

District STAR Coordinator Workshop 2009

Objectives

District STAR coordinators will follow correct STAR procedures and train site coordinators to conduct testing consistently.

Agenda

- Registration and take quiz**
- Introduction and What's New**
- District STAR Coordinator's Responsibilities**
- Multiple-Choice Tests**
- CST and CMA for Writing**
- CMA**
- CST**
- CAPA**
- STS**
- EAP**
- Q & A with CDE**
- Summary**

What were the main messages from Jack O'Connell, State Superintendent of Education and J.T. Lawrence, Department of Education Testing Director?

Which of the changes for 2009 impact your district the most?



Test Site Coordinator Responsibilities



Why inventory?



Train Site Coordinators

Topics to cover:

-
-
-

- **Accommodations, Modifications, Variations**

What are differences between test accommodations and modifications?

Who uses test variations?

Where can examiners and site coordinators find the meanings for the circles in answer document sections A2, A3, and A4?

What does X in A2 Testing Conditions indicate?

Training Tips

- Active learning
-



Coordinate Testing Schedules



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	
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	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	
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	55	55	55	
Part 2															55	55	55	55	55	55	

What is the function of test parts?

How do you determine testing schedules?

How do you know when you will receive your orders of testing materials?

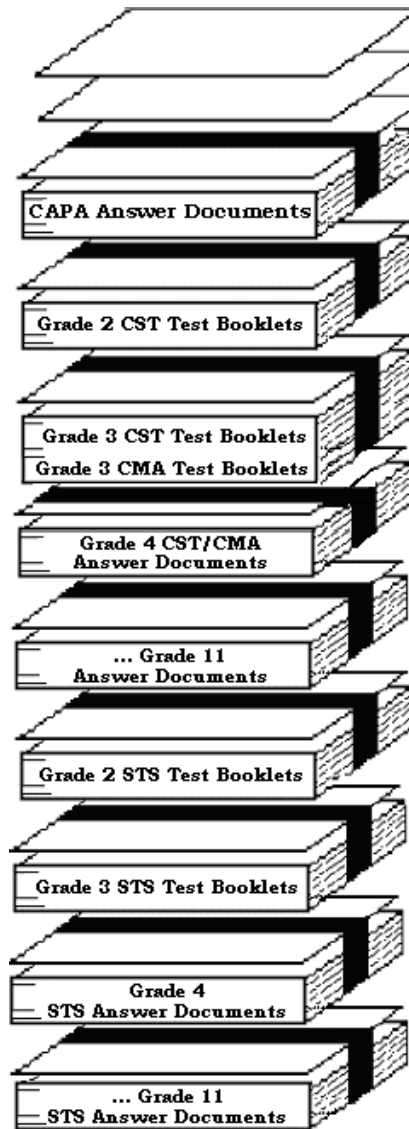
Receiving and Returning Multiple-Choice Scorables

Receiving materials

- When?
- What is the first thing a district STAR coordinator should do when materials arrive?

Returning materials

To expedite processing, pack in this order:



California Standards Writing Tests

Counts for ___% of student's English–Language Arts score.

March 2009				
Mon.	Tues.	Wed.	Thurs.	Fri.
2	3 Writing Test	4 Make-up Writing test	5 School return materials	6
9 District return materials	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

May 2009				
Mon.	Tues.	Wed.	Thurs.	Fri.
4	5 Writing Test	6 Make-up Writing test	7 School return materials	8
11 District return materials	12	13	14	15
18	19	20	21	22
25	26	27	28	29

Writing test demographics should match multiple-choice demographics in these fields:

2009 California Writing Standards Test - Grade 7
Writing Prompt and Response Booklet for March 3, 2009

1 Student Name _____ Test Examiner _____
 School _____ District _____

2 Race Demographic
 See Code Information inside the district files.

3 Date of Birth
 Month: Jan, Feb, Mar, Apr, May, Jun, Jul, Aug, Sep, Oct, Nov, Dec
 Day: 1-31
 Year: 00-99

4 Gender: Female Male
 7 Grade: _____

11 Student ID Number (high jumb) _____
 12 Statewide Student Identifier (SSID) _____
 13 NPS School Code _____

Trick Question

If Kim was absent for the March writing test and make up, what should you mark in sections A1, A2, A3, and A4 on the back of her test booklet?

California Modified Writing Assessment Tests

- For students in grades 4 or 7 who _____
- Same dates as CST writing tests

Differs from CST writing test:

CMA example
USE ONLY A NO. 2 PENCIL TO WRITE YOUR ...

CST example
USE ONLY A NO. 2 PENCIL TO WRITE

CMA

A vertical line on the left side of the page is followed by four horizontal lines, providing a writing area for the CMA test.

CST

A vertical line on the left side of the page is followed by four horizontal lines, providing a writing area for the CST test.

California Modified Assessment



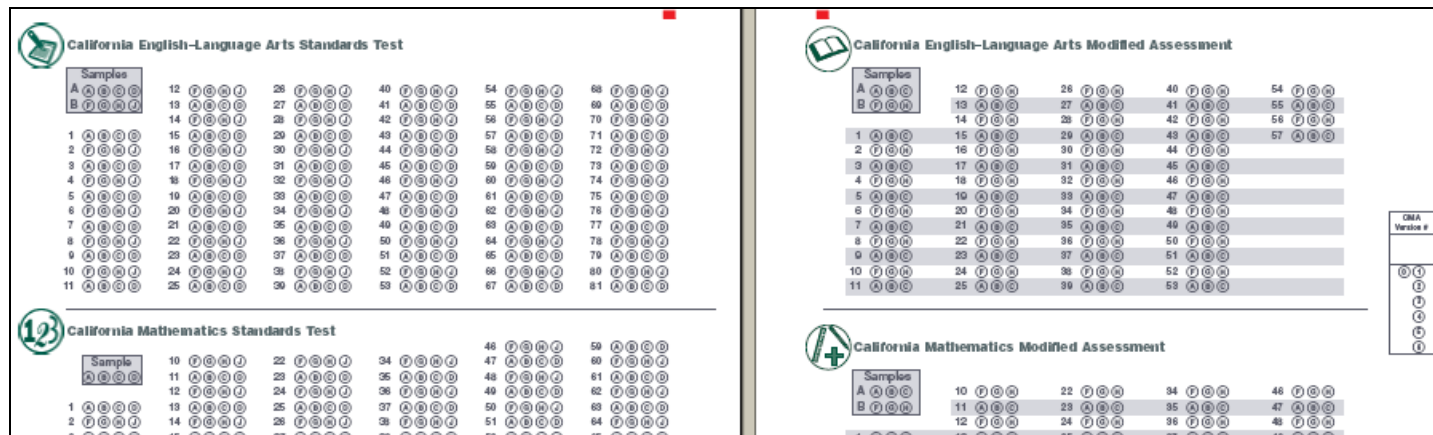
What is it?

Who takes it?

Grade three—Student marks answers in test booklet.

- Required to be returned for all students tested or not; contains all demographics.

Grades four through eight—Students mark CST and CMA answers in the same answer document, but in different sections.



Grade eight—All students take CST for mathematics tests.

Test booklets:

- ELA, mathematics, grade five science but only if the students IEP team determines that the student should take the CMA instead of the CST.
- Students may take a CST for one subject and a CMA for another.
- Return both CST and CMA booklets in one bundle/school

Braille

- Grades three through five multiple choice only
- Not available for grades six through eight; instead, read aloud mathematics or science, and take the CST for ELA
- Not available for writing

Comparison of CMA and CST

What differences do you see between these two grade five science items?

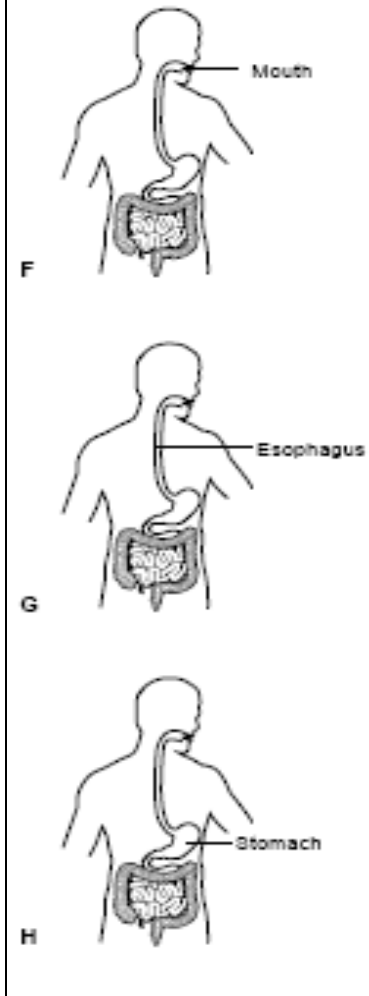
CST

Which list gives the correct order of food traveling through the digestive system after it is swallowed?

- F stomach, esophagus, large intestine, small intestine
- G small intestine, large intestine, esophagus, stomach
- H esophagus, stomach, large intestine, small intestine
- J esophagus, stomach, small intestine, large intestine

CMA

Where does food first begin to digest?



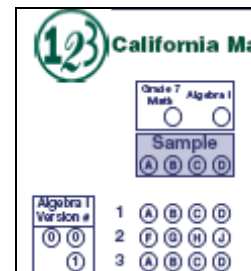
California Standards Tests

English–Language Arts

- All grades
- **EAP for grade eleven**—grade 11 ELA + additional EAP questions + EAP essay (in March)

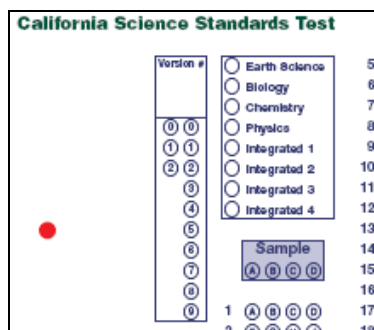
End-of-Course Mathematics

- **Grade seven**—Algebra I (if not, grade seven mathematics)
- **Grades eight and nine**—Required: General Mathematics, Algebra I, Geometry, Algebra II, Integrated Mathematics 1, 2, or 3; if course completed in the previous summer session or during current school year
- **Grades ten and eleven**—Only if standards-based mathematics course completed in previous summer session or during current year: Algebra I, Geometry, Algebra II, Integrated Mathematics 1, 2, or 3, High School Summative Mathematics (for standards-based mathematics higher than Algebra II)
- **EAP for grade eleven**—Algebra II or High School Summative Mathematics + additional EAP questions



Science

- **Grades five, eight, and ten**—All students must take the grade-level science test in the test booklet.
- **Grades nine through eleven**—End-of-course science; Biology, Chemistry, Earth Science, Physics, Integrated/Coordinated Science 1, 2, 3, or 4; only if standards-based science course completed during current year



End-of-Course World History

- **Grades nine through eleven**—Only if standards-based world history course completed in previous summer session or during current year

California Alternate Performance Assessment



CAPA Level I scoring rubric changed. Ensure all CAPA examiners receive training. How?

- **Who takes the CAPA?**
- **What are CAPA levels?**
- **Examiners should NOT keep repeating cues until student responds correctly.**

- **Observers**
 - 10 percent of students (at least 1 student) at each level tested at each school
 - Must score at same time, but independently of examiner

TEST RATER NAME	RATER (Mark one) <input type="radio"/> Examiner <input type="radio"/> Observer
I was trained to give the CAPA and it was administered accordingly.	
Signature	Month / Day / Year

Standards-based Tests in Spanish

Pruebas de los estándares de California

What are the requirements for taking the STS?

What grades are included in the STS?

What STS mathematics test may students in grades eight through eleven take?

STAR Pre-Test Workshop Evaluation

Please answer the following questions and leave the evaluation before you exit the workshop.

1. What is the most important thing you learned at this workshop?
2. What could we do to improve the workshop?
3. What questions do you have about the STAR Program that are still unanswered?
4. What information from this workshop will you use the most in your district?
5. Please rate the following on a scale of 1–5 (circle the number.)

	Advanced	Proficient	Basic	Below Basic	Far Below Basic
Workshop overall	5	4	3	2	1
Presenter's style	5	4	3	2	1
Video	5	4	3	2	1
Handouts	5	4	3	2	1
Slides	5	4	3	2	1

6. Additional comments:

7. Optional:

Your Name

Your School District