the EAP writing test, which will be administered on a separate date. To participate in the EAP for mathematics, students must take the CST for Algebra II or Summative High School Mathematics and the EAP multiple-choice questions for mathematics.

3 Item numbers and times are for the CST for Grade 7 Mathematics. Follow the item and estimated time guidelines for the CST for mathematics for grades 8–11 to estimate test administration time for students in grade seven taking the CST for Algebra I.

4 World History is designated as an end-of-course test. This CST may be administered to eligible students in grades nine, ten, and eleven.

5 End-of-course science tests include Biology, Chemistry, Earth Science, Physics, and Integrated/Coordinated Science 1–4.

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2009 California Modified Assessment (CMA)
Number of Test Items and Estimated Test Administration Time for Each Grade and Test

STAR coordinators should use the table below to develop schedules for administering the CMA at their school sites. The CMA consists of untimed tests, but almost all students should complete the tests within the times listed. Each test part must be administered in a single sitting with no breaks. However, if some students are actively working on a test when time is called, they must be allowed time to complete it. The *Directions for Administration* have information about this.

The times in the table include time for test examiners to distribute materials, give directions, and collect materials, as well as the student working time. Multiple-choice CMA tests may be administered over multiple days. If multiple parts are administered on one day, students should have at least a 10-minute break between the parts. For grade three, the CDE and ETS strongly recommend that no more than one test part be administered in a day. If students are completing demographic information on the first day of testing, add 15–20 minutes to the time in the table below to allow for this.

Table A-5. CMA Item and Estimated Time Chart

ITEM AND ESTIMATED TIME CHART												
California Modified Assessment	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	Total No. of Items	Time	Total No. of Items	Time	Total No. of Items	Time	Total No. of Items	Time	Total No. of Items	Time	Total No. of Items	Time
English–Language Arts	57	**180**	57	**135**	57	**135**	63	**165**	63	**165**	63	**165**
Part 1		45		45		45		55		55		55
Part 2		45		45		45		55		55		55
Part 3		45		45		45		55		55		55
Part 4–only grade 3		45	--	--	--	--	--	--	--	--	--	--
Writing Application	--	--	1	70[1]	--	--	--	--	1	70[1]	--	--
Mathematics	57	**140**	57	**105**	57	**105**	63	**120**	63	**120**	N/A[2]	--
Part 1		35		35		35		40		40		--
Part 2		35		35		35		40		40		--
Part 3		35		35		35		40		40		--
Part 4–only grade 3		35	--	--	--	--	--	--	--	--	--	--
Science	--	--	--	--	57	**120**	--	--	--	--	63	**135**
Part 1		--		--		40		--		--		45
Part 2		--		--		40		--		--		45
Part 3		--		--		40		--		--		45

[1] The writing test in grades four and seven is given on a separate date from the multiple-choice tests. Writing test times are not included in the estimated time for English–Language Arts multiple-choice tests.

[2] Students in grade eight will take the appropriate CST for Mathematics.

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2009 California Alternate Performance Assessment (CAPA)
Number of Test Items and Estimated Testing Time Required

Testing times for the CAPA are approximate. This assessment is administered individually, and the testing time varies from one student to another, based on factors such as the student's response time and attention span. A student may be tested with the CAPA over as many days as required within the school district's testing window.

Table A-6. CAPA Item and Estimated Time Chart

ITEM AND ESTIMATED TIME CHART		
CAPA Content Area	Grades 2–11	
	Items	Time
English–Language Arts	12	45 minutes
Mathematics	12	45 minutes
Science	12	45 minutes

CAPA LEVELS	
Level	Grades
I	2 through 11
II	2 and 3
III	4 and 5
IV	6, 7, and 8
V	9, 10, and 11

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2009 Standards-based Tests in Spanish (Grades 2–7 only)
Number of Test Items and Estimated Test Administration Time for Each Grade and Test

STAR coordinators should use the table below to develop schedules for administering the STS at their school sites. The STS consists of untimed tests, but almost all students should complete the tests within the times listed. Each test part must be administered in a single sitting with no breaks. However, if some students are actively working on a test when time is called, they must be allowed time to complete it. The *Directions for Administration* have information about this.

The times in the table include time for test examiners to distribute materials, give directions, and collect materials, as well as the student working time. Multiple-choice STS tests may be administered over multiple days. If multiple parts are administered on one day, students should have at least a 10-minute break between the parts. For grades two and three, the CDE and ETS strongly recommend that no more than one test part be administered in a day. If students are completing demographic information on the first day of testing, add 15–20 minutes to the time in the table below to allow for this.

Table A-7. STS Item and Estimated Time Chart

ITEM AND ESTIMATED TIME CHART																				
Standards-based Tests in Spanish	Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8		Grade 9		Grade 10		Grade 11	
	Total No. of Items	Time	Total No. of Items	Time	Total No. of Items	Time	Total No. of Items	Time	Total No. of Items	Time	Total No. of Items	Time	Total No. of Items	Time	Total No. of Items	Time	Total No. of Items	Time	Total No. of Items	Time
Reading/Language Arts		**150**		**150**		**170**		**170**		**170**		**170**		**170**		**170**		**170**		**170**
Part 1	71	50	71	50	81	85	81	85	81	85	81	85	81	85	81	85	81	85	81	85
Part 2		50		50		85		85		85		85		85		85		85		85
Part 3–only grades 2 & 3		50		50	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Mathematics		**150**		**150**		**150**		**150**		**150**		**150**		**180**		**180**		**180**		**180**
Part 1	71	50	71	50	71	75	71	75	71	75	71[1]	75	71[2]	90	71[2]	90	71[2]	90	71[2]	90
Part 2		50		50		75		75		75		75		90		90		90		90
Part 3–only grades 2 & 3		50		50	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

[1] Item numbers and times are for the STS for Grade 7 Mathematics. Follow the item and estimated time guidelines for the STS for Mathematics for grades eight through eleven to estimate test administration time for students in grade seven taking the STS for Algebra I.

[2] Eligible students in grades eight through eleven may take the STS for Algebra I or Geometry.

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Appendix K: Demographic Codes for the CST, CMA, CAPA, and STS

Completing the Demographic Information on STAR Test Booklets and Answer Documents

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

Directions to students for completing demographic information are found in an appendix of the *Directions for Administration* for the CST, CMA, and STS and in the *CAPA Examiner's Manual*.

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

Pre-ID demographic information may be changed only during test administration by the district STAR coordinator through the use of the Extended Data Corrections module in the STAR Management System; data may not be changed after the last day of testing. Pre-identified demographic data and data corrected during Extended Data Corrections take precedence over demographic data that are marked on answer documents or test booklets after Pre-ID information was submitted or data were corrected through Extended Data Corrections. After test results are released, the school district will have the option of using the demographic data corrections service to correct demographic data.

The "Demographic Codes on STAR Test Booklets and Answer Documents" table that starts on the next page 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. That table is followed by the tables that list primary disability codes and primary language codes.

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.

Test examiner must complete after testing.

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

Section: The numbers in this column refer to the numbers printed at the top of each section on the test booklet or on the answer document demographic pages.

Description: This column gives a description of the demographic data required.

Please note that the Spanish translations of demographic field names that are found on the STS answer documents are included in the table with their English counterparts, where applicable.

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Demographic Codes on STAR Test Booklets and Answer Documents		
Field Name	**Section**	**Description**
Student writes **Student Name**, **Test Examiner**, **School**, and **District** **(Nombre y apellido del estudiante, Examinador/a, Escuela,** and **Distrito escolar)**	1	Must be written by the student at time of testing.
Student writes **Math Class**, **Math Teacher**, **Period**, and **Room** **(Clase de matemáticas, Nombre del maestro/a de matemáticas, Período, Número de salón)** *If applicable, grades seven through eleven only*	1	If the student is taking an end-of-course CST or STS mathematics test, this information must be written by the student at time of testing.
Student writes **Science Class**, **Science Teacher**, **Period**, and **Room** *If applicable, grades nine through eleven only*	1	If the student is taking an end-of-course CST for Science, this information must be written by the student at time of testing.
Bar Code Label	2	If the school district Pre-ID'd using the label option, place the demographic bar code label in this section on the document.
Student may mark **Date of Birth** **(Fecha de nacimiento)**	3	Mark the student's birth month and enter and mark the student's birth day and year.
Version # **(Número de versión)**	4	Enter and mark the test booklet version for grades four through eleven.
Last Name **(Apellido paterno)**	5	Enter and mark the first 11 letters of the student's last name. For hyphenated names, mark up to 11 letters beginning with the name preceding the hyphen. For example, for Smith-Harrison mark Smith Harri. Use only the student's legal name from school records. Use **only letters and spaces**, *not* apostrophes, hyphens, numbers, periods, commas, etc. Left-justify and mark the circle at the top of each column with no letter entries.
First Name **(Nombre)**	5	Enter and mark the first 9 letters of the student's legal first name. Do not use nicknames or middle names instead of a first name. For example, enter Kenneth, not Ken or Kenny. Use **only letters and spaces**. Left-justify and mark the circle at the top of each column with no letter entries.
MI **(I)**	5	Enter and mark middle initial or leave blank. Mark the circle at the top of the column if left blank.
Gender **(Género)**	6	Mark Female or Male.
Grade **(Grado escolar)** *Not for CAPA*	7	Mark the student's current grade—this is the grade that the school shows as the student's enrollment grade, and must be the same as the test being taken. Schools may assign high school students to grades based on credits earned or years in school. • For ungraded programs, subtract 5 from the student's age on December 2, 2008, to determine grade.

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Demographic Codes on STAR Test Booklets and Answer Documents		
Field Name	**Section**	**Description**
		• All students who are counted as grade ten for the CAHSEE must be assigned to grade ten for STAR testing. • 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.
CAPA Level *For CAPA only*	7a	Mark the student's CAPA level as determined by the student's IEP team.
Grade *For CAPA only*	7b	Mark the student's current grade—this is the grade that the school shows as the student's enrollment grade, and must match the CAPA grade range in 7a. Schools may assign high school students to grades based on credits earned or years in school. • For ungraded programs, subtract 5 from the student's age on December 2, 2008, to determine grade. • All students who are counted as grade ten for the CAHSEE must be assigned to grade ten for STAR testing.
Assessed with CMA *If applicable; for grades four through eight multiple choice only*	7c	Mark the CMA test or tests the student will take instead of the CST in the comparable subject.
Primary Ethnicity **(Grupo étnico—primario)** **Other Ethnicities** **(Grupo étnico—secundario)**	8 9	Mark one primary ethnicity. Mark all other ethnicities that apply. • **100 American Indian or Alaska Native | 100 indio de América, nativo de Alaska** Having origins in any of the original peoples of North, Central, or South America and maintaining tribal affiliation or community attachment • **Asian | asiático** ○ **201 Chinese | 201 chino** Having origins in any of the original peoples of China or Taiwan ○ **202 Japanese | 202 japonés** Having origins in any of the original peoples of Japan ○ **203 Korean | 203 coreano** Having origins in any of the original peoples of North or South Korea ○ **204 Vietnamese | 204 vietnamita** Having origins in any of the original peoples of Vietnam ○ **205 Asian Indian | 205 indio asiático** Having origins in any of the original peoples of the Indian subcontinent ○ **206 Laotian | 206 laosiano** Having origins in any of the original peoples of Laos, including Hmong ○ **207 Cambodian | 207 camboyano** Having origins in any of the original peoples of Cambodia **299 Other Asian | 299 otro asiático** Having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent not included above • **600 Black or African American | 600 africano americano** Having origins in any of the black racial groups of Africa

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Demographic Codes on STAR Test Booklets and Answer Documents		
Field Name	**Section**	**Description**
		• **400 Filipino | 400 filipino** Having origins in any of the original peoples of the Philippine Islands • **500 Hispanic or Latino | 500 hispano o latino** A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race • **Native Hawaiian or Pacific Islander | nativo hawaiano o isleño del pacífico** o **301 Hawaiian | 301 nativo hawaiano** Having origins in any of the original peoples of Hawaii o **302 Guamanian | 302 nativo de Guam** Having origins in any of the original peoples of Guam o **303 Samoan | 303 samoano** Having origins in any of the original peoples of the Samoa Islands o **304 Tahitian | 304 tahitiano** Having origins in any of the original peoples of Tahiti o **399 Other Pacific Islander | 399 otro isleño del pacífico** Having origins in any of the original peoples of other Pacific Islands not included above • **700 White | 700 blanco** Having origins in any of the original peoples of Europe, the Middle East, or North Africa • **999 Declined to state | 999 Decidió no responder** For primary ethnicity only
Country of Origin (País de origen) *For STS only*	9a	Mark only one country name as the student's country of origin.
Parent Education Level (Nivel de educación del padre)	10	Mark one—Parent Education Level indicates the educational attainment of the student's most educated parent or guardian with whom the student resides: • **Graduate school/postgraduate training | Escuela de posgrado/Entrenamiento de posgrado** Parent or guardian attended graduate school with or without attaining a graduate degree • **College graduate | Graduado de la universidad** B.A. or B.S. degree or equivalent degree from a foreign university • **Some college (includes A.A. Degree) | Algunas clases de universidad (incluyendo los primeros dos años de universidad)** Completion of any courses within a two- or four-year academic program, including A.A. degree, but not including vocational or technical schools • **High school graduate | Graduado de la preparatoria** Parent or guardian received a high school diploma, either by graduation or by testing or may have completed preparatoria or have received a comparable high school degree in another country • **Not a high school graduate | No graduado de la preparatoria** Parent or guardian may have attended some or no school and did not graduate or may have completed secundaria • **Declined to state or unknown | Decidió no responder o se desconoce**

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Demographic Codes on STAR Test Booklets and Answer Documents		
Field Name	**Section**	**Description**
☞ **Student ID Number**	11	Enter and mark the locally assigned ID number assigned by the school or school district. Right-justify and include leading zeros if the ID number is fewer than 10 digits.
Statewide Student Identifier (SSID) ☞	12	Enter and mark the student's 10-digit Statewide Student Identifier. All students should have an SSID.
☞ **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 *Nonpublic, Nonsectarian Schools*. 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 *Non-California*. Select **Search**. The NPS code is the last seven digits in the first column, *CDS Code*.
CBEDS Enrollment School District	14	**School** Mark "Yes" if the student was counted in the school's CBEDS enrollment and has been continuously enrolled in the school since that data collection—that is, has not been removed from the school's enrollment for any reason. Mark "No" if the student was either not counted in the school's CBEDS enrollment or the student was counted, left the school, and then returned to the school prior to testing. **District** 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. 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. Use the following to determine continuous enrollment for Section 14. Evidence of withdrawal from a school or district includes but may not be limited to: • Student died while enrolled in school • Parent/guardian withdrew student to enroll in another school or district • Parent/guardian withdrew student with intent to home school • Student was placed in the California Youth Authority (CYA) Reasons for dropping a student from a school's or district's enrollment include but may not be limited to: • 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 • Student left school and met the state criteria of a dropout If a student is absent for an extended period of time due to illness, vacation, or a temporary move during which the student does not enroll in another school/district, the student is to be counted as continuously enrolled. Removal from a school's/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.

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Demographic Codes on STAR Test Booklets and Answer Documents		
Field Name	**Section**	**Description**
Student's English Proficiency	15	Mark the student's English-language proficiency (English-language classification) at the time of testing. Proficiency levels are: • **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 something other than English who initially met the district criteria for determining proficiency in English. • **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 based on 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 is based on 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 something 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 neither the "Section 504 Plan" nor "IEP" circles were selected in A3, then this code defaults to "000." Refer to Table A-8. Primary Disability Codes, on page A-46, for primary disability codes. *Please note that students who do not have an IEP are not eligible to take the CMA.*
Special Education Services NPS enrollment	16b	Mark "Yes" if the student receives special education services at a nonpublic, nonsectarian school (NPS) based on an IEP.
Special Education Exit Date *CST, STS only*	16c	Mark the first month and enter and mark the day and year that a student no longer received special education services.
Program Participation Specially funded programs	17	Mark all the specially funded programs in which the student participated during this school year: • **Migrant Education:** for students participating in a Migrant Education Program • **Indian Education:** for students participating in Indian Education Programs • **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, mark one of the following. • **EL in ELD:** 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). • **EL in ELD and SDAIE:** student is receiving a program of English-language Development and instruction through specially

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Demographic Codes on STAR Test Booklets and Answer Documents		
Field Name	**Section**	**Description**
		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:** 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:** student is receiving a program of English-language Development and primary language instruction services, which is an approach used to teach academic courses in and/or through a primary language other than English. The curriculum must be equivalent to that provided to FEP 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:** 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):** 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 only if the school is participating in the Alternative School Accountability Model. Mark if student enrolled in school less than 90 school days before testing began.
Student's Primary Language Code *Not for STS*	19	Mark the two-digit code from Table A-9 Primary Language Codes, on page A-48. 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** attends school or receives special education services through a school district other than the school district where the student resides, mark the two-digit county and five-digit district CD code for the district where the student resides.

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Demographic Codes on STAR Test Booklets and Answer Documents		
Field Name	**Section**	**Description**
R-FEP Date reclassified *Not for STS*	21	Mark the month and century and enter and mark the day and year the student was reclassified as fluent-English proficient.
R-FEP English proficiency of R-FEP *Grades five through eleven only; for CST only*	22	For all R-FEP students in grades five through eleven, mark "Yes" or "No" for the following question: "Has this student scored PRO or ADV any 3 years on the ELA CST?" The student must be classified as R-FEP before beginning to count the three years. This is any three years—2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008. The three years do not have to be consecutive.
NSLP	23	Mark "Yes" or "No" if 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. ***Note:*** Be sure to also respond to Section 10, "Parent Education Level."
English Learner 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 enrollment in any public or private school.
English Learner (EL) less than 12 months	25	Mark only if the student will have been enrolled in a school in the **United States** less than 12 cumulative months at the time of testing. These are cumulative, not consecutive, months.
Scoring Use Only	A1	Please do not mark unless instructed by CDE.
☞ **Special Conditions**	A2	Special testing conditions can be marked for one or all tests the student takes. The following information is found on the inside back cover of each *DFA*. Special testing conditions are: • **A** Student was absent for regular and make-up testing. • **C** Test examiner or proctor observed the student cheating. • **E** Student was not tested due to a significant medical emergency. • **F** Student became ill while taking this test, had to leave the room, and was unable to return and complete the test. • **L** Student enrolled after the first day of testing and was given this test. • **M** Student was enrolled on the first day of testing and took one or more tests then moved before this test was administered. • **P** Student was not tested by parent/guardian request. • **T** Student was enrolled on the first day of testing and was not given this test because a staff member verified that the student had taken the test at a previous school. • **X** Student was offered an accommodation or modification specified in an IEP or Section 504 Plan but refused. • **Y** This document replaces a lost or destroyed answer document. • **Z** Student was present for the test and was given this test. The student closed the test booklet and did not mark any answers.
☞ **Accommodations and Modifications**	A3	Complete only for students who used accommodations or modifications. Mark the circle to indicate that the student has a Section 504 Plan or an IEP. Also mark the circles to indicate all accommodation(s) and/or modification(s) the student used. The following information

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Demographic Codes on STAR Test Booklets and Answer Documents		
Field Name	**Section**	**Description**
		is found on the inside back cover of each *DFA*. • **B** Student marked responses in a test booklet and an employee of the school, district, or nonpublic, nonsectarian school transferred the student's responses onto a scorable answer document. • **C** Student dictated responses orally or in Manually Coded English or American Sign Language to a scribe. • **D** Student used word processing software with spell and grammar check tools turned off. (Writing only.) • **E** Student dictated response orally or in Manually Coded English or American Sign Language to a scribe, audio recorder, or speech-to-text converter. The student provided all spelling and language conventions. (Writing only.) • **F** Student used an assistive device that did not interfere with the independent work of the student. • **G** Student used a braille version of the test. • **H** Student used a large-print version of the test. • **J** Student tested over more than one day for a test or test part that was to be administered in a single sitting. • **K** Student had supervised breaks within a section or part of the test. • **L** The test was administered at the most beneficial time of day for the student. • **M** Test was administered at home or in a hospital by a test examiner. • **N** Student used a dictionary. • **O** Test examiner used Manually Coded English or American Sign Language to present test questions or to present any text in the Writing Prompt and Response Booklet to the student. • **P** Student used an audio CD presentation. • **Q** Student used a calculator on the mathematics or science tests. • **R** Student used an arithmetic table on the mathematics or science tests. • **S** Student used math manipulatives on the mathematics or science tests. • **T** Student used word processing software with spell and grammar check tools enabled. (Writing only.) • **U** Student dictated 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. (Writing only.) • **V** Student used an assistive device that interfered with the independent work of the student. • **W** Student used an unlisted modification. • **X** Student used an unlisted accommodation. • **Y** Leave blank. • **Z** Student heard test examiner read aloud test questions and/or passages or any text in the Writing Prompt and Response Booklet (audio CD presentation not used).

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Demographic Codes on STAR Test Booklets and Answer Documents		
Field Name	**Section**	**Description**
☞ **English Learner (EL) Test Variations**	A4	Variations are: • **A** Student heard the test directions printed in the *Directions for Administration* "SAY" boxes marked with a "T" translated into the student's primary language. Student asked clarifying questions about the test directions in the student's primary language. • **B** Student had additional supervised breaks within a testing day or following each section within a test part, but the test section was completed within a single testing day. A test section is identified by a "STOP" at the end of it. • **C** Student was tested separately with other English learners, and the student was supervised directly by an employee of the school who had signed a STAR test security affidavit. The student has been provided such a flexible setting as part of his/her regular instruction or assessment during the school year. • **D** Student had access to a translation glossary/word list (English-to-primary language). Glossaries/word lists shall not include definitions or formulas. Glossaries/word lists may not be used on any reading, language, or spelling tests.

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Table A-8. Primary Disability Codes

Code	Disability	Definition
000	Student does not have an IEP	Student does not have an IEP.
210	Mental retardation (MR)	Mental Retardation means significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior, and manifested during the developmental period, which adversely affects a child's educational performance.
220	Hard of hearing (HH)	Hard of Hearing means a hearing impairment, whether permanent or fluctuating, that adversely affects a child's educational performance but which is not included under the definition of "deaf" in this section.
230	Deafness (DEAF)	Deafness means a hearing impairment that is so severe that the child is impaired in processing linguistic information through learning, with or without amplification, which adversely affects educational performance.
240	Speech or language impairment (SLI)	Speech and Language Impairment means a communication disorder such as stuttering, impaired articulation, language impairment, or a voice impairment, which adversely affects a child's educational performance.
250	Visual impairment (VI)	Visually Impaired means a visual impairment that, even with correction, adversely affects a child's educational performance. The term includes both partially seeing and blind children.
260	Emotional disturbance (ED)	Emotional Disturbance means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance: 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; or E. A tendency to develop physical symptoms or fears associated with personal or school problems. The term "ED" includes children who are schizophrenic. The term does not include children who are socially maladjusted, unless it is determined that they exhibit one or more of the characteristics listed above.
270	Orthopedic impairment (OI)	Orthopedic Impairment means a severe orthopedic impairment which 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 which cause contractures).
280	Other health impairment (OHI)	Other Health Impairment (OHI) means having limited strength, vitality or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, which adversely affects a child's educational performance.

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Code	Disability	Definition
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, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems that are primarily the result of visual, hearing, or motor handicaps, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.
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 problems that they cannot be accommodated in special education programs solely for deaf or blind children.
310	Multiple disabilities (MD)	Multiple Disabilities means concomitant impairments (such as mental retardation, blindness, orthopedic impairment, etc.) the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blind children.
320	Autism (AUT)	Autism means a developmental disability significantly affecting verbal and non-verbal communication and social interaction, generally evident before age three, that adversely affects educational performance. Characteristics of autism include: irregularities and impairments in communication, 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 include children with characteristics of the disability serious emotional disturbance (SED). If a child manifests characteristics of the disability category “autism” after age three, that child still could be diagnosed as having “autism” if the criteria in the above paragraph are satisfied.
330	Traumatic brain injury (TBI)	Traumatic Brain Injury means an injury to the brain caused by an external physical force or by an internal occurrence such as stroke or aneurysm, resulting in total or partial functional disability or psychosocial maladjustment that adversely affects educational performance. The term includes open or closed head injuries resulting in mild, moderate, or severe impairments in one or more areas, including 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 include brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.

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Table A-9. Primary Language Codes

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

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Appendix L: Sample Answer Documents

Exhibit A-11. Sample CST/CMA Multiple-Choice Answer Document

STAR 2009
California Standardized Testing and Reporting - Grade 4

1 Student Name | Test Examiner
School | District

2 Place Demographic Bar Code Information inside the dashed lines.

3 Date of Birth — Month: Jan, Feb, Mar, Apr, May, Jun, Jul, Aug, Sep, Oct, Nov, Dec; Day; Year 19 / 20

4 CST Version #

5 Last Name | First Name | MI

6 Gender: Female, Male

7 Grade

7c Assessed with CMA: CMA ELA, CMA Math

Ethnicity

		8 Primary Ethnicity (Mark ONLY one)	9 Other Ethnicities (Mark all that apply)
American Indian or Alaska Native	(100)		
Asian			
Chinese	(201)		
Japanese	(202)		
Korean	(203)		
Vietnamese	(204)		
Asian Indian	(205)		
Laotian	(206)		
Cambodian	(207)		
Other Asian	(299)		
Black or African American	(600)		
Filipino	(400)		
Hispanic or Latino	(500)		
Native Hawaiian or Pacific Islander			
Hawaiian	(301)		
Guamanian	(302)		
Samoan	(303)		
Tahitian	(304)		
Other Pacific Islander	(399)		
White	(700)		
Declined to state	*(999)*		

10 Parent Education Level
(Mark the response that describes the education level of your most educated parent.)
- Graduate school/postgraduate training
- College graduate
- Some college (includes AA Degree)
- High school graduate
- Not a high school graduate
- Declined to state or unknown

11 Student ID Number (right justify)

12 Statewide Student Identifier (SSID)

13 NPS School Code

Mark Reflex® by NCS Pearson IM-171900-304a:654321 Printed in U.S.A. ISD5636

SAMPLE
DO NOT USE

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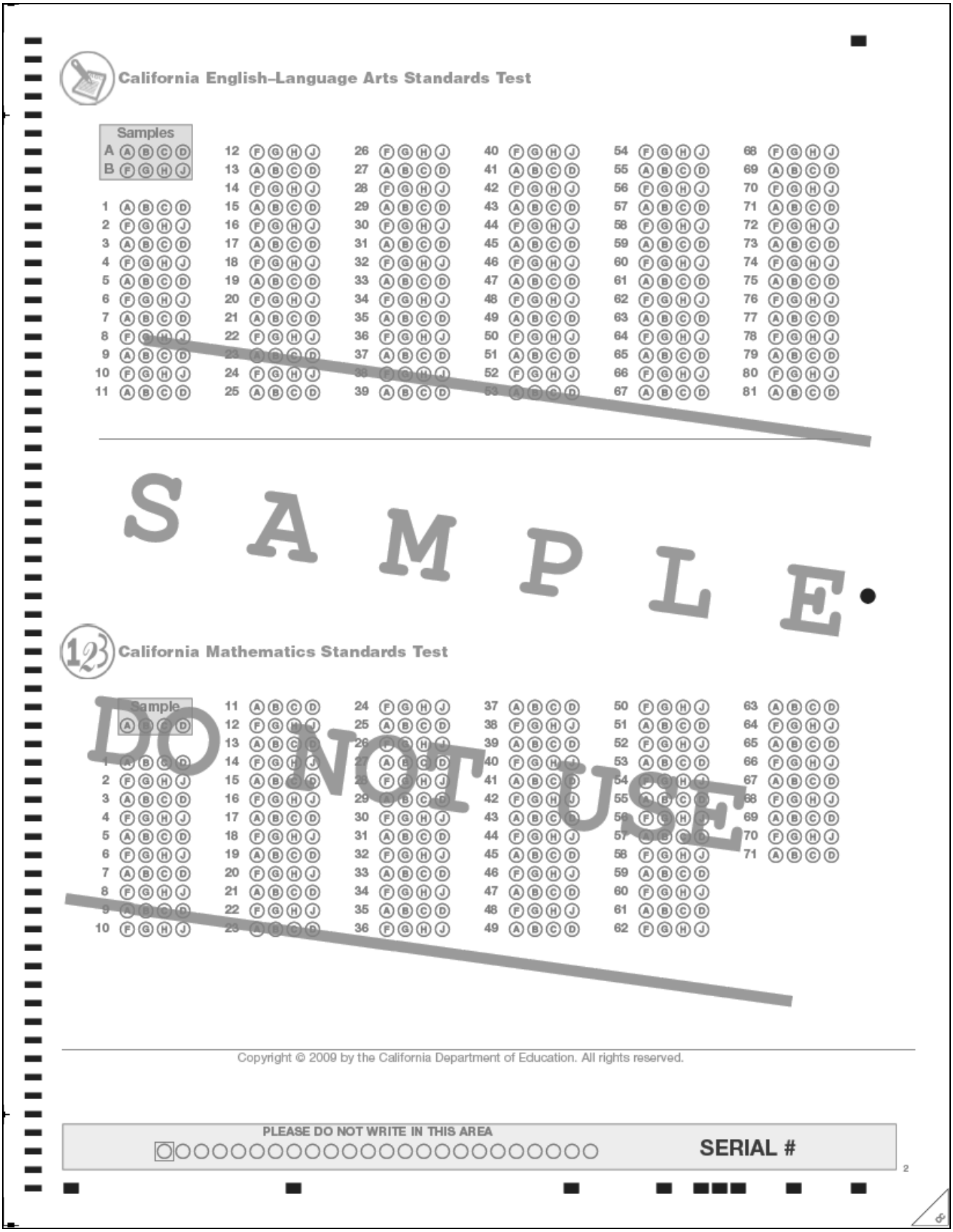
Sample CST/CMA Multiple-Choice Answer Document, Page 1



California English–Language Arts Standards Test

Samples
A Ⓐ Ⓑ Ⓒ Ⓓ
B Ⓕ Ⓖ Ⓗ Ⓙ

	12 Ⓕ Ⓖ Ⓗ Ⓙ	26 Ⓕ Ⓖ Ⓗ Ⓙ	40 Ⓕ Ⓖ Ⓗ Ⓙ	54 Ⓕ Ⓖ Ⓗ Ⓙ	68 Ⓕ Ⓖ Ⓗ Ⓙ
	13 Ⓐ Ⓑ Ⓒ Ⓓ	27 Ⓐ Ⓑ Ⓒ Ⓓ	41 Ⓐ Ⓑ Ⓒ Ⓓ	55 Ⓐ Ⓑ Ⓒ Ⓓ	69 Ⓐ Ⓑ Ⓒ Ⓓ
	14 Ⓕ Ⓖ Ⓗ Ⓙ	28 Ⓕ Ⓖ Ⓗ Ⓙ	42 Ⓕ Ⓖ Ⓗ Ⓙ	56 Ⓕ Ⓖ Ⓗ Ⓙ	70 Ⓕ Ⓖ Ⓗ Ⓙ
1 Ⓐ Ⓑ Ⓒ Ⓓ	15 Ⓐ Ⓑ Ⓒ Ⓓ	29 Ⓐ Ⓑ Ⓒ Ⓓ	43 Ⓐ Ⓑ Ⓒ Ⓓ	57 Ⓐ Ⓑ Ⓒ Ⓓ	71 Ⓐ Ⓑ Ⓒ Ⓓ
2 Ⓕ Ⓖ Ⓗ Ⓙ	16 Ⓕ Ⓖ Ⓗ Ⓙ	30 Ⓕ Ⓖ Ⓗ Ⓙ	44 Ⓕ Ⓖ Ⓗ Ⓙ	58 Ⓕ Ⓖ Ⓗ Ⓙ	72 Ⓕ Ⓖ Ⓗ Ⓙ
3 Ⓐ Ⓑ Ⓒ Ⓓ	17 Ⓐ Ⓑ Ⓒ Ⓓ	31 Ⓐ Ⓑ Ⓒ Ⓓ	45 Ⓐ Ⓑ Ⓒ Ⓓ	59 Ⓐ Ⓑ Ⓒ Ⓓ	73 Ⓐ Ⓑ Ⓒ Ⓓ
4 Ⓕ Ⓖ Ⓗ Ⓙ	18 Ⓕ Ⓖ Ⓗ Ⓙ	32 Ⓕ Ⓖ Ⓗ Ⓙ	46 Ⓕ Ⓖ Ⓗ Ⓙ	60 Ⓕ Ⓖ Ⓗ Ⓙ	74 Ⓕ Ⓖ Ⓗ Ⓙ
5 Ⓐ Ⓑ Ⓒ Ⓓ	19 Ⓐ Ⓑ Ⓒ Ⓓ	33 Ⓐ Ⓑ Ⓒ Ⓓ	47 Ⓐ Ⓑ Ⓒ Ⓓ	61 Ⓐ Ⓑ Ⓒ Ⓓ	75 Ⓐ Ⓑ Ⓒ Ⓓ
6 Ⓕ Ⓖ Ⓗ Ⓙ	20 Ⓕ Ⓖ Ⓗ Ⓙ	34 Ⓕ Ⓖ Ⓗ Ⓙ	48 Ⓕ Ⓖ Ⓗ Ⓙ	62 Ⓕ Ⓖ Ⓗ Ⓙ	76 Ⓕ Ⓖ Ⓗ Ⓙ
7 Ⓐ Ⓑ Ⓒ Ⓓ	21 Ⓐ Ⓑ Ⓒ Ⓓ	35 Ⓐ Ⓑ Ⓒ Ⓓ	49 Ⓐ Ⓑ Ⓒ Ⓓ	63 Ⓐ Ⓑ Ⓒ Ⓓ	77 Ⓐ Ⓑ Ⓒ Ⓓ
8 Ⓕ Ⓖ Ⓗ Ⓙ	22 Ⓕ Ⓖ Ⓗ Ⓙ	36 Ⓕ Ⓖ Ⓗ Ⓙ	50 Ⓕ Ⓖ Ⓗ Ⓙ	64 Ⓕ Ⓖ Ⓗ Ⓙ	78 Ⓕ Ⓖ Ⓗ Ⓙ
9 Ⓐ Ⓑ Ⓒ Ⓓ	23 Ⓐ Ⓑ Ⓒ Ⓓ	37 Ⓐ Ⓑ Ⓒ Ⓓ	51 Ⓐ Ⓑ Ⓒ Ⓓ	65 Ⓐ Ⓑ Ⓒ Ⓓ	79 Ⓐ Ⓑ Ⓒ Ⓓ
10 Ⓕ Ⓖ Ⓗ Ⓙ	24 Ⓕ Ⓖ Ⓗ Ⓙ	38 Ⓕ Ⓖ Ⓗ Ⓙ	52 Ⓕ Ⓖ Ⓗ Ⓙ	66 Ⓕ Ⓖ Ⓗ Ⓙ	80 Ⓕ Ⓖ Ⓗ Ⓙ
11 Ⓐ Ⓑ Ⓒ Ⓓ	25 Ⓐ Ⓑ Ⓒ Ⓓ	39 Ⓐ Ⓑ Ⓒ Ⓓ	53 Ⓐ Ⓑ Ⓒ Ⓓ	67 Ⓐ Ⓑ Ⓒ Ⓓ	81 Ⓐ Ⓑ Ⓒ Ⓓ

SAMPLE

DO NOT USE

California Mathematics Standards Test

Sample
Ⓐ Ⓑ Ⓒ Ⓓ

	11 Ⓐ Ⓑ Ⓒ Ⓓ	24 Ⓕ Ⓖ Ⓗ Ⓙ	37 Ⓐ Ⓑ Ⓒ Ⓓ	50 Ⓕ Ⓖ Ⓗ Ⓙ	63 Ⓐ Ⓑ Ⓒ Ⓓ
	12 Ⓕ Ⓖ Ⓗ Ⓙ	25 Ⓐ Ⓑ Ⓒ Ⓓ	38 Ⓕ Ⓖ Ⓗ Ⓙ	51 Ⓐ Ⓑ Ⓒ Ⓓ	64 Ⓕ Ⓖ Ⓗ Ⓙ
	13 Ⓐ Ⓑ Ⓒ Ⓓ	26 Ⓕ Ⓖ Ⓗ Ⓙ	39 Ⓐ Ⓑ Ⓒ Ⓓ	52 Ⓕ Ⓖ Ⓗ Ⓙ	65 Ⓐ Ⓑ Ⓒ Ⓓ
1 Ⓐ Ⓑ Ⓒ Ⓓ	14 Ⓕ Ⓖ Ⓗ Ⓙ	27 Ⓐ Ⓑ Ⓒ Ⓓ	40 Ⓕ Ⓖ Ⓗ Ⓙ	53 Ⓐ Ⓑ Ⓒ Ⓓ	66 Ⓕ Ⓖ Ⓗ Ⓙ
2 Ⓕ Ⓖ Ⓗ Ⓙ	15 Ⓐ Ⓑ Ⓒ Ⓓ	28 Ⓕ Ⓖ Ⓗ Ⓙ	41 Ⓐ Ⓑ Ⓒ Ⓓ	54 Ⓕ Ⓖ Ⓗ Ⓙ	67 Ⓐ Ⓑ Ⓒ Ⓓ
3 Ⓐ Ⓑ Ⓒ Ⓓ	16 Ⓕ Ⓖ Ⓗ Ⓙ	29 Ⓐ Ⓑ Ⓒ Ⓓ	42 Ⓕ Ⓖ Ⓗ Ⓙ	55 Ⓐ Ⓑ Ⓒ Ⓓ	68 Ⓕ Ⓖ Ⓗ Ⓙ
4 Ⓕ Ⓖ Ⓗ Ⓙ	17 Ⓐ Ⓑ Ⓒ Ⓓ	30 Ⓕ Ⓖ Ⓗ Ⓙ	43 Ⓐ Ⓑ Ⓒ Ⓓ	56 Ⓕ Ⓖ Ⓗ Ⓙ	69 Ⓐ Ⓑ Ⓒ Ⓓ
5 Ⓐ Ⓑ Ⓒ Ⓓ	18 Ⓕ Ⓖ Ⓗ Ⓙ	31 Ⓐ Ⓑ Ⓒ Ⓓ	44 Ⓕ Ⓖ Ⓗ Ⓙ	57 Ⓐ Ⓑ Ⓒ Ⓓ	70 Ⓕ Ⓖ Ⓗ Ⓙ
6 Ⓕ Ⓖ Ⓗ Ⓙ	19 Ⓐ Ⓑ Ⓒ Ⓓ	32 Ⓕ Ⓖ Ⓗ Ⓙ	45 Ⓐ Ⓑ Ⓒ Ⓓ	58 Ⓕ Ⓖ Ⓗ Ⓙ	71 Ⓐ Ⓑ Ⓒ Ⓓ
7 Ⓐ Ⓑ Ⓒ Ⓓ	20 Ⓕ Ⓖ Ⓗ Ⓙ	33 Ⓐ Ⓑ Ⓒ Ⓓ	46 Ⓕ Ⓖ Ⓗ Ⓙ	59 Ⓐ Ⓑ Ⓒ Ⓓ	
8 Ⓕ Ⓖ Ⓗ Ⓙ	21 Ⓐ Ⓑ Ⓒ Ⓓ	34 Ⓕ Ⓖ Ⓗ Ⓙ	47 Ⓐ Ⓑ Ⓒ Ⓓ	60 Ⓕ Ⓖ Ⓗ Ⓙ	
9 Ⓐ Ⓑ Ⓒ Ⓓ	22 Ⓕ Ⓖ Ⓗ Ⓙ	35 Ⓐ Ⓑ Ⓒ Ⓓ	48 Ⓕ Ⓖ Ⓗ Ⓙ	61 Ⓐ Ⓑ Ⓒ Ⓓ	
10 Ⓕ Ⓖ Ⓗ Ⓙ	23 Ⓐ Ⓑ Ⓒ Ⓓ	36 Ⓕ Ⓖ Ⓗ Ⓙ	49 Ⓐ Ⓑ Ⓒ Ⓓ	62 Ⓕ Ⓖ Ⓗ Ⓙ	

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SERIAL #

Sample CST/CMA Multiple-Choice Answer Document, Page 2

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California Modified Assessment

California English–Language Arts Modified Assessment

Samples
A Ⓐ Ⓑ Ⓒ
B Ⓕ Ⓖ Ⓗ

		10	Ⓕ Ⓖ Ⓗ	22	Ⓕ Ⓖ Ⓗ	34	Ⓕ Ⓖ Ⓗ	46	Ⓕ Ⓖ Ⓗ
		11	Ⓐ Ⓑ Ⓒ	23	Ⓐ Ⓑ Ⓒ	35	Ⓐ Ⓑ Ⓒ	47	Ⓐ Ⓑ Ⓒ
		12	Ⓕ Ⓖ Ⓗ	24	Ⓕ Ⓖ Ⓗ	36	Ⓕ Ⓖ Ⓗ	48	Ⓕ Ⓖ Ⓗ
1	Ⓐ Ⓑ Ⓒ	13	Ⓐ Ⓑ Ⓒ	25	Ⓐ Ⓑ Ⓒ	37	Ⓐ Ⓑ Ⓒ	49	Ⓐ Ⓑ Ⓒ
2	Ⓕ Ⓖ Ⓗ	14	Ⓕ Ⓖ Ⓗ	26	Ⓕ Ⓖ Ⓗ	38	Ⓕ Ⓖ Ⓗ	50	Ⓕ Ⓖ Ⓗ
3	Ⓐ Ⓑ Ⓒ	15	Ⓐ Ⓑ Ⓒ	27	Ⓐ Ⓑ Ⓒ	39	Ⓐ Ⓑ Ⓒ	51	Ⓐ Ⓑ Ⓒ
4	Ⓕ Ⓖ Ⓗ	16	Ⓕ Ⓖ Ⓗ	28	Ⓕ Ⓖ Ⓗ	40	Ⓕ Ⓖ Ⓗ	52	Ⓕ Ⓖ Ⓗ
5	Ⓐ Ⓑ Ⓒ	17	Ⓐ Ⓑ Ⓒ	29	Ⓐ Ⓑ Ⓒ	41	Ⓐ Ⓑ Ⓒ	53	Ⓐ Ⓑ Ⓒ
6	Ⓕ Ⓖ Ⓗ	18	Ⓕ Ⓖ Ⓗ	30	Ⓕ Ⓖ Ⓗ	42	Ⓕ Ⓖ Ⓗ	54	Ⓕ Ⓖ Ⓗ
7	Ⓐ Ⓑ Ⓒ	19	Ⓐ Ⓑ Ⓒ	31	Ⓐ Ⓑ Ⓒ	43	Ⓐ Ⓑ Ⓒ	55	Ⓐ Ⓑ Ⓒ
8	Ⓕ Ⓖ Ⓗ	20	Ⓕ Ⓖ Ⓗ	32	Ⓕ Ⓖ Ⓗ	44	Ⓕ Ⓖ Ⓗ	56	Ⓕ Ⓖ Ⓗ
9	Ⓐ Ⓑ Ⓒ	21	Ⓐ Ⓑ Ⓒ	33	Ⓐ Ⓑ Ⓒ	45	Ⓐ Ⓑ Ⓒ	57	Ⓐ Ⓑ Ⓒ

CMA Version #
① ② ③ ④ ⑤

SAMPLE

California Mathematics Modified Assessment

Samples
A Ⓐ Ⓑ Ⓒ
B Ⓕ Ⓖ Ⓗ

		10	Ⓕ Ⓖ Ⓗ	22	Ⓕ Ⓖ Ⓗ	34	Ⓕ Ⓖ Ⓗ	46	Ⓕ Ⓖ Ⓗ
		11	Ⓐ Ⓑ Ⓒ	23	Ⓐ Ⓑ Ⓒ	35	Ⓐ Ⓑ Ⓒ	47	Ⓐ Ⓑ Ⓒ
		12	Ⓕ Ⓖ Ⓗ	24	Ⓕ Ⓖ Ⓗ	36	Ⓕ Ⓖ Ⓗ	48	Ⓕ Ⓖ Ⓗ
1	Ⓐ Ⓑ Ⓒ	13	Ⓐ Ⓑ Ⓒ	25	Ⓐ Ⓑ Ⓒ	37	Ⓐ Ⓑ Ⓒ	49	Ⓐ Ⓑ Ⓒ
2	Ⓕ Ⓖ Ⓗ	14	Ⓕ Ⓖ Ⓗ	26	Ⓕ Ⓖ Ⓗ	38	Ⓕ Ⓖ Ⓗ	50	Ⓕ Ⓖ Ⓗ
3	Ⓐ Ⓑ Ⓒ	15	Ⓐ Ⓑ Ⓒ	27	Ⓐ Ⓑ Ⓒ	39	Ⓐ Ⓑ Ⓒ	51	Ⓐ Ⓑ Ⓒ
4	Ⓕ Ⓖ Ⓗ	16	Ⓕ Ⓖ Ⓗ	28	Ⓕ Ⓖ Ⓗ	40	Ⓕ Ⓖ Ⓗ	52	Ⓕ Ⓖ Ⓗ
5	Ⓐ Ⓑ Ⓒ	17	Ⓐ Ⓑ Ⓒ	29	Ⓐ Ⓑ Ⓒ	41	Ⓐ Ⓑ Ⓒ	53	Ⓐ Ⓑ Ⓒ
6	Ⓕ Ⓖ Ⓗ	18	Ⓕ Ⓖ Ⓗ	30	Ⓕ Ⓖ Ⓗ	42	Ⓕ Ⓖ Ⓗ	54	Ⓕ Ⓖ Ⓗ
7	Ⓐ Ⓑ Ⓒ	19	Ⓐ Ⓑ Ⓒ	31	Ⓐ Ⓑ Ⓒ	43	Ⓐ Ⓑ Ⓒ	55	Ⓐ Ⓑ Ⓒ
8	Ⓕ Ⓖ Ⓗ	20	Ⓕ Ⓖ Ⓗ	32	Ⓕ Ⓖ Ⓗ	44	Ⓕ Ⓖ Ⓗ	56	Ⓕ Ⓖ Ⓗ
9	Ⓐ Ⓑ Ⓒ	21	Ⓐ Ⓑ Ⓒ	33	Ⓐ Ⓑ Ⓒ	45	Ⓐ Ⓑ Ⓒ	57	Ⓐ Ⓑ Ⓒ

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SERIAL #

3

Sample CST/CMA Multiple-Choice Answer Document, Page 3

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Information on this page must be completed by school or district staff.

COMPLETE FOR ALL STUDENTS

14 CBEDS Enrollment

This student was counted in the October 2008 CBEDS data collection and has been continuously enrolled since that date.

School ◯ Yes ◯ No

District ◯ Yes ◯ No

15 Student's English Proficiency

- ◯ English Only (EO)
- ◯ Initially Fluent English Proficient (I-FEP)
- ◯ English Learner (EL)
- ◯ Reclassified Fluent English Proficient (R-FEP)

16 Special Education Services

a. This student receives special education services. Mark the three-digit **Primary Disability** code from the **IEP**.

◯ 000 ◯ 240 ◯ 280 ◯ 320
◯ 210 ◯ 250 ◯ 290 ◯ 330
◯ 220 ◯ 260 ◯ 300
◯ 230 ◯ 270 ◯ 310

b. This student receives special education services at a nonpublic, nonsectarian school based on IEP. ◯ Yes

c. Special Education Exit Date

Enter student's exit date from special education services for CST only.

Month	Day	Year
◯ Jan		
◯ Feb		
◯ Mar	0 0	◯ 2004
◯ Apr	1 1	◯ 2005
◯ May	2 2	◯ 2006
◯ Jun	3 3	◯ 2007
◯ Jul	4	◯ 2008
◯ Aug	5	◯ 2009
◯ Sep	6	
◯ Oct	7	
◯ Nov	8	
◯ Dec	9	

17 Program Participation

Mark all of the specially funded programs in which this student participated during the school year.

- ◯ Migrant Education
- ◯ Indian Education
- ◯ Gifted and Talented
- ◯ EL in ELD
- ◯ EL in ELD and SDAIE
- ◯ EL in ELD and SDAIE with Primary Language Support
- ◯ EL in ELD and Academic Subjects through Primary Language
- ◯ Other EL Instructional Services
- ◯ None (EL Only)

Mark Only One

18 ASAM Schools Only

◯ Student enrolled in school less than 90 school days prior to testing.

19 Student's Primary Language Code

2 digits

0 0 1 1 2 2 3 3 4 4 5 5 6 6 7 7 8 8 9 9

20 County/District of Residence

Enter County and District codes for student's residence if residence is other than where student attends school/receives services.

0 0 1 1 2 2 3 3 4 4 5 5 6 6 7 7 8 8 9 9 — 0 0 0 0 0 1 1 1 1 1 2 2 2 2 2 3 3 3 3 3 4 4 4 4 4 5 5 5 5 5 6 6 6 6 6 7 7 7 7 7 8 8 8 8 8 9 9 9 9 9

21 R-FEP

For R-FEP student, enter the date reclassified.

Month	Day	Year
◯ Jan		
◯ Feb		
◯ Mar	0 0	◯ 19
◯ Apr	1 1	◯ 20
◯ May	2 2	
◯ Jun	3 3	
◯ Jul	4	
◯ Aug	5	
◯ Sep	6	
◯ Oct	7	
◯ Nov	8	
◯ Dec	9	

23 NSLP

(Mark One)

◯ Yes
◯ No

24 English Learner (EL)

Enter the date the student first enrolled in school in the United States or one of its territories.

Month	Day	Year
◯ Jan		
◯ Feb		
◯ Mar	0 0	◯ 19
◯ Apr	1 1	◯ 20
◯ May	2 2	
◯ Jun	3 3	
◯ Jul	4	
◯ Aug	5	
◯ Sep	6	
◯ Oct	7	
◯ Nov	8	
◯ Dec	9	

25 English Learner (EL) less than 12 months

◯ English learner in U.S. schools less than 12 months.

A4 English Learner (EL) Test Variations

Complete only for English learners who used test variations.

Mark all English learner test variations student used. See codes listed in Directions for Administration.

CST		CMA	
ELA	Math	ELA	Math
A	A	A	A
B	B	B	B
C	C	C	C
	D		D

A1 Scoring Use Only

1	2	3	4	5	6	7	8	9
◯	◯	◯	◯	◯	◯	◯	◯	◯
◯	◯	◯	◯	◯	◯	◯	◯	◯

A2 Special Conditions

All Tests	CST ELA	CST Math	CMA ELA	CMA Math
A	A	A	A	A
	C	C	C	C
E	E	E	E	E
	F	F	F	F
L	L	L	L	L
	M	M	M	M
P	P	P	P	P
T	T	T	T	T
X	X	X	X	X
Y	Y	Y	Y	Y
	Z	Z	Z	Z

A3 Accommodations and Modifications

Complete only for students who used accommodations or modifications.

Accommodation or modification is in: ◯ Section 504 Plan for CST only ◯ IEP

Mark all accommodation(s) and/or modification(s) student used. See codes listed in Directions for Administration.

All Tests	CST ELA	CST Math	CMA ELA	CMA Math
	B	B	B	B
	C	C	C	C
	F	F	F	F
G	G	G	G	G
H	H	H	H	H
	J	J	J	J
	K	K	K	K
	L	L	L	L
M	M	M	M	M
	N	N	N	N
	O	O	O	O
	P	P	P	P
		Q		Q
		R		R
		S		S
	V	V	V	V
	W	W	W	W
	X	X	X	X
	Y	Y	Y	Y
	Z	Z	Z	Z

SAMPLE DO NOT USE

4

Sample CST/CMA Multiple-Choice Answer Document, Page 4

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Exhibit A-12. Sample CST Multiple-Choice Answer Document

STAR 2009
California Standardized Testing and Reporting - Grade 11

1 Student Name | Test Examiner | Math Class | Math Teacher | Period | Room
School | District | Science Class | Science Teacher | Period | Room

2 Place Demographic Bar Code Information inside the dashed lines.

3 Date of Birth: Month, Day, Year
4 Version #

Month: Jan, Feb, Mar, Apr, May, Jun, Jul, Aug, Sep, Oct, Nov, Dec
Year: 19, 20

5 Last Name | First Name | MI

6 Gender: Female, Male
7 Grade: 11

8 Primary Ethnicity (Mark ONLY one)
9 Other Ethnicities (Mark all that apply)

Ethnicity		8 Primary Ethnicity	9 Other Ethnicities
American Indian or Alaska Native	(100)	○	○
Asian			
Chinese	(201)	○	○
Japanese	(202)	○	○
Korean	(203)	○	○
Vietnamese	(204)	○	○
Asian Indian	(205)	○	○
Laotian	(206)	○	○
Cambodian	(207)	○	○
Other Asian	(299)	○	○
Black or African American	(600)	○	○
Filipino	(400)	○	○
Hispanic or Latino	(500)	○	○
Native Hawaiian or Pacific Islander			
Hawaiian	(301)	○	○
Guamanian	(302)	○	○
Samoan	(303)	○	○
Tahitian	(304)	○	○
Other Pacific Islander	(399)	○	○
White	(700)	○	○
Declined to state	*(999)*	○	

10 Parent Education Level
(Mark the response that describes the education level of your most educated parent.)
- Graduate school/postgraduate training
- College graduate
- Some college (includes AA Degree)
- High school graduate
- Not a high school graduate
- Declined to state or unknown

11 Student ID Number (right justify)
12 Statewide Student Identifier (SSID)
13 NPS School Code

SAMPLE
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Mark Reflex® by NCS Pearson IM-171797-304b:654321 Printed in U.S.A. ISD5633

Sample CST Multiple-Choice Answer Document, Page 1

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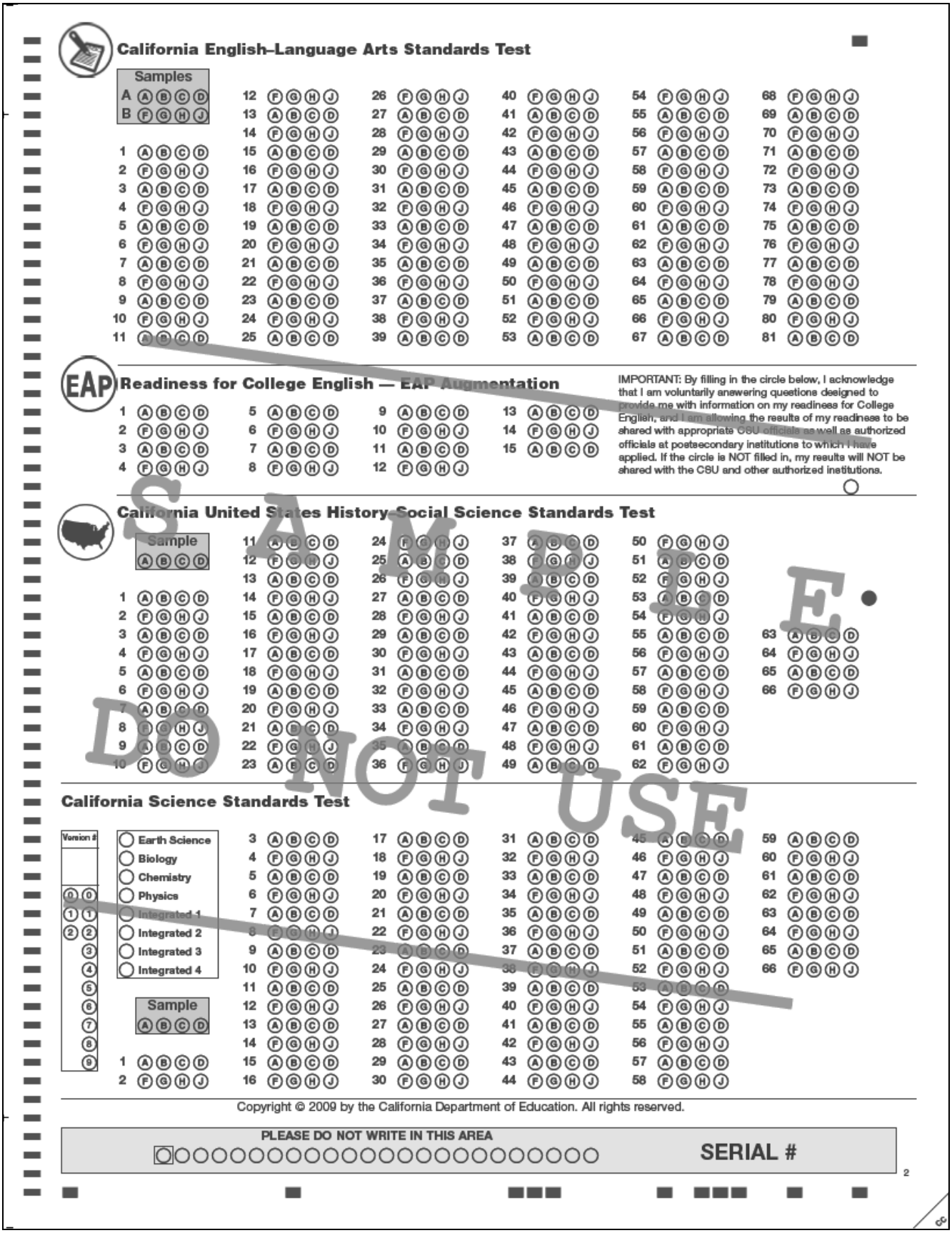

California English–Language Arts Standards Test

Samples
A Ⓐ Ⓑ Ⓒ Ⓓ
B Ⓕ Ⓖ Ⓗ Ⓙ

	12 Ⓕ Ⓖ Ⓗ Ⓙ	26 Ⓕ Ⓖ Ⓗ Ⓙ	40 Ⓕ Ⓖ Ⓗ Ⓙ	54 Ⓕ Ⓖ Ⓗ Ⓙ	68 Ⓕ Ⓖ Ⓗ Ⓙ
	13 Ⓐ Ⓑ Ⓒ Ⓓ	27 Ⓐ Ⓑ Ⓒ Ⓓ	41 Ⓐ Ⓑ Ⓒ Ⓓ	55 Ⓐ Ⓑ Ⓒ Ⓓ	69 Ⓐ Ⓑ Ⓒ Ⓓ
	14 Ⓕ Ⓖ Ⓗ Ⓙ	28 Ⓕ Ⓖ Ⓗ Ⓙ	42 Ⓕ Ⓖ Ⓗ Ⓙ	56 Ⓕ Ⓖ Ⓗ Ⓙ	70 Ⓕ Ⓖ Ⓗ Ⓙ
1 Ⓐ Ⓑ Ⓒ Ⓓ	15 Ⓐ Ⓑ Ⓒ Ⓓ	29 Ⓐ Ⓑ Ⓒ Ⓓ	43 Ⓐ Ⓑ Ⓒ Ⓓ	57 Ⓐ Ⓑ Ⓒ Ⓓ	71 Ⓐ Ⓑ Ⓒ Ⓓ
2 Ⓕ Ⓖ Ⓗ Ⓙ	16 Ⓕ Ⓖ Ⓗ Ⓙ	30 Ⓕ Ⓖ Ⓗ Ⓙ	44 Ⓕ Ⓖ Ⓗ Ⓙ	58 Ⓕ Ⓖ Ⓗ Ⓙ	72 Ⓕ Ⓖ Ⓗ Ⓙ
3 Ⓐ Ⓑ Ⓒ Ⓓ	17 Ⓐ Ⓑ Ⓒ Ⓓ	31 Ⓐ Ⓑ Ⓒ Ⓓ	45 Ⓐ Ⓑ Ⓒ Ⓓ	59 Ⓐ Ⓑ Ⓒ Ⓓ	73 Ⓐ Ⓑ Ⓒ Ⓓ
4 Ⓕ Ⓖ Ⓗ Ⓙ	18 Ⓕ Ⓖ Ⓗ Ⓙ	32 Ⓕ Ⓖ Ⓗ Ⓙ	46 Ⓕ Ⓖ Ⓗ Ⓙ	60 Ⓕ Ⓖ Ⓗ Ⓙ	74 Ⓕ Ⓖ Ⓗ Ⓙ
5 Ⓐ Ⓑ Ⓒ Ⓓ	19 Ⓐ Ⓑ Ⓒ Ⓓ	33 Ⓐ Ⓑ Ⓒ Ⓓ	47 Ⓐ Ⓑ Ⓒ Ⓓ	61 Ⓐ Ⓑ Ⓒ Ⓓ	75 Ⓐ Ⓑ Ⓒ Ⓓ
6 Ⓕ Ⓖ Ⓗ Ⓙ	20 Ⓕ Ⓖ Ⓗ Ⓙ	34 Ⓕ Ⓖ Ⓗ Ⓙ	48 Ⓕ Ⓖ Ⓗ Ⓙ	62 Ⓕ Ⓖ Ⓗ Ⓙ	76 Ⓕ Ⓖ Ⓗ Ⓙ
7 Ⓐ Ⓑ Ⓒ Ⓓ	21 Ⓐ Ⓑ Ⓒ Ⓓ	35 Ⓐ Ⓑ Ⓒ Ⓓ	49 Ⓐ Ⓑ Ⓒ Ⓓ	63 Ⓐ Ⓑ Ⓒ Ⓓ	77 Ⓐ Ⓑ Ⓒ Ⓓ
8 Ⓕ Ⓖ Ⓗ Ⓙ	22 Ⓕ Ⓖ Ⓗ Ⓙ	36 Ⓕ Ⓖ Ⓗ Ⓙ	50 Ⓕ Ⓖ Ⓗ Ⓙ	64 Ⓕ Ⓖ Ⓗ Ⓙ	78 Ⓕ Ⓖ Ⓗ Ⓙ
9 Ⓐ Ⓑ Ⓒ Ⓓ	23 Ⓐ Ⓑ Ⓒ Ⓓ	37 Ⓐ Ⓑ Ⓒ Ⓓ	51 Ⓐ Ⓑ Ⓒ Ⓓ	65 Ⓐ Ⓑ Ⓒ Ⓓ	79 Ⓐ Ⓑ Ⓒ Ⓓ
10 Ⓕ Ⓖ Ⓗ Ⓙ	24 Ⓕ Ⓖ Ⓗ Ⓙ	38 Ⓕ Ⓖ Ⓗ Ⓙ	52 Ⓕ Ⓖ Ⓗ Ⓙ	66 Ⓕ Ⓖ Ⓗ Ⓙ	80 Ⓕ Ⓖ Ⓗ Ⓙ
11 Ⓐ Ⓑ Ⓒ Ⓓ	25 Ⓐ Ⓑ Ⓒ Ⓓ	39 Ⓐ Ⓑ Ⓒ Ⓓ	53 Ⓐ Ⓑ Ⓒ Ⓓ	67 Ⓐ Ⓑ Ⓒ Ⓓ	81 Ⓐ Ⓑ Ⓒ Ⓓ

EAP Readiness for College English — EAP Augmentation

1 Ⓐ Ⓑ Ⓒ Ⓓ	5 Ⓐ Ⓑ Ⓒ Ⓓ	9 Ⓐ Ⓑ Ⓒ Ⓓ	13 Ⓐ Ⓑ Ⓒ Ⓓ
2 Ⓕ Ⓖ Ⓗ Ⓙ	6 Ⓕ Ⓖ Ⓗ Ⓙ	10 Ⓕ Ⓖ Ⓗ Ⓙ	14 Ⓕ Ⓖ Ⓗ Ⓙ
3 Ⓐ Ⓑ Ⓒ Ⓓ	7 Ⓐ Ⓑ Ⓒ Ⓓ	11 Ⓐ Ⓑ Ⓒ Ⓓ	15 Ⓐ Ⓑ Ⓒ Ⓓ
4 Ⓕ Ⓖ Ⓗ Ⓙ	8 Ⓕ Ⓖ Ⓗ Ⓙ	12 Ⓕ Ⓖ Ⓗ Ⓙ	

IMPORTANT: By filling in the circle below, I acknowledge that I am voluntarily answering questions designed to provide me with information on my readiness for College English, and I am allowing the results of my readiness to be shared with appropriate CSU officials as well as authorized officials at postsecondary institutions to which I have applied. If the circle is NOT filled in, my results will NOT be shared with the CSU and other authorized institutions.

California United States History-Social Science Standards Test

Sample
Ⓐ Ⓑ Ⓒ Ⓓ

	11 Ⓐ Ⓑ Ⓒ Ⓓ	24 Ⓕ Ⓖ Ⓗ Ⓙ	37 Ⓐ Ⓑ Ⓒ Ⓓ	50 Ⓕ Ⓖ Ⓗ Ⓙ
	12 Ⓕ Ⓖ Ⓗ Ⓙ	25 Ⓐ Ⓑ Ⓒ Ⓓ	38 Ⓕ Ⓖ Ⓗ Ⓙ	51 Ⓐ Ⓑ Ⓒ Ⓓ
	13 Ⓐ Ⓑ Ⓒ Ⓓ	26 Ⓕ Ⓖ Ⓗ Ⓙ	39 Ⓐ Ⓑ Ⓒ Ⓓ	52 Ⓕ Ⓖ Ⓗ Ⓙ
1 Ⓐ Ⓑ Ⓒ Ⓓ	14 Ⓕ Ⓖ Ⓗ Ⓙ	27 Ⓐ Ⓑ Ⓒ Ⓓ	40 Ⓕ Ⓖ Ⓗ Ⓙ	53 Ⓐ Ⓑ Ⓒ Ⓓ
2 Ⓕ Ⓖ Ⓗ Ⓙ	15 Ⓐ Ⓑ Ⓒ Ⓓ	28 Ⓕ Ⓖ Ⓗ Ⓙ	41 Ⓐ Ⓑ Ⓒ Ⓓ	54 Ⓕ Ⓖ Ⓗ Ⓙ
3 Ⓐ Ⓑ Ⓒ Ⓓ	16 Ⓕ Ⓖ Ⓗ Ⓙ	29 Ⓐ Ⓑ Ⓒ Ⓓ	42 Ⓕ Ⓖ Ⓗ Ⓙ	55 Ⓐ Ⓑ Ⓒ Ⓓ
4 Ⓕ Ⓖ Ⓗ Ⓙ	17 Ⓐ Ⓑ Ⓒ Ⓓ	30 Ⓕ Ⓖ Ⓗ Ⓙ	43 Ⓐ Ⓑ Ⓒ Ⓓ	56 Ⓕ Ⓖ Ⓗ Ⓙ
5 Ⓐ Ⓑ Ⓒ Ⓓ	18 Ⓕ Ⓖ Ⓗ Ⓙ	31 Ⓐ Ⓑ Ⓒ Ⓓ	44 Ⓕ Ⓖ Ⓗ Ⓙ	57 Ⓐ Ⓑ Ⓒ Ⓓ
6 Ⓕ Ⓖ Ⓗ Ⓙ	19 Ⓐ Ⓑ Ⓒ Ⓓ	32 Ⓕ Ⓖ Ⓗ Ⓙ	45 Ⓐ Ⓑ Ⓒ Ⓓ	58 Ⓕ Ⓖ Ⓗ Ⓙ
7 Ⓐ Ⓑ Ⓒ Ⓓ	20 Ⓕ Ⓖ Ⓗ Ⓙ	33 Ⓐ Ⓑ Ⓒ Ⓓ	46 Ⓕ Ⓖ Ⓗ Ⓙ	59 Ⓐ Ⓑ Ⓒ Ⓓ
8 Ⓕ Ⓖ Ⓗ Ⓙ	21 Ⓐ Ⓑ Ⓒ Ⓓ	34 Ⓕ Ⓖ Ⓗ Ⓙ	47 Ⓐ Ⓑ Ⓒ Ⓓ	60 Ⓕ Ⓖ Ⓗ Ⓙ
9 Ⓐ Ⓑ Ⓒ Ⓓ	22 Ⓕ Ⓖ Ⓗ Ⓙ	35 Ⓐ Ⓑ Ⓒ Ⓓ	48 Ⓕ Ⓖ Ⓗ Ⓙ	61 Ⓐ Ⓑ Ⓒ Ⓓ
10 Ⓕ Ⓖ Ⓗ Ⓙ	23 Ⓐ Ⓑ Ⓒ Ⓓ	36 Ⓕ Ⓖ Ⓗ Ⓙ	49 Ⓐ Ⓑ Ⓒ Ⓓ	62 Ⓕ Ⓖ Ⓗ Ⓙ

				63 Ⓐ Ⓑ Ⓒ Ⓓ
				64 Ⓕ Ⓖ Ⓗ Ⓙ
				65 Ⓐ Ⓑ Ⓒ Ⓓ
				66 Ⓕ Ⓖ Ⓗ Ⓙ

California Science Standards Test

Version #
0 0
1 1
2 2
3
4
5
6
7
8
9

- ○ Earth Science
- ○ Biology
- ○ Chemistry
- ○ Physics
- ○ Integrated 1
- ○ Integrated 2
- ○ Integrated 3
- ○ Integrated 4

Sample
Ⓐ Ⓑ Ⓒ Ⓓ

	3 Ⓐ Ⓑ Ⓒ Ⓓ	17 Ⓐ Ⓑ Ⓒ Ⓓ	31 Ⓐ Ⓑ Ⓒ Ⓓ	45 Ⓐ Ⓑ Ⓒ Ⓓ
	4 Ⓕ Ⓖ Ⓗ Ⓙ	18 Ⓕ Ⓖ Ⓗ Ⓙ	32 Ⓕ Ⓖ Ⓗ Ⓙ	46 Ⓕ Ⓖ Ⓗ Ⓙ
	5 Ⓐ Ⓑ Ⓒ Ⓓ	19 Ⓐ Ⓑ Ⓒ Ⓓ	33 Ⓐ Ⓑ Ⓒ Ⓓ	47 Ⓐ Ⓑ Ⓒ Ⓓ
	6 Ⓕ Ⓖ Ⓗ Ⓙ	20 Ⓕ Ⓖ Ⓗ Ⓙ	34 Ⓕ Ⓖ Ⓗ Ⓙ	48 Ⓕ Ⓖ Ⓗ Ⓙ
	7 Ⓐ Ⓑ Ⓒ Ⓓ	21 Ⓐ Ⓑ Ⓒ Ⓓ	35 Ⓐ Ⓑ Ⓒ Ⓓ	49 Ⓐ Ⓑ Ⓒ Ⓓ
	8 Ⓕ Ⓖ Ⓗ Ⓙ	22 Ⓕ Ⓖ Ⓗ Ⓙ	36 Ⓕ Ⓖ Ⓗ Ⓙ	50 Ⓕ Ⓖ Ⓗ Ⓙ
	9 Ⓐ Ⓑ Ⓒ Ⓓ	23 Ⓐ Ⓑ Ⓒ Ⓓ	37 Ⓐ Ⓑ Ⓒ Ⓓ	51 Ⓐ Ⓑ Ⓒ Ⓓ
	10 Ⓕ Ⓖ Ⓗ Ⓙ	24 Ⓕ Ⓖ Ⓗ Ⓙ	38 Ⓕ Ⓖ Ⓗ Ⓙ	52 Ⓕ Ⓖ Ⓗ Ⓙ
	11 Ⓐ Ⓑ Ⓒ Ⓓ	25 Ⓐ Ⓑ Ⓒ Ⓓ	39 Ⓐ Ⓑ Ⓒ Ⓓ	53 Ⓐ Ⓑ Ⓒ Ⓓ
	12 Ⓕ Ⓖ Ⓗ Ⓙ	26 Ⓕ Ⓖ Ⓗ Ⓙ	40 Ⓕ Ⓖ Ⓗ Ⓙ	54 Ⓕ Ⓖ Ⓗ Ⓙ
	13 Ⓐ Ⓑ Ⓒ Ⓓ	27 Ⓐ Ⓑ Ⓒ Ⓓ	41 Ⓐ Ⓑ Ⓒ Ⓓ	55 Ⓐ Ⓑ Ⓒ Ⓓ
	14 Ⓕ Ⓖ Ⓗ Ⓙ	28 Ⓕ Ⓖ Ⓗ Ⓙ	42 Ⓕ Ⓖ Ⓗ Ⓙ	56 Ⓕ Ⓖ Ⓗ Ⓙ
1 Ⓐ Ⓑ Ⓒ Ⓓ	15 Ⓐ Ⓑ Ⓒ Ⓓ	29 Ⓐ Ⓑ Ⓒ Ⓓ	43 Ⓐ Ⓑ Ⓒ Ⓓ	57 Ⓐ Ⓑ Ⓒ Ⓓ
2 Ⓕ Ⓖ Ⓗ Ⓙ	16 Ⓕ Ⓖ Ⓗ Ⓙ	30 Ⓕ Ⓖ Ⓗ Ⓙ	44 Ⓕ Ⓖ Ⓗ Ⓙ	58 Ⓕ Ⓖ Ⓗ Ⓙ

	59 Ⓐ Ⓑ Ⓒ Ⓓ
	60 Ⓕ Ⓖ Ⓗ Ⓙ
	61 Ⓐ Ⓑ Ⓒ Ⓓ
	62 Ⓕ Ⓖ Ⓗ Ⓙ
	63 Ⓐ Ⓑ Ⓒ Ⓓ
	64 Ⓕ Ⓖ Ⓗ Ⓙ
	65 Ⓐ Ⓑ Ⓒ Ⓓ
	66 Ⓕ Ⓖ Ⓗ Ⓙ

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SERIAL #

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Sample CST Multiple-Choice Answer Document, Page 2

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California Mathematics Standards Test

Version #

1 2 3 4 5 6 7

- Algebra I
- Integrated 1
- Geometry
- Integrated 2
- Algebra II
- Integrated 3
- Summative HS

Sample (A) (B) (C) (D)

1 (A) (B) (C) (D)
2 (F) (G) (H) (J)

3 (A) (B) (C) (D)	17 (A) (B) (C) (D)	31 (A) (B) (C) (D)	45 (A) (B) (C) (D)	59 (A) (B) (C) (D)
4 (F) (G) (H) (J)	18 (F) (G) (H) (J)	32 (F) (G) (H) (J)	46 (F) (G) (H) (J)	60 (F) (G) (H) (J)
5 (A) (B) (C) (D)	19 (A) (B) (C) (D)	33 (A) (B) (C) (D)	47 (A) (B) (C) (D)	61 (A) (B) (C) (D)
6 (F) (G) (H) (J)	20 (F) (G) (H) (J)	34 (F) (G) (H) (J)	48 (F) (G) (H) (J)	62 (F) (G) (H) (J)
7 (A) (B) (C) (D)	21 (A) (B) (C) (D)	35 (A) (B) (C) (D)	49 (A) (B) (C) (D)	63 (A) (B) (C) (D)
8 (F) (G) (H) (J)	22 (F) (G) (H) (J)	36 (F) (G) (H) (J)	50 (F) (G) (H) (J)	64 (F) (G) (H) (J)
9 (A) (B) (C) (D)	23 (A) (B) (C) (D)	37 (A) (B) (C) (D)	51 (A) (B) (C) (D)	65 (A) (B) (C) (D)
10 (F) (G) (H) (J)	24 (F) (G) (H) (J)	38 (F) (G) (H) (J)	52 (F) (G) (H) (J)	66 (F) (G) (H) (J)
11 (A) (B) (C) (D)	25 (A) (B) (C) (D)	39 (A) (B) (C) (D)	53 (A) (B) (C) (D)	67 (A) (B) (C) (D)
12 (F) (G) (H) (J)	26 (F) (G) (H) (J)	40 (F) (G) (H) (J)	54 (F) (G) (H) (J)	68 (F) (G) (H) (J)
13 (A) (B) (C) (D)	27 (A) (B) (C) (D)	41 (A) (B) (C) (D)	55 (A) (B) (C) (D)	69 (A) (B) (C) (D)
14 (F) (G) (H) (J)	28 (F) (G) (H) (J)	42 (F) (G) (H) (J)	56 (F) (G) (H) (J)	70 (F) (G) (H) (J)
15 (A) (B) (C) (D)	29 (A) (B) (C) (D)	43 (A) (B) (C) (D)	57 (A) (B) (C) (D)	71 (A) (B) (C) (D)
16 (F) (G) (H) (J)	30 (F) (G) (H) (J)	44 (F) (G) (H) (J)	58 (F) (G) (H) (J)	

EAP Readiness for College Mathematics — EAP Augmentation

1 (A) (B) (C) (D)	6 (F) (G) (H) (J)	11 (A) (B) (C) (D)
2 (F) (G) (H) (J)	7 (A) (B) (C) (D)	12 (F) (G) (H) (J)
3 (A) (B) (C) (D)	8 (F) (G) (H) (J)	13 (A) (B) (C) (D)
4 (F) (G) (H) (J)	9 (A) (B) (C) (D)	14 (F) (G) (H) (J)
5 (A) (B) (C) (D)	10 (F) (G) (H) (J)	15 (A) (B) (C) (D)

IMPORTANT: By filling in the circle below, I acknowledge that I am voluntarily answering questions designed to provide me with information on my readiness for College Mathematics, and I am allowing the results of my readiness to be shared with appropriate CSU officials as well as authorized officials at postsecondary institutions to which I have applied. If the circle is NOT filled in, my results will NOT be shared with the CSU and other authorized institutions.

○

SAMPLE

California World History–Social Science Standards Test

Sample (A) (B) (C) (D)

Version #

1 2 3 4 5 6 7

1 (A) (B) (C) (D)
2 (F) (G) (H) (J)
3 (A) (B) (C) (D)
4 (F) (G) (H) (J)
5 (A) (B) (C) (D)
6 (F) (G) (H) (J)
7 (A) (B) (C) (D)
8 (F) (G) (H) (J)
9 (A) (B) (C) (D)

10 (F) (G) (H) (J)	23 (A) (B) (C) (D)	36 (F) (G) (H) (J)	49 (A) (B) (C) (D)	62 (F) (G) (H) (J)
11 (A) (B) (C) (D)	24 (F) (G) (H) (J)	37 (A) (B) (C) (D)	50 (F) (G) (H) (J)	63 (A) (B) (C) (D)
12 (F) (G) (H) (J)	25 (A) (B) (C) (D)	38 (F) (G) (H) (J)	51 (A) (B) (C) (D)	64 (F) (G) (H) (J)
13 (A) (B) (C) (D)	26 (F) (G) (H) (J)	39 (A) (B) (C) (D)	52 (F) (G) (H) (J)	65 (A) (B) (C) (D)
14 (F) (G) (H) (J)	27 (A) (B) (C) (D)	40 (F) (G) (H) (J)	53 (A) (B) (C) (D)	66 (F) (G) (H) (J)
15 (A) (B) (C) (D)	28 (F) (G) (H) (J)	41 (A) (B) (C) (D)	54 (F) (G) (H) (J)	
16 (F) (G) (H) (J)	29 (A) (B) (C) (D)	42 (F) (G) (H) (J)	55 (A) (B) (C) (D)	
17 (A) (B) (C) (D)	30 (F) (G) (H) (J)	43 (A) (B) (C) (D)	56 (F) (G) (H) (J)	
18 (F) (G) (H) (J)	31 (A) (B) (C) (D)	44 (F) (G) (H) (J)	57 (A) (B) (C) (D)	
19 (A) (B) (C) (D)	32 (F) (G) (H) (J)	45 (A) (B) (C) (D)	58 (F) (G) (H) (J)	
20 (F) (G) (H) (J)	33 (A) (B) (C) (D)	46 (F) (G) (H) (J)	59 (A) (B) (C) (D)	
21 (A) (B) (C) (D)	34 (F) (G) (H) (J)	47 (A) (B) (C) (D)	60 (F) (G) (H) (J)	
22 (F) (G) (H) (J)	35 (A) (B) (C) (D)	48 (F) (G) (H) (J)	61 (A) (B) (C) (D)	

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3

Sample CST Multiple-Choice Answer Document, Page 3

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Information on this page must be completed by school or district staff.

COMPLETE FOR ALL STUDENTS

14 CBEDS Enrollment

This student was counted in the October 2008 CBEDS data collection and has been continuously enrolled since that date.

School ◯ Yes ◯ No

District ◯ Yes ◯ No

15 Student's English Proficiency

◯ English Only (EO)
◯ Initially Fluent English Proficient (I-FEP)
◯ English Learner (EL)
◯ Reclassified Fluent English Proficient (R-FEP)

16 Special Education Services

a. This student receives special education services. Mark the three-digit **Primary Disability** code from the **IEP**.

◯ 000 ◯ 240 ◯ 280 ◯ 320
◯ 210 ◯ 250 ◯ 290 ◯ 330
◯ 220 ◯ 260 ◯ 300
◯ 230 ◯ 270 ◯ 310

b. This student receives special education services at a nonpublic, nonsectarian school based on IEP. ◯ Yes

c. Special Education Exit Date

Enter student's exit date from special education services.

Month	Day	Year
◯ Jan		
◯ Feb		
◯ Mar	0 0	◯ 2004
◯ Apr	1 1	◯ 2005
◯ May	2 2	◯ 2006
◯ Jun	3 3	◯ 2007
◯ Jul	4	◯ 2008
◯ Aug	5	◯ 2009
◯ Sep	6	
◯ Oct	7	
◯ Nov	8	
◯ Dec	9	

17 Program Participation

Mark all of the specially funded programs in which this student participated during the school year.

◯ Migrant Education
◯ Indian Education
◯ Gifted and Talented
◯ EL in ELD
◯ EL in ELD and SDAIE
◯ EL in ELD and SDAIE with Primary Language Support
◯ EL in ELD and Academic Subjects through Primary Language
◯ Other EL Instructional Services
◯ None (EL Only)

Mark Only One

18 ASAM Schools Only

◯ Student enrolled in school less than 90 school days prior to testing.

19 Student's Primary Language Code

2 digits

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

20 County/District of Residence

Enter County and District codes for student's residence if residence is other than where student attends school/receives services.

0	0	–	0	0	0	0	0	0
1	1		1	1	1	1	1	1
2	2		2	2	2	2	2	2
3	3		3	3	3	3	3	3
4	4		4	4	4	4	4	4
5	5		5	5	5	5	5	5
6	6		6	6	6	6	6	6
7	7		7	7	7	7	7	7
8	8		8	8	8	8	8	8
9	9		9	9	9	9	9	9

21 R-FEP

For R-FEP student, enter the date reclassified.

Month	Day	Year	
◯ Jan			
◯ Feb			
◯ Mar	0 0	◯ 19	0 0
◯ Apr	1 1	◯ 20	1 1
◯ May	2 2		2 2
◯ Jun	3 3		3 3
◯ Jul	4		4 4
◯ Aug	5		5 5
◯ Sep	6		6 6
◯ Oct	7		7 7
◯ Nov	8		8 8
◯ Dec	9		9 9

24 English Learner (EL)

Enter the date the student first enrolled in school in the United States or one of its territories.

Month	Day	Year	
◯ Jan			
◯ Feb			
◯ Mar	0 0	◯ 19	0 0
◯ Apr	1 1	◯ 20	1 1
◯ May	2 2		2 2
◯ Jun	3 3		3 3
◯ Jul	4		4 4
◯ Aug	5		5 5
◯ Sep	6		6 6
◯ Oct	7		7 7
◯ Nov	8		8 8
◯ Dec	9		9 9

25 English Learner (EL) less than 12 months

◯ English learner in U.S. schools less than 12 months.

A4 English Learner (EL) Test Variations

Complete only for English learners who used test variations.

Mark all English learner test variations student used. See codes listed in Directions for Administration.

California Standards Tests				
ELA	Math	Sci	US-H	W-H
A	A	A	A	A
B	B	B	B	B
C	C	C	C	C
	D	D	D	D

22 Complete if student's English proficiency is R-FEP.

Has this student scored PRO or ADV any 3 years on the ELA CST?
◯ Yes ◯ No

23 NSLP

(Mark One)
◯ Yes
◯ No

A1 Scoring Use Only

1	2	3	4	5	6	7	8	9
◯	◯	◯	◯	◯	◯	◯	◯	◯
◯	◯	◯	◯	◯	◯	◯	◯	◯

A2 Special Conditions

	California Standards Tests				
All Tests	ELA	Math	Sci	US-H	W-H
A	A	A	A	A	A
	C	C	C	C	C
E	E	E	E	E	E
	F	F	F	F	F
L	L	L	L	L	L
	M	M	M	M	M
P	P	P	P	P	P
T	T	T	T	T	T
X	X	X	X	X	X
Y	Y	Y	Y	Y	Y
	Z	Z	Z	Z	Z

A3 Accommodations and Modifications

Complete only for students who used accommodations or modifications.

Accommodation or modification is in:
◯ Section 504 Plan ◯ IEP

Mark all accommodation(s) and/or modification(s) student used. See codes listed in Directions for Administration.

	California Standards Tests				
All Tests	ELA	Math	Sci	US-H	W-H
	B	B	B	B	B
	C	C	C	C	C
	F	F	F	F	F
G	G	G	G	G	G
H	H	H	H	H	H
	J	J	J	J	J
	K	K	K	K	K
	L	L	L	L	L
M	M	M	M	M	M
	N	N	N	N	N
	O	O	O	O	O
	P	P	P	P	P
		Q	Q		
		R	R		
		S	S		
	V	V	V	V	V
	W	W	W	W	W
	X	X	X	X	X
	Y	Y	Y	Y	Y
	Z	Z	Z	Z	Z

4

SAMPLE
DO NOT USE

Sample CST Multiple-Choice Answer Document, Page 4

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Exhibit A-13. Sample Writing Demographic Covers

2009 California Writing Standards Test - Grade 4
Writing Prompt and Response Booklet for March 3, 2009

1 Student Name | Test Examiner
School | District

2 Place Demographic Bar Code Information inside the dashed lines.

3 Date of Birth
Month: Jan, Feb, Mar, Apr, May, Jun, Jul, Aug, Sep, Oct, Nov, Dec
Day
Year: 19, 20

5 Last Name | First Name | MI

6 Gender: Female, Male

7 Grade: 4

SAMPLE
DO NOT USE

11 Student ID Number (right justify)

12 Statewide Student Identifier (SSID)

13 NPS School Code

Mark Reflex® by Pearson 172378-304 321 Printed in U.S.A. ISD 5795

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SERIAL #

Sample Writing Demographic Covers, Page 1

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COMPLETE FOR ALL STUDENTS

A1 Scoring Use Only								
1	2	3	4	5	6	7	8	9
○	○	○	○	○	○	○	○	○
○	○	○	○	○	○	○	○	○

A2 Special Conditions
California Standards Tests
Writing
Ⓐ
Ⓒ
Ⓔ
Ⓕ
Ⓛ
Ⓜ
Ⓟ
Ⓣ
Ⓧ
Ⓨ
Ⓩ

A3 Accommodations and Modifications	
Complete only for students who used accommodations or modifications.	
Accommodation or modification is in:	
○ Section 504 Plan	○ IEP
Mark all accommodation(s) and/or modification(s) student used. See codes listed in Directions for Administration.	
Ⓓ	
Ⓔ	
Ⓕ	
Ⓖ	
Ⓗ	
Ⓚ	
Ⓛ	
Ⓜ	
Ⓝ	
Ⓞ	
Ⓟ	
Ⓣ	
Ⓤ	
Ⓥ	
Ⓦ	
Ⓧ	
Ⓨ	
Ⓩ	

A4 English Learner (EL) Test Variations
Complete only for English learners who used test variations.
Mark all English learner test variations student used. See codes listed in Directions for Administration.
Ⓐ
Ⓑ
Ⓒ

SAMPLE
DO NOT USE

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SERIAL #

16

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47

Sample Writing Demographic Covers, Page 2

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Exhibit A-14. Sample CAPA Answer Document

STAR 2009
California Alternate Performance Assessment

1 Student Name | Test Examiner
School | District

2 Place Demographic Bar Code Information inside the dashed lines.

3 Date of Birth
Month: Jan, Feb, Mar, Apr, May, Jun, Jul, Aug, Sep, Oct, Nov, Dec
Day: 0 0, 1 1, 2 2, 3 3, 4, 5, 6, 7, 8, 9
Year: 19, 20; 0 0, 1 1, 2 2, 3 3, 4 4, 5 5, 6 6, 7 7, 8 8, 9 9

4 Version #: 1, 2, 3, 4, 5, 6, 7, 8

5 Last Name | First Name | MI

6 Gender: Female, Male

7a CAPA LEVEL / VALID GRADE
I (2-11)
II (2-3)
III (4-5)
IV (6-8)
V (9-11)

b Grade: 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

8 Primary Ethnicity (Mark ONLY one) / 9 Other Ethnicities (Mark all that apply)

Ethnicity		Primary	Other
American Indian or Alaska Native	(100)		
Asian			
Chinese	(201)		
Japanese	(202)		
Korean	(203)		
Vietnamese	(204)		
Asian Indian	(205)		
Laotian	(206)		
Cambodian	(207)		
Other Asian	(299)		
Black or African American	(600)		
Filipino	(400)		
Hispanic or Latino	(500)		
Native Hawaiian or Pacific Islander			
Hawaiian	(301)		
Guamanian	(302)		
Samoan	(303)		
Tahitian	(304)		
Other Pacific Islander	(399)		
White	(700)		
Declined to state	*(999)*		

10 Parent Education Level
(Mark the response that describes the education level of your most educated parent.)
Graduate school/postgraduate training
College graduate
Some college (includes AA Degree)
High school graduate
Not a high school graduate
Declined to state or unknown

11 Student ID Number (right justify)

12 Statewide Student Identifier (SSID)

13 NPS School Code

SAMPLE
DO NOT USE

1 Mark Reflex® by NCS Pearson IM-171997-304a:654321 Printed in U.S.A. ISD5694

Sample CAPA Answer Document, Page 1

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USE ONLY A NO. 2 PENCIL TO COMPLETE THIS FORM.

TASK SCORES

Completely fill in the circle corresponding to the student's task score.

Note that the score of ⑤ is only used at CAPA Level I, which uses the range of scores from NR through ⑤. CAPA Levels II through V only use the range of scores from NR through ④.

ENGLISH–LANGUAGE ARTS (Mark one for each task. To be administered to students in all grades.)

1	⑤	④	③	②	①	NR	7	⑤	④	③	②	①	NR
2	⑤	④	③	②	①	NR	8	⑤	④	③	②	①	NR
3	⑤	④	③	②	①	NR	9	⑤	④	③	②	①	NR
4	⑤	④	③	②	①	NR	10	⑤	④	③	②	①	NR
5	⑤	④	③	②	①	NR	11	⑤	④	③	②	①	NR
6	⑤	④	③	②	①	NR	12	⑤	④	③	②	①	NR

MATHEMATICS (Mark one for each task. To be administered to students in all grades.)

1	⑤	④	③	②	①	NR	7	⑤	④	③	②	①	NR
2	⑤	④	③	②	①	NR	8	⑤	④	③	②	①	NR
3	⑤	④	③	②	①	NR	9	⑤	④	③	②	①	NR
4	⑤	④	③	②	①	NR	10	⑤	④	③	②	①	NR
5	⑤	④	③	②	①	NR	11	⑤	④	③	②	①	NR
6	⑤	④	③	②	①	NR	12	⑤	④	③	②	①	NR

SCIENCE (Mark one for each task. To be administered to students in grades 5, 8, and 10 only.)

1	⑤	④	③	②	①	NR	7	⑤	④	③	②	①	NR
2	⑤	④	③	②	①	NR	8	⑤	④	③	②	①	NR
3	⑤	④	③	②	①	NR	9	⑤	④	③	②	①	NR
4	⑤	④	③	②	①	NR	10	⑤	④	③	②	①	NR
5	⑤	④	③	②	①	NR	11	⑤	④	③	②	①	NR
6	⑤	④	③	②	①	NR	12	⑤	④	③	②	①	NR

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SERIAL #

2

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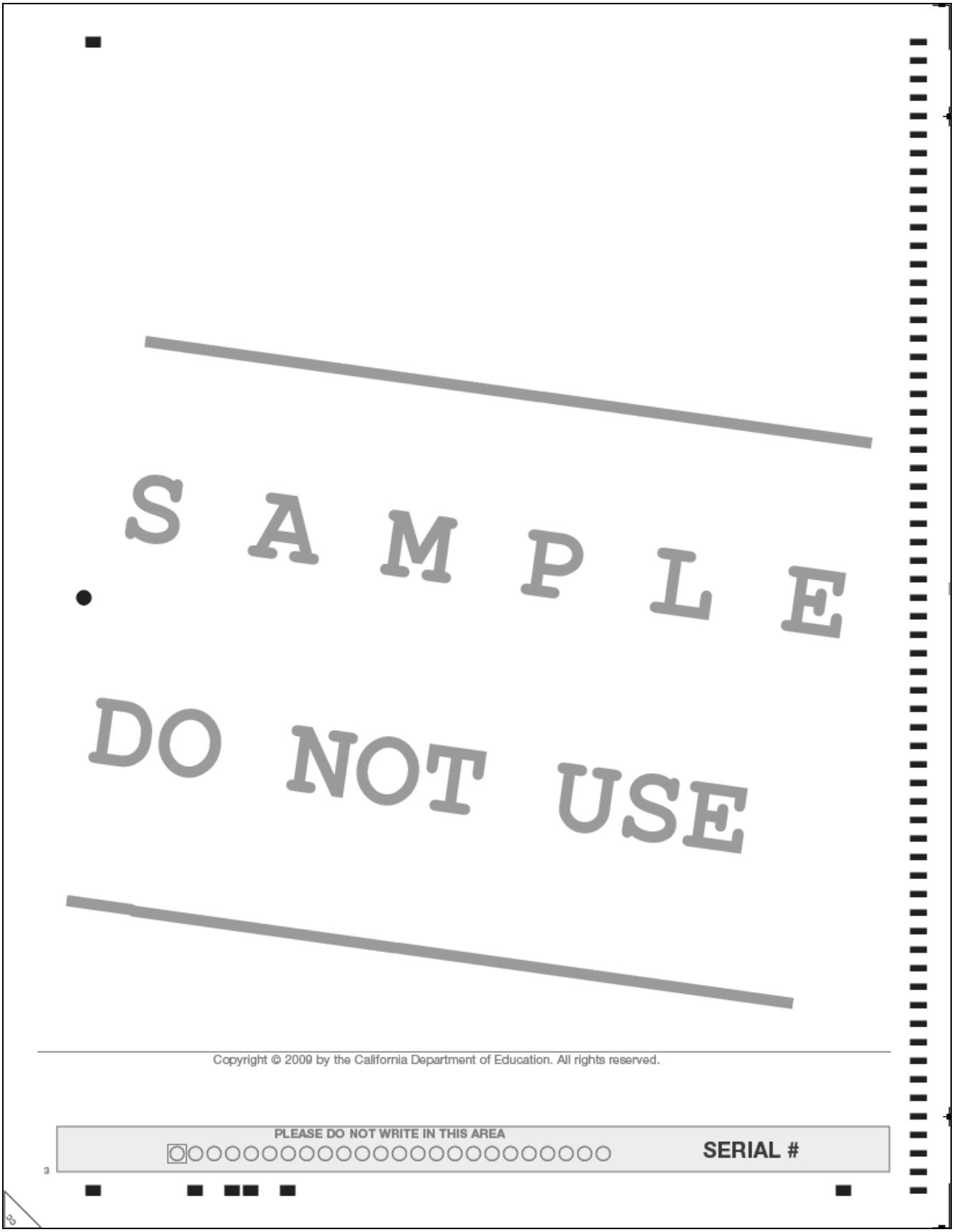

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Information on this page must be completed by school or district staff.

COMPLETE FOR ALL STUDENTS

14 CBEDS Enrollment

This student was counted in the October 2008 CBEDS data collection and has been continuously enrolled since that date.

School ◯ Yes ◯ No

District ◯ Yes ◯ No

15 Student's English Proficiency

◯ English Only (EO)

◯ Initially Fluent English Proficient (I-FEP)

◯ English Learner (EL)

◯ Reclassified Fluent English Proficient (R-FEP)

16 Special Education Services

a. This student receives special education services. Mark the three-digit **Primary Disability** code from the **IEP**.

◯ 000 ◯ 240 ◯ 280 ◯ 320

◯ 210 ◯ 250 ◯ 290 ◯ 330

◯ 220 ◯ 260 ◯ 300

◯ 230 ◯ 270 ◯ 310

b. This student receives special education services at a nonpublic, nonsectarian school based on IEP.

◯ Yes

17 Program Participation

Mark all of the specially funded programs in which this student participated during the school year.

◯ Migrant Education

◯ Indian Education

◯ EL in ELD

◯ EL in ELD and SDAIE

◯ EL in ELD and SDAIE with Primary Language Support

◯ EL in ELD and Academic Subjects through Primary Language

◯ Other EL Instructional Services

◯ None (EL Only)

Mark Only One

18 ASAM Schools Only

◯ Student enrolled in school less than 90 school days prior to testing.

19 Student's Primary Language Code

2 digits

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

20 County/District of Residence

Enter County and District codes for student's residence if residence is other than where student attends school/receives services.

0	0	–	0	0	0	0	0				
1	1		1	1	1	1	1				
2	2		2	2	2	2	2				
3	3		3	3	3	3	3				
4	4		4	4	4	4	4				
5	5		5	5	5	5	5				
6	6		6	6	6	6	6				
7	7		7	7	7	7	7				
8	8		8	8	8	8	8				
9	9		9	9	9	9	9				

21 R-FEP

For R-FEP student, enter the date reclassified.

Month	Day		Year		
◯ Jan					
◯ Feb					
◯ Mar	0	0	◯ 19	0	0
◯ Apr	1	1	◯ 20	1	1
◯ May	2	2		2	2
◯ Jun	3	3		3	3
◯ Jul		4		4	4
◯ Aug		5		5	5
◯ Sep		6		6	6
◯ Oct		7		7	7
◯ Nov		8		8	8
◯ Dec		9		9	9

23 NSLP

(Mark One)

◯ Yes

◯ No

24 English Learner (EL)

Enter the date the student first enrolled in school in the United States or one of its territories.

Month	Day		Year		
◯ Jan					
◯ Feb					
◯ Mar	0	0	◯ 19	0	0
◯ Apr	1	1	◯ 20	1	1
◯ May	2	2		2	2
◯ Jun	3	3		3	3
◯ Jul		4		4	4
◯ Aug		5		5	5
◯ Sep		6		6	6
◯ Oct		7		7	7
◯ Nov		8		8	8
◯ Dec		9		9	9

25 English Learner (EL) less than 12 months

◯ English learner in U.S. schools less than 12 months.

A1 Scoring Use Only

1	2	3	4	5	6	7	8	9
◯	◯	◯	◯	◯	◯	◯	◯	◯
◯	◯	◯	◯	◯	◯	◯	◯	◯

A2 Special Conditions

All Tests	CAPA ELA	CAPA Math	CAPA Sci
Ⓐ	Ⓐ	Ⓐ	Ⓐ
Ⓔ	Ⓔ	Ⓔ	Ⓔ
	Ⓕ	Ⓕ	Ⓕ
Ⓛ	Ⓛ	Ⓛ	Ⓛ
	Ⓜ	Ⓜ	Ⓜ
Ⓟ	Ⓟ	Ⓟ	Ⓟ
Ⓣ	Ⓣ	Ⓣ	Ⓣ

A4 English Learner (EL) Test Variations

Complete only for English learners who used test variations.

Mark all English learner test variations student used. See codes listed in CAPA Examiner's Manual.

CAPA ELA	CAPA Math	CAPA Sci
Ⓐ	Ⓐ	Ⓐ

TEST RATER NAME

RATER (Mark one)

◯ Examiner

◯ Observer

I was trained to give the CAPA and it was administered accordingly.

Signature Month / Day / Year

4

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Exhibit A-15. Sample STS Answer Document

STAR 2009
Pruebas de los estándares de California - Grado Escolar 6

1 NOMBRE Y APELLIDO DEL ESTUDIANTE | EXAMINADOR/A

ESCUELA | DISTRITO ESCOLAR

2 Place Demographic Bar Code
Information inside the dashed lines.

3 Fecha de nacimiento

mes	día	año
ene.		
feb.		
mar.	0 0	19 0 0
abr.	1 1	20 1 1
mayo	2 2	2 2
jun.	3 3	3 3
jul.	4	4 4
ago.	5	5 5
sep.	6	6 6
oct.	7	7 7
nov.	8	8 8
dic.	9	9 9

4 NÚMERO DE VERSIÓN: 1 2 3 4

5 Apellido paterno | Nombre | I

6 Género
Femenino
Masculino

7 Grado escolar
6

9a PAÍS DE ORIGEN
Marca SÓLO uno
Estados Unidos
México
España
Puerto Rico
Cuba
Guatemala
El Salvador
Panamá
Costa Rica
Colombia
Brasil
Ecuador
Venezuela
Perú
Bolivia
Chile
Paraguay
Argentina
Uruguay
Otro

10 NIVEL DE EDUCACIÓN DEL PADRE
(Marca la respuesta que describe el nivel de educación del padre con estudios más avanzados)
Escuela de posgrado / Entrenamiento de posgrado
Graduado de la universidad
Algunas clases de universidad (incluyendo los primeros dos años de universidad)
Graduado de la preparatoria
No graduado de la preparatoria
Decidió no responder o se desconoce

Identidad étnica		8 Grupo étnico primario/Marca SÓLO uno	9 Grupo étnico secundario/ Marca todos los que aplican
indio de América, nativo de Alaska	(100)		
asiático			
chino	(201)		
japonés	(202)		
coreano	(203)		
vietnamita	(204)		
indio asiático	(205)		
laosiano	(206)		
camboyano	(207)		
otro asiático	(299)		
africano americano	(600)		
filipino	(400)		
hispano o latino	(500)		
nativo hawaiano o isleño del pacífico			
nativo hawaiano	(301)		
nativo de Guam	(302)		
samoano	(303)		
tahitiano	(304)		
otro isleño del pacífico	(399)		
blanco	(700)		
Decidió no responder	(999)		

11 Student ID Number (right justify)

12 Statewide Student Identifier (SSID)

13 NPS School Code

SAMPLE
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47 46 45 44 43 42 41 40 39 38 37 36 35 34 33 32 31 30 29 28 27 26 25 24 23 22 21 20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

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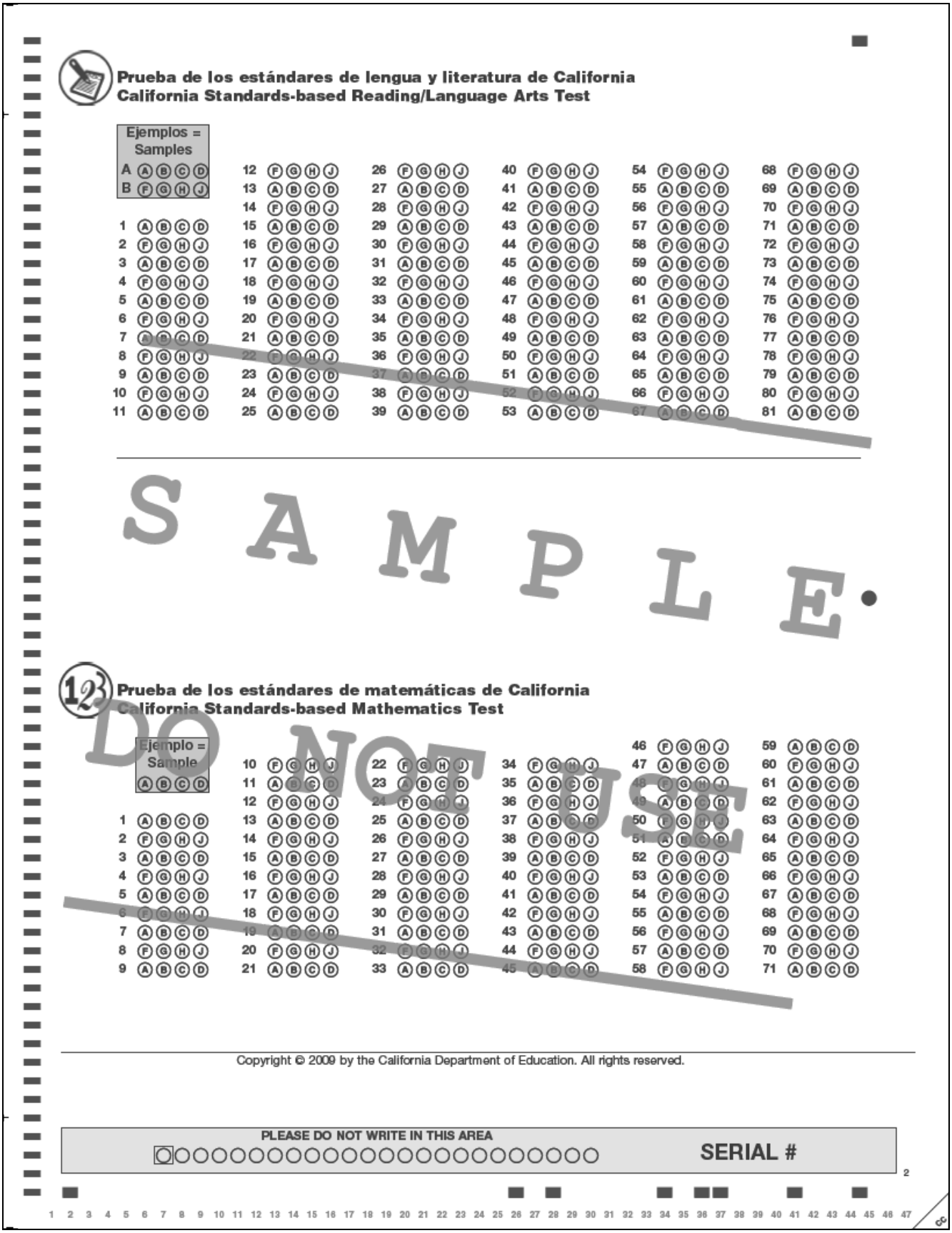

Prueba de los estándares de lengua y literatura de California
California Standards-based Reading/Language Arts Test

Ejemplos = Samples
A Ⓐ Ⓑ Ⓒ Ⓓ
B Ⓕ Ⓖ Ⓗ Ⓙ

	12 Ⓕ Ⓖ Ⓗ Ⓙ	26 Ⓕ Ⓖ Ⓗ Ⓙ	40 Ⓕ Ⓖ Ⓗ Ⓙ	54 Ⓕ Ⓖ Ⓗ Ⓙ	68 Ⓕ Ⓖ Ⓗ Ⓙ
	13 Ⓐ Ⓑ Ⓒ Ⓓ	27 Ⓐ Ⓑ Ⓒ Ⓓ	41 Ⓐ Ⓑ Ⓒ Ⓓ	55 Ⓐ Ⓑ Ⓒ Ⓓ	69 Ⓐ Ⓑ Ⓒ Ⓓ
	14 Ⓕ Ⓖ Ⓗ Ⓙ	28 Ⓕ Ⓖ Ⓗ Ⓙ	42 Ⓕ Ⓖ Ⓗ Ⓙ	56 Ⓕ Ⓖ Ⓗ Ⓙ	70 Ⓕ Ⓖ Ⓗ Ⓙ
1 Ⓐ Ⓑ Ⓒ Ⓓ	15 Ⓐ Ⓑ Ⓒ Ⓓ	29 Ⓐ Ⓑ Ⓒ Ⓓ	43 Ⓐ Ⓑ Ⓒ Ⓓ	57 Ⓐ Ⓑ Ⓒ Ⓓ	71 Ⓐ Ⓑ Ⓒ Ⓓ
2 Ⓕ Ⓖ Ⓗ Ⓙ	16 Ⓕ Ⓖ Ⓗ Ⓙ	30 Ⓕ Ⓖ Ⓗ Ⓙ	44 Ⓕ Ⓖ Ⓗ Ⓙ	58 Ⓕ Ⓖ Ⓗ Ⓙ	72 Ⓕ Ⓖ Ⓗ Ⓙ
3 Ⓐ Ⓑ Ⓒ Ⓓ	17 Ⓐ Ⓑ Ⓒ Ⓓ	31 Ⓐ Ⓑ Ⓒ Ⓓ	45 Ⓐ Ⓑ Ⓒ Ⓓ	59 Ⓐ Ⓑ Ⓒ Ⓓ	73 Ⓐ Ⓑ Ⓒ Ⓓ
4 Ⓕ Ⓖ Ⓗ Ⓙ	18 Ⓕ Ⓖ Ⓗ Ⓙ	32 Ⓕ Ⓖ Ⓗ Ⓙ	46 Ⓕ Ⓖ Ⓗ Ⓙ	60 Ⓕ Ⓖ Ⓗ Ⓙ	74 Ⓕ Ⓖ Ⓗ Ⓙ
5 Ⓐ Ⓑ Ⓒ Ⓓ	19 Ⓐ Ⓑ Ⓒ Ⓓ	33 Ⓐ Ⓑ Ⓒ Ⓓ	47 Ⓐ Ⓑ Ⓒ Ⓓ	61 Ⓐ Ⓑ Ⓒ Ⓓ	75 Ⓐ Ⓑ Ⓒ Ⓓ
6 Ⓕ Ⓖ Ⓗ Ⓙ	20 Ⓕ Ⓖ Ⓗ Ⓙ	34 Ⓕ Ⓖ Ⓗ Ⓙ	48 Ⓕ Ⓖ Ⓗ Ⓙ	62 Ⓕ Ⓖ Ⓗ Ⓙ	76 Ⓕ Ⓖ Ⓗ Ⓙ
7 Ⓐ Ⓑ Ⓒ Ⓓ	21 Ⓐ Ⓑ Ⓒ Ⓓ	35 Ⓐ Ⓑ Ⓒ Ⓓ	49 Ⓐ Ⓑ Ⓒ Ⓓ	63 Ⓐ Ⓑ Ⓒ Ⓓ	77 Ⓐ Ⓑ Ⓒ Ⓓ
8 Ⓕ Ⓖ Ⓗ Ⓙ	22 Ⓕ Ⓖ Ⓗ Ⓙ	36 Ⓕ Ⓖ Ⓗ Ⓙ	50 Ⓕ Ⓖ Ⓗ Ⓙ	64 Ⓕ Ⓖ Ⓗ Ⓙ	78 Ⓕ Ⓖ Ⓗ Ⓙ
9 Ⓐ Ⓑ Ⓒ Ⓓ	23 Ⓐ Ⓑ Ⓒ Ⓓ	37 Ⓐ Ⓑ Ⓒ Ⓓ	51 Ⓐ Ⓑ Ⓒ Ⓓ	65 Ⓐ Ⓑ Ⓒ Ⓓ	79 Ⓐ Ⓑ Ⓒ Ⓓ
10 Ⓕ Ⓖ Ⓗ Ⓙ	24 Ⓕ Ⓖ Ⓗ Ⓙ	38 Ⓕ Ⓖ Ⓗ Ⓙ	52 Ⓕ Ⓖ Ⓗ Ⓙ	66 Ⓕ Ⓖ Ⓗ Ⓙ	80 Ⓕ Ⓖ Ⓗ Ⓙ
11 Ⓐ Ⓑ Ⓒ Ⓓ	25 Ⓐ Ⓑ Ⓒ Ⓓ	39 Ⓐ Ⓑ Ⓒ Ⓓ	53 Ⓐ Ⓑ Ⓒ Ⓓ	67 Ⓐ Ⓑ Ⓒ Ⓓ	81 Ⓐ Ⓑ Ⓒ Ⓓ

SAMPLE

Prueba de los estándares de matemáticas de California
California Standards-based Mathematics Test

DO NOT USE

Ejemplo = Sample
Ⓐ Ⓑ Ⓒ Ⓓ

	10 Ⓕ Ⓖ Ⓗ Ⓙ	22 Ⓕ Ⓖ Ⓗ Ⓙ	34 Ⓕ Ⓖ Ⓗ Ⓙ	46 Ⓕ Ⓖ Ⓗ Ⓙ	59 Ⓐ Ⓑ Ⓒ Ⓓ
	11 Ⓐ Ⓑ Ⓒ Ⓓ	23 Ⓐ Ⓑ Ⓒ Ⓓ	35 Ⓐ Ⓑ Ⓒ Ⓓ	47 Ⓐ Ⓑ Ⓒ Ⓓ	60 Ⓕ Ⓖ Ⓗ Ⓙ
	12 Ⓕ Ⓖ Ⓗ Ⓙ	24 Ⓕ Ⓖ Ⓗ Ⓙ	36 Ⓕ Ⓖ Ⓗ Ⓙ	48 Ⓕ Ⓖ Ⓗ Ⓙ	61 Ⓐ Ⓑ Ⓒ Ⓓ
1 Ⓐ Ⓑ Ⓒ Ⓓ	13 Ⓐ Ⓑ Ⓒ Ⓓ	25 Ⓐ Ⓑ Ⓒ Ⓓ	37 Ⓐ Ⓑ Ⓒ Ⓓ	49 Ⓐ Ⓑ Ⓒ Ⓓ	62 Ⓕ Ⓖ Ⓗ Ⓙ
2 Ⓕ Ⓖ Ⓗ Ⓙ	14 Ⓕ Ⓖ Ⓗ Ⓙ	26 Ⓕ Ⓖ Ⓗ Ⓙ	38 Ⓕ Ⓖ Ⓗ Ⓙ	50 Ⓕ Ⓖ Ⓗ Ⓙ	63 Ⓐ Ⓑ Ⓒ Ⓓ
3 Ⓐ Ⓑ Ⓒ Ⓓ	15 Ⓐ Ⓑ Ⓒ Ⓓ	27 Ⓐ Ⓑ Ⓒ Ⓓ	39 Ⓐ Ⓑ Ⓒ Ⓓ	51 Ⓐ Ⓑ Ⓒ Ⓓ	64 Ⓕ Ⓖ Ⓗ Ⓙ
4 Ⓕ Ⓖ Ⓗ Ⓙ	16 Ⓕ Ⓖ Ⓗ Ⓙ	28 Ⓕ Ⓖ Ⓗ Ⓙ	40 Ⓕ Ⓖ Ⓗ Ⓙ	52 Ⓕ Ⓖ Ⓗ Ⓙ	65 Ⓐ Ⓑ Ⓒ Ⓓ
5 Ⓐ Ⓑ Ⓒ Ⓓ	17 Ⓐ Ⓑ Ⓒ Ⓓ	29 Ⓐ Ⓑ Ⓒ Ⓓ	41 Ⓐ Ⓑ Ⓒ Ⓓ	53 Ⓐ Ⓑ Ⓒ Ⓓ	66 Ⓕ Ⓖ Ⓗ Ⓙ
6 Ⓕ Ⓖ Ⓗ Ⓙ	18 Ⓕ Ⓖ Ⓗ Ⓙ	30 Ⓕ Ⓖ Ⓗ Ⓙ	42 Ⓕ Ⓖ Ⓗ Ⓙ	54 Ⓕ Ⓖ Ⓗ Ⓙ	67 Ⓐ Ⓑ Ⓒ Ⓓ
7 Ⓐ Ⓑ Ⓒ Ⓓ	19 Ⓐ Ⓑ Ⓒ Ⓓ	31 Ⓐ Ⓑ Ⓒ Ⓓ	43 Ⓐ Ⓑ Ⓒ Ⓓ	55 Ⓐ Ⓑ Ⓒ Ⓓ	68 Ⓕ Ⓖ Ⓗ Ⓙ
8 Ⓕ Ⓖ Ⓗ Ⓙ	20 Ⓕ Ⓖ Ⓗ Ⓙ	32 Ⓕ Ⓖ Ⓗ Ⓙ	44 Ⓕ Ⓖ Ⓗ Ⓙ	56 Ⓕ Ⓖ Ⓗ Ⓙ	69 Ⓐ Ⓑ Ⓒ Ⓓ
9 Ⓐ Ⓑ Ⓒ Ⓓ	21 Ⓐ Ⓑ Ⓒ Ⓓ	33 Ⓐ Ⓑ Ⓒ Ⓓ	45 Ⓐ Ⓑ Ⓒ Ⓓ	57 Ⓐ Ⓑ Ⓒ Ⓓ	70 Ⓕ Ⓖ Ⓗ Ⓙ
				58 Ⓕ Ⓖ Ⓗ Ⓙ	71 Ⓐ Ⓑ Ⓒ Ⓓ

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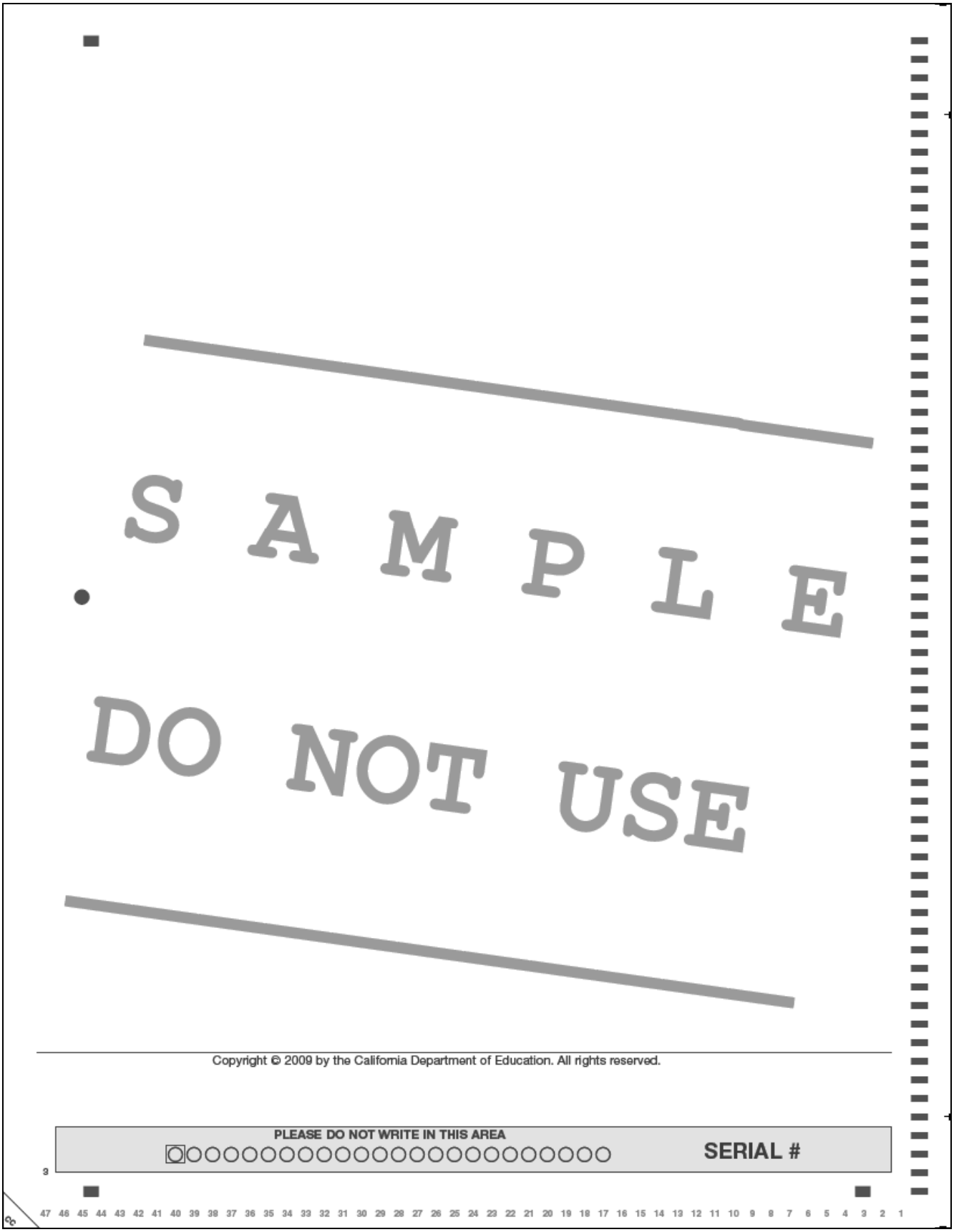

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Information on this page must be completed by school or district staff.

COMPLETE FOR ALL STUDENTS

14 CBEDS Enrollment

This student was counted in the October 2008 CBEDS data collection and has been continuously enrolled since that date.

School ◯ Yes ◯ No

District ◯ Yes ◯ No

15 Student's English Proficiency

◯ English Only (EO)
◯ Initially Fluent English Proficient (I-FEP)
◯ English Learner (EL)
◯ Reclassified Fluent English Proficient (R-FEP)

16 Special Education Services

a. This student receives special education services. Mark the three-digit **Primary Disability** code from the **IEP**.

◯ 000 ◯ 240 ◯ 280 ◯ 320
◯ 210 ◯ 250 ◯ 290 ◯ 330
◯ 220 ◯ 260 ◯ 300
◯ 230 ◯ 270 ◯ 310

b. This student receives special education services at a nonpublic, nonsectarian school based on IEP. ◯ Yes

c. Special Education Exit Date

Enter student's exit date from special education services.

Month	Day	Year
◯ Jan		
◯ Feb		
◯ Mar	0 0	◯ 2004
◯ Apr	1 1	◯ 2005
◯ May	2 2	◯ 2006
◯ Jun	3 3	◯ 2007
◯ Jul	4	◯ 2008
◯ Aug	5	◯ 2009
◯ Sep	6	
◯ Oct	7	
◯ Nov	8	
◯ Dec	9	

17 Program Participation

Mark all of the specially funded programs in which this student participated during the school year.

◯ Migrant Education
◯ Indian Education
◯ Gifted and Talented
◯ EL in ELD
◯ EL in ELD and SDAIE
◯ EL in ELD and SDAIE with Primary Language Support
◯ EL in ELD and Academic Subjects through Primary Language
◯ Other EL Instructional Services
◯ None (EL only)

Mark Only One

18 ASAM Schools Only

◯ Student enrolled in school less than 90 school days prior to testing.

20 County/District of Residence

Enter County and District codes for student's residence if residence is other than where student attends school/receives services.

		–									
0	0		0	0	0	0	0				
1	1		1	1	1	1	1				
2	2		2	2	2	2	2				
3	3		3	3	3	3	3				
4	4		4	4	4	4	4				
5	5		5	5	5	5	5				
6	6		6	6	6	6	6				
7	7		7	7	7	7	7				
8	8		8	8	8	8	8				
9	9		9	9	9	9	9				

24 English Learner (EL)

Enter the date the student first enrolled in school in the United States or one of its territories.

Month	Day	Year		
◯ Jan				
◯ Feb				
◯ Mar	0 0	◯ 19	0 0	
◯ Apr	1 1	◯ 20	1 1	
◯ May	2 2		2 2	
◯ Jun	3 3		3 3	
◯ Jul	4		4 4	
◯ Aug	5		5 5	
◯ Sep	6		6 6	
◯ Oct	7		7 7	
◯ Nov	8		8 8	
◯ Dec	9		9 9	

25 English Learner (EL) less than 12 months

◯ English learner in U.S. schools less than 12 months.

23 NSLP

(Mark One)
◯ Yes
◯ No

A1 Scoring Use Only

1	2	3	4	5	6	7	8	9
◯	◯	◯	◯	◯	◯	◯	◯	◯
◯	◯	◯	◯	◯	◯	◯	◯	◯

A2 Special Conditions

All Tests	Standards-based Tests in Spanish: RLA	Standards-based Tests in Spanish: Math
A	A	A
	C	C
E	E	E
	F	F
L	L	L
	M	M
P	P	P
T	T	T
X	X	X
Y	Y	Y
	Z	Z

A3 Accommodations and Modifications

Complete only for students who used accommodations or modifications.

Accommodation or modification is in: ◯ Section 504 Plan ◯ IEP

Mark all accommodation(s) and/or modification(s) student used. See codes listed in Directions for Administration.

All Tests	Standards-based Tests in Spanish: RLA	Standards-based Tests in Spanish: Math
	B	B
	C	C
	F	F
G	G	G
H	H	H
	J	J
	K	K
	L	L
M	M	M
	N	N
	O	O
		Q
		R
		S
	V	V
	W	W
	X	X
	Y	Y
	Z	Z

4

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47

SAMPLE
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Notes

Notes

Notes

Notes