

2005

# CALIFORNIA

## Standardized Testing and Reporting



### STAR District and Test Site Coordinator Manual



2005GR0401

# Telephone Assistance

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

District STAR coordinator is \_\_\_\_\_

Telephone \_\_\_\_\_

E-mail \_\_\_\_\_

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**District STAR coordinators** should direct all questions regarding policies, Below-level testing, accommodations and modifications, test administration errors, testing irregularities, appropriate/inappropriate test preparation, or emergencies during testing (such as fire or earthquake) to—

STAR Unit  
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) 1-800-955-2954  
FAX (toll-free) 1-800-541-8455

Information about the Standardized Testing and Reporting Program can also be found at the California Department of Education's Web site at [www.cde.ca.gov/ta/tg/sr/resources.asp](http://www.cde.ca.gov/ta/tg/sr/resources.asp)

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

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# Contents of Manual

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<b>Telephone Assistance</b> .....	<b>i</b>
<b>General Information</b> .....	<b>1</b>
New in 2005 .....	1
Test Administration Periods .....	5
Summary of Responsibilities .....	6
Testing Program Overview .....	8
Test Security and Confidentiality .....	9
Students to Be Tested and Required Tests .....	10
Students to Be Tested .....	10
Parent/Guardian Exemptions .....	10
Required Tests .....	10
CAPA Participation .....	12
Answer Document for Every Student .....	12
Testing Accommodations .....	12
<b>District Coordinator Responsibilities</b> .....	<b>14</b>
Before Testing .....	14
During Testing .....	14
After Testing .....	14
Before Testing .....	14
During Testing—District Coordinator .....	18
<b>Test Site Coordinator Responsibilities</b> .....	<b>19</b>
Before Testing .....	19
During Testing .....	19
Test Examiner, Proctor, Scribe Identification and Training .....	20
Test Examiner and Proctor Responsibilities .....	21
Assisting Test Examiners During Testing .....	22
Reports of Inappropriate Test Preparation or Adult Testing Irregularities .....	22
Handling Defective Test Booklets .....	23
Handling Emergency Situations .....	23
<b>Forms at a Glance</b> .....	<b>25</b>
Completing Forms .....	29
<b>Grade 4 and 7 Writing Component</b> .....	<b>32</b>
Test Dates .....	32
Test Materials .....	32
District STAR Coordinator Responsibilities—for Each Administration .....	33
STAR Test Site Coordinator Responsibilities—for Each Administration .....	34
District STAR Coordinator Responsibilities—After Testing .....	38
Schedule Pick-Up for Both Scorable and Non-Scorable Materials .....	39
<b>Coordinator Responsibilities for Multiple-Choice and CAPA</b> .....	<b>40</b>
District Coordinator .....	40
Test Site Coordinators .....	40
<b>Multiple-Choice and CAPA Component</b> .....	<b>41</b>
Test Materials .....	41
Materials To Be Provided by District or School .....	42
Accommodations and Modifications .....	42
Below-Level Testing .....	42

District STAR Coordinator Responsibilities—for Each Administration .....	42
STAR Test Site Coordinator Responsibilities—for Each Administration.....	43
District STAR Coordinator Responsibilities—After Testing .....	49
<b>Early Assessment Program .....</b>	<b>52</b>
Test Materials .....	52
STAR Test Site Coordinator Responsibilities .....	52
District STAR Coordinator Responsibilities—After Testing .....	54

## List of Tables

Table 1. New in 2005 .....	1
Table 2. 2005 Grade 4 and 7 Writing Applications Testing Schedule.....	2
Table 3. Multiple-Choice, CAPA, and EAP Essay Schedule .....	3
Table 4. Summary of Responsibilities.....	6
Table 5. 2004 – 05 Testing Requirements .....	11
Table 6. CAPA Levels.....	12
Table 7. Submitting Answer Documents for Scoring .....	16
Table 8. Forms at a Glance .....	25
Table 9. Writing Test Materials to Return .....	38
Table 10. Test Materials by Grade Levels .....	41
Table 11. Multiple-Choice Test and CAPA Materials to Return .....	49
Table 12. Early Assessment of Readiness for College Materials to Return .....	54

## List of Figures

Figure 1. Packing Order for Returning Writing Prompt and Response Booklets .....	37
Figure 2. Packing Order for Returning Multiple-Choice Answer Booklets and Documents .....	47



# General Information

## New in 2005

**Table 1. New in 2005**

<b>California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)</b>	The CAT/6 Survey will be administered only to students in grades 3 and 7. Districts have the option of administering the CAT/6 Survey to students with Individualized Education Programs (IEPs) in grades 4, 5, 8, and 9 who are taking the grade 3 and 7 CSTs below level.
<b>Below-Level Testing</b>	Below-level testing is allowed only for students with IEPs. Students in grade 3 may be tested one grade below level, and students in grades 4 through 11 may be tested one or two grades below level.
<b>Pre-ID</b>	A single Pre-ID file is being used for the CSTs, CAT/6 Survey, and CAPA. A CST <b>or</b> CAPA answer document will be generated for each student. The CST documents for students taking grade 3 and 7 tests will also include the CAT/6 Survey.
<b>NCLB California Science Standards Tests</b>	All students taking grade eight and ten tests are required to complete NCLB California Science Standards field tests.
<b>Answer Documents</b>	The following changes were made to answer documents: <ul style="list-style-type: none"> <li>• Student name grids and other identifying information are on the front cover of grade two and three test booklets, the front page of grade four through eleven answer documents, and the front cover of the Grade 4 and 7 Writing Prompt and Response Booklets.</li> <li>• Multiple sections related to accommodations and modifications, below-level testing, use of special versions, and reasons for students not being tested are in a single Section 26.</li> </ul>
<b>Scorable Materials</b>	Grades 4 and 7 Writing Prompt and Response Booklets will be returned with scorable materials only for students who are present for the test. Pre-ID booklets for students exempt by parent/guardian request or absent for regular and make-up testing will be returned with non-scorable materials.
<b>Reformatted Manuals</b>	All <i>Directions for Administration</i> and this manual have been reformatted.
<b>Videos</b>	Updated examiner/proctor and test site coordinator videos will be sent to STAR district and test site coordinators.

**Table 2. 2005 Grade 4 and 7 Writing Applications Testing Schedule**

Activity	Date
<b>March 1 Administration</b> All students in schools, programs, year-round schedules in session on March 1 may only be tested on March 1 with make-up testing only on March 2.	
District Pre-ID files due to ETS	January 4 Documents January 25 Labels
District coordinator receives materials Test site coordinators receive materials	February 14–22 District February 18–25 Test Sites
Writing test administration date Make-up testing date	March 1 March 2
Test site coordinators to return all scorable and non-scorable materials to district	March 3
District coordinator ships all scorable and non-scorable materials to STAR Scoring and Processing Centers	March 7
<b>April 26 Administration</b> Limited to schools, programs, and year-round schedules that are not in session on March 1. Make-up tests may only be given on April 27.	
District Pre-ID files due to ETS	March 1 Documents March 22 Labels
District coordinator receives materials Test site coordinators receive materials	April 12–19 District April 18–22 Test Sites
Writing test administration date Make-up testing date	April 26 April 27
Test site coordinators to return all scorable and non-scorable materials to district	April 28
District coordinator ships all scorable and non-scorable materials to STAR Scoring and Processing Centers	May 2

**Table 3. Multiple-Choice, CAPA, and EAP Essay Schedule**

Activity	Timeline
<p><b>District Coordinator</b> Submits district Pre-ID file(s) to ETS <i>See STAR Management System for the specific district dates.</i></p>	<p>30 Working Days before Material Ship Date for Pre-ID documents</p> <p>15 Working Days before Material Ship Date for Pre-ID labels</p>
<p><b>District Coordinator</b></p> <ul style="list-style-type: none"> <li>• Receives materials from contractor</li> <li>• Inventories cartons and notifies the STAR Technical Assistance Center of any discrepancy in the number of cartons received. Returns signed Materials Receipt Acknowledgment Form to the STAR TAC via FAX.</li> <li>• Distributes materials to test sites</li> <li>• Ships all scorable and non-scorable materials to STAR Scoring and Processing Centers</li> <li>• Ships all EAP scorable and non-scorable materials to STAR Scoring and Processing Centers</li> </ul>	<p>10 to 20 working days before each test administration period</p> <p>Within 2 days of delivery to the district</p> <p>5 to 10 working days before first testing day of each test administration period</p> <p>No more than 5 working days after completing testing for each administration period</p> <p>No more than 5 working days after completing essay but no later than May 6</p>

Activity	Timeline
<p><b>Test Site Coordinator</b></p> <ul style="list-style-type: none"> <li>• Receives materials from district coordinator</li>   <li>• Inventories all materials and notifies district STAR coordinator of any missing or incorrect materials</li>   <li>• Distributes CAPA Examiner’s Manuals</li>   <li>• Distributes and collects CAPA and CST answer documents, CST test booklets, and CST Examiner Manuals</li>   <li>• Returns all scorable and non-scorable materials to district STAR coordinator</li>   <li>• Returns all EAP scorable and non-scorable essay materials</li> </ul>	<p>5 to 10 working days before the first testing day of each administration period</p> <p>Within 2 days of delivery to the test site</p> <p>At least 5 working days before testing begins</p> <p>Each day of testing</p> <p>2 days after completing testing for each administration period</p> <p>By May 5</p>
<p>Districts receive student results for each administration period</p>	<p>July 5 – September 26</p>
<p>Districts distribute STAR Student Reports to parents/guardians</p>	<p>Within 20 working days of the receipt of the reports in the district for each administration period</p>
<p>Districts receive school and district summary reports</p>	<p>July 5 – August 8 for districts that submitted all materials for scoring on or before July 1</p> <p>August 8 – September 16 for districts with approved waivers for non-traditional school years</p>
<p>Results for schools, districts, county offices of education, and the state publicly released</p>	<p>August 15, 2005</p>

## Test Administration Periods

All students must be tested within a 21-day window that is comprised of the ten days before and the ten days after the day on which 85% of the year's instructional days are completed. District STAR coordinators used the STAR Management System to calculate the 21-day window for each school, program, and track. They then selected specific test administration days within each 21-day window. The district STAR coordinator may have established administration periods that are less than the 21-day window, but no district, school, program, or track may test outside of the 21-day window. Districts and schools that do not have multiple-tracks each have a single administration period.

The district coordinator should provide information for each administration period being used in the district. Test site coordinators may enter the information that applies to their schools/test sites in the following table. Be sure to clearly identify all administration periods during which tests will be administered at the school/test site.

<b>Administration Period</b>	<b>Students To Be Tested</b>	<b>Material Delivery Date from District</b>	<b>Test Administration Dates</b>	<b>Make-Up Testing Dates</b>	<b>Date Materials Due to District</b>
01					
02					
03					
04					
05					
06					
07					
08					

## Summary of Responsibilities

**Table 4. Summary of Responsibilities**

<b>DISTRICT COORDINATOR</b>	<b>TEST SITE COORDINATOR</b>
<b>Before Test Administration</b>	<b>Before Test Administration</b>
<ol style="list-style-type: none"> <li>1. Submit test orders for all test sites.</li> <li>2. Prepare or coordinate preparation of Pre-ID file(s).</li> <li>3. Submit Pre-ID file(s) to CSIS and use error and summary reports to correct file.</li> <li>4. Submit Pre-ID file(s) to ETS.</li> <li>5. Attend a pretest workshop.</li> <li>6. Prepare district testing schedule and distribute it to test site coordinators or have test site coordinators prepare a schedule for their site and submit it to the district office.</li> <li>7. Prepare the List of Demographic Fields Required To Be Gridded by Hand and distribute it to test site coordinators.</li> <li>8. Collect signed STAR Security Agreements from all test site coordinators.</li> <li>9. Collect signed STAR Security Affidavits for anyone in the district who will handle any STAR materials.</li> <li>10. Schedule and conduct test site coordinator training session(s).</li> <li>11. Receive and inventory shipments of materials (district materials and number of cartons for each site).</li> <li>12. Notify the STAR TAC of any discrepancies in district materials or cartons received.</li> <li>13. Arrange for testing all students with IEPs that the district enrolled in non-public schools.</li> <li>14. Provide assistance to test site coordinators as needed.</li> </ol>	<ol style="list-style-type: none"> <li>1. Attend test site coordinator training.</li> <li>2. Receive test administration schedule from district coordinator or prepare a schedule for the site and submit it to the district coordinator.</li> <li>3. Notify parents/guardians of schedule.</li> <li>4. Work with principal/administrator to designate test examiners and proctors; schedule and conduct training sessions for test examiners and proctors.</li> <li>5. Collect signed STAR Security Affidavits from anyone who will handle STAR materials. Forward these to your district coordinator to file at the district office.</li> <li>6. Arrange for locked central storage of testing materials.</li> <li>7. Arrange for testing locations and verify that they are prepared appropriately.</li> <li>8. Receive shipments of materials from district STAR coordinator.</li> <li>9. Inventory materials and notify district coordinator of any discrepancies.</li> <li>10. Supervise the verification of Pre-ID answer documents and the hand-gridding of any information marked on the List of Demographic Fields Required To Be Gridded by Hand that was provided by the district coordinator.</li> <li>11. Supervise the preparation of blank answer documents—hand-gridding or affixing bar code labels.</li> <li>12. Organize test materials for distribution to test examiners.</li> <li>13. Prepare inventory control forms and forms to track students requiring make-up testing.</li> <li>14. Arrange locations and supervision for students not being tested.</li> <li>15. Arrange locations and test examiners for testing English learners and students with IEPs or Section 504 Plans if needed.</li> <li>16. Arrange for a quiet room, adult escorts, a test examiner, and a proctor for students who need additional time to complete any part of a CST.</li> <li>17. Establish the location where test examiners will pick up and return materials each day.</li> </ol>

**Table 4. Summary of Responsibilities (continued)**

<b>DISTRICT COORDINATOR</b>	<b>TEST SITE COORDINATOR</b>
<p><b>During Test Administration</b></p> <ol style="list-style-type: none"> <li>1. Monitor test administration.</li> <li>2. Report any adult testing irregularities to the CDE. (916-445-8765)</li> <li>3. Have test site coordinators mark the appropriate circles in Section 26 on student answer documents for: <ul style="list-style-type: none"> <li>• Students who become ill during a test and cannot complete it.</li> <li>• Students who are cheating on the test.</li> </ul> </li> </ol>	<p><b>During Test Administration</b></p> <ol style="list-style-type: none"> <li>1. Monitor test administration, including the quiet room for students who need additional time to complete any part of the CSTs.</li> <li>2. Report any test administration errors or adult testing irregularities to the district coordinator.</li> <li>3. Follow the district coordinator's instructions to mark Section 26 of student answer documents.</li> </ol>
<p><b>After Test Administration</b></p> <ol style="list-style-type: none"> <li>1. Direct and monitor the collection of all scorable and non-scorable test materials from test sites.</li> <li>2. Randomly check school/test site cartons to verify that forms were completed correctly and that the materials are packaged correctly.</li> <li>3. Prepare all required forms for returning materials, including the 2005 Standardized Testing and Reporting Request for Student Data File and Additional Reports.</li> <li>4. Prepare cartons of scorable and non-scorable materials and return them to the STAR Scoring and Processing Centers.</li> <li>5. File all security agreements, affidavits, and forms.</li> </ol>	<p><b>After Test Administration</b></p> <ol style="list-style-type: none"> <li>1. Account for all testing materials received at the site.</li> <li>2. Oversee the checking of student answer documents to verify that all documents are in scorable condition, all demographic information has been completed, test version numbers are marked, end-of-course mathematics and science test names and version numbers are correctly marked, and Section 26 is completed correctly.</li> <li>3. Complete School and Grade Identification Sheets (SGIDs) for each set of answer documents to be scored, including an Instructional Materials Survey for each grade two through eight.</li> <li>4. Complete the School Master File Sheet.</li> <li>5. Make copies of all forms for school files.</li> <li>6. Follow the directions in this manual for packing all scorable and non-scorable materials.</li> <li>7. Return all cartons of scorable and non-scorable materials to the district coordinator.</li> </ol>

**Maintain test security and confidentiality at all times!**

## Testing Program Overview

The 2005 Standardized Testing and Reporting (STAR) Program includes the following components:

- **California Standards Tests (CSTs)**, multiple-choice tests for all students in grades 2 through 11 and writing tests for students who take the grade 4 and 7 multiple-choice tests. All items on these tests are developed by California educators and test developers and written specifically to assess students' achievement of California's Academic Standards.
- **California Alternate Performance Assessment (CAPA)**, an individually administered performance assessment for students in grades 2 through 11 (seven through sixteen years old) with significant cognitive disabilities who are unable to take CSTs even with accommodations or modifications. California special education consultants and test developers develop the CAPA.
- **NCLB Science Standards Field Tests**, multiple-choice field tests for all students in grades 8 and 10. All items on these tests are developed by California educators and test developers and written specifically to assess students' achievement of California's Academic Science Standards. These tests are being developed to meet a requirement for a federal No Child Left Behind Act of 2001 (NCLB).
- **California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)**, multiple-choice tests that are required for all students in grades 3 and 7. These tests, published by CTB/McGraw-Hill, compare each student's score to the scores of a national sample of students tested in the same grade at the same time of the school year.
- **Spanish Assessment of Basic Education, Second Edition (SABE/2)**, multiple-choice tests for Spanish-speaking English learners in grades 2 through 11 who have been in California public schools less than 12 months. Students who take SABE/2 must also take the CSTs and CAT/6 Survey. SABE/2 tests are published by CTB/McGraw-Hill. The SABE/2 is a norm-referenced achievement test of basic skills in Spanish reading, language, and mathematics.

**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 have an equal opportunity to demonstrate their academic achievement.

Tests within the STAR Program must be administered to all students in grades 2 through 11 who are enrolled in California public schools or school districts, including students with Individualized Education Programs (IEPs) that districts assign to non-public schools.

This manual includes information that STAR district and test site coordinators are to use in coordinating the administration of the CSTs, CAPA, NCLB science field tests, and the CAT/6 Survey. For information about the SABE/2, see the *SABE/2 STAR Test Coordinator Manual*.

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

District and test site coordinators should be familiar with all information in this manual.

## 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 and in the *Directions for Administration* and 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 sign and submit a STAR Security Agreement to the STAR Technical Assistance (TAC) before ETS can ship any testing materials to the district.

**Test site coordinators** must sign and submit a STAR Security Agreement to the district STAR coordinator before any testing materials can 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.

Copies of the STAR Security Agreement and Affidavit are in Appendix A of this manual.

**The district STAR coordinator is responsible for collecting and filing all STAR Security Agreements and Affidavits at the district office.**

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 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 report immediately any violation or suspected violation of test security or confidentiality. The test site coordinator is responsible for immediately reporting any security violation to the district coordinator. The district coordinator is to contact the California Department of Education immediately and will be asked to follow up with a written explanation of the violation or suspected violation.

Any irregularities in test security may result in invalidation of student test results.

## Students to Be Tested and Required Tests

### Students to Be Tested

All students in grades 2 through 11 (ages seven through sixteen), including English learners, students with disabilities, and students placed in non-public schools by the district are required to participate in the STAR Program.

- All English learners are required to be tested regardless of the length of time they have been in California public schools or their fluency in English.
- All students with disabilities who would be enrolled in grades 2 through 11 of the general education program are required to be tested. Determine the grade for students in ungraded programs by subtracting five from their chronological age on December 2, 2004. A student who was eleven years old on December 2 would be given the sixth-grade tests ( $11 - 5 = 6$ ).

### Parent/Guardian Exemptions

Parents/guardians may submit or have on file from previous years written requests to exempt their children from all or any part of the CSTs, CAT/6 Survey, or CAPA. All such requests must be honored. Row A in Section 26 on student answer documents is to be marked 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.**

**Important:** The California Code of Regulations states that the school district shall not solicit or encourage any written request on behalf of any child or group of children. Parents/guardians may be apprised of their right to exempt their child(ren) from testing, but every parent/guardian in the district must receive the same information. Be sure that any information provided to parents/guardians clearly indicates what tests students will be taking and the need for parents/guardians to include the specific test(s) from which they want their student exempted. Parents/guardians must submit written requests to the school to request the exemption. Parents may be provided a preprinted form only upon individual request.

If parents/guardians submit exemption requests after testing has begun, any tests completed before the request is received will be scored and the results reported to the parents/guardians and entered into student records.

### Required Tests

Students with significant cognitive disabilities may participate in the STAR Program by taking the CAPA. All other students are required to take the CSTs and the CAT/6 Survey. The following table shows the required tests by grade and content area.

**Note:** Tests that are required for all students in grades two through eleven are included in grade-level test booklets. The mathematics standards tests for

grades 8 through 11 and the science standards tests for grades 9 through 11 are printed in separate booklets. The mathematics and science CSTs for these grades are end-of-course tests, and the students required to take each are determined by course completion rather than by grade level. Information about the end-of-course mathematics and science standards tests, including the students who are required or eligible to take each test, is in Appendix C.

The California Writing Standards Tests for grades 4 and 7 are also in separate Writing Prompt and Response Booklets. All students taking grade 4 and 7 tests are required to take both the multiple-choice and writing test.

**Table 5. 2004 – 05 Testing Requirements**

**California Standards Tests (CSTs),  
NCLB California Science Standards Tests,  
California Achievement Tests, Sixth Edition Survey (CAT/6 Survey), and  
California Alternate Performance Assessment (CAPA)**

Grade	2	3	4	5	6	7	8	9	10	11
CST English-Language Arts	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CST Mathematics	✓	✓	✓	✓	✓	✓	✓*	✓*	*	*
CST History-Social Science							✓		✓	✓
CST Science				✓				*	*	*
NCLB California Science Standards							✓		✓	
CAT/6 Survey Reading/Language Mathematics Spelling		✓				✓				
CAPA English-Language Arts	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CAPA Mathematics	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
CAPA Science				✓			✓		✓	

✓ Tests required for all students taking the grade level tests.

\* Tests required based on course completion.

## CAPA Participation

Test site coordinators are responsible for having students' IEPs reviewed to determine if the students will take the CSTs with no accommodations or modifications, take the CSTs with accommodations and/or modifications, or take 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 also is responsible for determining if the student should take the grade-assigned CAPA level or CAPA Level I. This information is included on each student's IEP. Students with grade level designations on their IEPs **must take** either CAPA Level I or the CAPA level designated for their grade level. **No below grade level testing is allowed for CAPA.**

**Table 6. CAPA Levels**

CAPA Level	Grade Range	Age Ranges for Un-graded Programs
I	2 – 11	7 – 16
II	2 & 3	7 & 8
III	4 & 5	9 & 10
IV	6 – 8	11 – 13
V	9 – 11	14 – 16

## Answer Document for Every Student

A grade 2 or 3 test booklet, grade 4 through 11 CST answer document, or a CAPA response document must be submitted with scorable materials for every student enrolled in grades 2 through 11 on the first day of testing. This includes students who are exempted from testing by parent/guardian request and students who are absent for all regular and make-up testing. For grade 3 students who are not tested, complete the demographic information and submit only Book 1 (CSTs) with scorable materials.

## Testing Accommodations

The “Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments” is included as Appendix D of this manual. 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 a) the needs of the student, and b) whether the student routinely receives the variation, accommodation, or modification in classroom instruction.

Test administration variations and accommodations do not result in changes to the students' scores for Academic Performance Index (API) or Adequate Yearly Progress (AYP) calculations. Scores for students tested with modifications are

counted as Far Below Basic for API calculations and Not Proficient for AYP calculations.

Students with IEPs in grades 3 through 11 may be tested below level, if they are receiving instruction at a lower grade level than their enrollment grade. Students in grade 3 may be tested one grade below level, and students in grades 4 through 11 may be tested one or two grades below level. Students tested below level may be counted as not tested when AYP participation rates are calculated. The IEP team determines the grade level test that is to be used, and the test level must be included in the student's IEP.

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.

Instructions that the teacher gives orally 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.

Test examiners are to mark Section 26 of students' answer documents for:

- The specific tests on which students with IEPs or Section 504 Plans use accommodations or modifications.
- Below-level testing for students with IEPs.
- Special test versions used—large print or Braille.

The use of testing variations, including variations for English learners, is not marked on answer documents.

# District Coordinator Responsibilities

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## Before Testing

- Attend district STAR coordinator pretest workshop.
- Prepare and submit Pre-ID files for each test administration.
- Review *STAR District and Test Site Coordinator Manual*, the *Directions for Administration for the Grade 4 and 7 Writing Tests*, the *Directions for Administration* for at least one grade-level CST, and the Test Examiner and Test Site Coordinator videos.
- Prepare district testing schedule.
- Determine, within district policies, if answer documents for students with IEPs will be scored as a district program with a school code of 0000001.
- Prepare and conduct pretest workshop for test site coordinators.
- Receive and file STAR Security Agreements for all test site coordinators.

## During Testing

- Provide assistance to test site coordinators as needed.
- Receive reports of any testing irregularities at test sites and report these to the California Department of Education.
- Assist test site coordinators with handling defective test booklets.
- Assist test site coordinators with handling emergency situations that disrupt the test administration.

## After Testing

- File all district forms and STAR Security Affidavits from schools/test sites. See Forms at a Glance.
- Respond to contractor or CDE questions.
- Prepare for distribution of STAR Student Reports to parents/guardians, verification of all test data, and distribution of score reports to schools/test sites.

## Before Testing

### Attend Pretest Workshop for District STAR Coordinators

As district coordinator you are the contact person for all test site coordinators and school administrators and for all STAR-related communications for your district. It

is your responsibility throughout the testing period to answer questions that arise in the school district about the STAR Program and the tests within it.

Carefully read all materials that you receive and contact the California Department of Education or your STAR TAC representative with any questions you have related to the Program or the test administration.

Review the STAR Security Agreement and make sure that you understand your obligations related to test security. Review Title 5 of the California Code of Regulations and understand the definitions, testing requirements, coordinator responsibilities, and scheduling information included in them.

### **Prepare and Submit Pre-ID Files**

- Check the STAR Management System to verify when the 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, the *California Standardized Testing and Reporting Pre-ID Instructions for Spring 2005 Administration*, and the Pre-ID File Layout Descriptions that are available at [www.startest.org](http://www.startest.org). The district STAR coordinator is responsible for verifying that the file is complete and includes correct data.
  
- Submit the Pre-ID file to California School Information Services (CSIS) to have the data in the file checked.
  - a. Correct the Pre-ID file using the error and summary reports generated by CSIS.
  - b. Submit the Pre-ID file to ETS.
  - c. Complete the List of Demographic Fields Required To Be Gridded by Hand (Appendix B) to give to test site coordinators.

### **Review Documents and Videos**

Review the 2005 STAR Program documents including this manual, the *Directions for Administration*, and the Test Examiner and Test Site Coordinator videos. Clarify any questions you have about the testing requirements or procedures with STAR TAC and/or the California Department of Education.

### **Prepare District Testing Schedule**

Prepare a district testing schedule that includes the date and time each test and test part is to be administered in every school in the district. If the district does not use a district wide schedule, have test site coordinators prepare the testing schedules for each site and submit them to the district office before testing begins. All regular and make-up 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 district has high schools on block schedules, it is advisable to schedule the mathematics, science, and history-social science CSTs as close to the end of the 21-day window as possible.

### **Determine if Documents Will be Submitted for Scoring for a District Program**

Students with IEPs may be receiving services at a location other than their local or home school. In specific situations the students' answer documents may be

submitted for scoring as a district special education program. The following table summarizes how answer documents are to be submitted for scoring.

**Table 7. Submitting Answer Documents for Scoring**

<b>Special Education Service Provider</b>	<b>Answer Documents Submitted</b>
Student's home school	School's 7-digit school code
School other than home school	School's 7-digit code or school code of 0000001
District programs without school code	School code of 0000001
District special school or center	School's 7-digit school code or school code of 0000001
Non-traditional school—charter school, alternative education school, juvenile court school, community school	School's 7-digit code
County special education program	County's 7-digit special education school code
Non-public school	School code of 0000001
State Special School	School's 7-digit code

If the 0000001 school code is used, the **district coordinator** is responsible for:

- Having site coordinators return the students' scorable answer documents to the district office separately from other materials for the school/test site.
- Following all directions that are used by test site coordinators to prepare the documents for scoring, including completing SGID sheets and Master File Sheets.
- Packing the documents in Box 1 of the district shipment to ship for scoring.

**Important Notes:**

- It is essential that both the grade 4 and 7 Writing Prompt and Response Booklets and the multiple-choice answer folder be shipped for scoring under the same school code.
- The 0000001 school code may not be used by County Offices of Education or for any answer documents other than those for students with IEPs who are being served through a **district program or a non-public school to which the district assigned the student.**

**Prepare and conduct a pretest workshop for all test site coordinators.**

Formal, classroom-style training for STAR test site coordinators is encouraged. The training should include discussing the responsibilities and procedures described in this manual, reviewing any information and instructions that are specific to the district, and thoroughly reviewing security procedures. The 2005 STAR videos that were distributed to all schools and districts may be used during the training. Training should include but is not limited to:

- Responsibilities of test site coordinators and test examiners
- Required tests for each grade

- Security requirements (including completion of the STAR Test Security Agreement and Affidavit)
- Regulations and special instructions for the participation of English learners, students with Section 504 Plans, and students with IEPs
- Using special versions, accommodations, modifications, and below-level tests and marking answer documents appropriately
- Coding the demographic pages of a test booklet (grade 2 and 3) or answer document (grades 4–11) for every student enrolled on the first day of testing, including students who are not tested, and submitting these with the scorable materials for the students' classes or grade levels
- Arranging for test sites and additional proctors, as required
- Training test examiners using the STAR Examiner Training video
- Adhering to the established testing schedule
- Packaging and returning all testing materials to the district

District STAR coordinators may use the materials posted under Administrative Documents at [www.cde.ca.gov/ta/tg/sr/admin.asp](http://www.cde.ca.gov/ta/tg/sr/admin.asp) when preparing workshops and information for test site coordinators or refer test site coordinators to this Web address for information.

### **Prepare Inventory Control Sheets to Track Distribution of Materials from District Overage**

Following are brief instructions for using the District Inventory Control spreadsheet to track test materials. The district may use the spreadsheet provided or may choose another method for tracking test materials.

**Note:** To track inventory on paper, photocopy the District Inventory Control pages in Appendix I or J of this manual or to use electronic tracking:

1. Download the District Inventory Control spreadsheet from [www.startest.org](http://www.startest.org).
2. Open the District Inventory Control spreadsheet in Microsoft Excel.
3. Click the appropriate tab at the bottom of the Excel screen.
4. Enter the 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.
9. When materials are returned from the school/test site enter the number of items returned, both unused and scorable.

## **During Testing—District Coordinator**

### **Receive Reports of Testing Irregularities at Schools/Test Sites**

District coordinators should be available to assist school/test site coordinators with any testing irregularities or questions that may arise related to marking Section 26 of student answer documents.

If any reports of inappropriate test preparation or adult testing irregularities are reported, contact the California Department of Education at (916) 445-8765 to report and discuss the situation before advising the test site coordinator to mark anything in Rows Q or S.

### **Handling Defective Booklets**

Although test booklets are monitored for quality, occasionally print errors or other defects may occur. If defective test booklets are found, assist test site coordinators with replacing and handling the defective booklets. (See During Testing following Test Site Coordinator Responsibilities.)

- If grade 2 and 3 defective booklets are found, and there are insufficient quantities of the same version in the district overage to replace the booklets, call the CDE at (916) 445-8765 for assistance.
  
- Report any defective booklet problems to the STAR Technical Assistance Center, including the print code(s) and the number of affected booklets for each print code.

### **Emergency Interruptions during Testing**

If an emergency situation occurs during the administration of any test, test site coordinators are to ensure that the safety of students and staff is their first priority. When it is safe to do so, the site coordinators are to report the situation that occurred and the actions taken to secure test materials. Report emergency situations to the California Department of Education, if there are any breaches of test security, testing cannot continue, or testing cannot be completed within the test window because of the emergency.

# Test Site Coordinator Responsibilities

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## Before Testing

- Attend district workshop for test site coordinators.
- Review *STAR District and Test Site Coordinator Manual*, the *Directions for Administration for the Grade 4 and 7 Writing Tests*, the *Directions for Administration* for at least one grade-level CST, and the Test Examiner and Test Site Coordinator videos.
- Plan all test administration logistics for the site.
- Identify staff members who will serve as:
  - CST-CAT/6 Survey Test Examiners
  - CST-CAT/6 Survey Proctors
  - CAPA Test Examiners—must be a certificated or licensed staff member who has been trained to administer the CAPA
  - CAPA Observer/Second Rater—must be a certificated or licensed staff member who has been trained to administer the CAPA
- Prepare and conduct pretest-training sessions for test examiners and proctors.
- Prepare or supervise hand-gridding of answer documents when Pre-ID was not used.
- Notify parents/guardians of testing schedule.
- Arrange for supervision of students who are not being tested.
- Receive and file STAR Security Affidavits for anyone who will have access to test materials.

## During Testing

- Monitor the test administration.
- Be available to answer questions from test examiners.
- Work with test examiners to grid Section 26 on student answer documents for students who become ill and cannot complete a test (Row D) or students who the text examiner or proctor observes cheating during a test (Row T).
- Work with test examiners to replace any defective test booklets that are found while students are working on a test.
- Handle any emergency situations that arise during testing.

## Test Examiner, Proctor, Scribe Identification and Training

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

- A test examiner is an employee of a school district or an employee of a non-public school 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.
- A test proctor is an employee of a school district, or a person assigned by a non-public school to implement a pupil's IEP, who has received training designed to prepare him or her to assist the test examiner in the administration of tests within the STAR Program. Test proctors must sign STAR Test Security Affidavits.
- A scribe is an employee of the school district, or a person assigned by a non-public school to implement a pupil's IEP who is required to transcribe a pupil's responses to the format required by the test. A student's parent or guardian is not eligible to be a scribe. Scribes must sign STAR Test Security Affidavits.

<p><b>Note:</b> Only certificated or licensed employees who have been trained to administer the CAPA may serve as CAPA examiners or observers/second raters.</p>
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Test site coordinators must train test examiners, proctors, and scribes. The 2005 STAR Examiner Training video should be used as part of the training.

Training must include, but is not limited to:

- Distributing, explaining, completing, and collecting the signed security affidavits.
- Distributing and explaining the site's testing schedule including what tests are to be given each day and at what times, as well as how bell schedules, recess/nutrition, and lunch times are being adjusted.
- Discussing how to prepare rooms for testing.
- Explaining Pre-ID information, including where to place Pre-ID labels, if used, and how to read information under the Pre-ID bar code.
- Explaining hand-gridding requirements, including how to complete Section 26 of answer documents.
- Emphasizing that all students in grades 2 through 11 must complete Section 1 on their test booklets or answer folders.
- Emphasizing that it is essential that students in grades 4 through 11 write their names on the test booklets and code the test version number on their answer documents.
- Reviewing the *Directions for Administration* and stressing that all directions in "SAY" boxes must be read to students exactly as they are written.
- Informing test examiners of where to send students who need more time to complete the CSTs 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 forms and the procedures for maintaining lists of students who are absent and require make-up testing.
- For the **CAPA**, reviewing the requirement that 10% of the tests for each content area must have an observer/second rater, previewing the CAPA administration schedule, and ensuring that each CAPA examiner will have an observer/second rater available.
- Emphasizing that teachers must ensure that students taking end-of-course mathematics or science tests correctly mark the test form and version. If the test form is not marked, the test will not be scored.
- Reminding test examiners administering science tests that students will use reference sheets for the CST grade 5, chemistry, physics, integrated/coordinated science, and the NCLB Grade 8 Science Standards Test. The *Directions for Administration* include directions for the test examiner to read to students that describe how to remove the reference sheets from the test booklets.
- Detailing who will be administering tests to English learners and discussing the limitation of translating only directions that are in “SAY” boxes marked with a **T**.
- Discussing who will administer tests to students with IEPs or Section 504 Plans who are to be provided testing accommodations or modifications and emphasizing that the students may use only accommodations or modifications specified in their IEPs or Section 504 Plans.

## Test Examiner and Proctor Responsibilities

Test examiners who administer the tests within the STAR Program are responsible for the following activities:

- Administering all tests according to the schedules developed by the district or test site coordinator.
- Hand-gridding or supervising the gridding of all student demographic data not included in the district’s pre-identification file.
- Thoroughly reviewing and following all procedures in the separate and grade-specific *Directions for Administration* or the CAPA Examiner’s Manual and in any supplemental instructions provided by the test site coordinator.
- Ensuring 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:
  - Tables of mathematical facts or formulas
  - Vocabulary or spelling lists
  - Phonics charts
  - Inappropriate history and science materials (e.g., maps, timelines, biological charts)
- Ensuring the security of test materials.

## Test Site Coordinator Responsibilities

- Planning quiet activities not related to the test being taken for students who finish early.
- Ensuring that accurate records of students tested and not tested are maintained and submitted to the STAR test site coordinator.

### Preparing Answer Documents if No Pre-ID

If Pre-ID services were not used, determine how and when demographic information will be completed on student answer documents.

- All student demographic information must be hand-gridded for every student enrolled on the first day of testing.
- Determine where to locate the demographic information for students, e.g., cumulative record folders, electronic records in a district student information system, etc.
- Students **may grid** the information on the front page of the answer folders for grades 4 through 11 or the front cover of test booklets for grades 2 and 3 that includes **Name, Date of Birth**, etc., as appropriate to their grades.
- Under no circumstances should students grid anything on the back page of the answer folders for grades 4 through 11 or the back cover of test booklets for grades 2 and 3. All information on this page must be completed by a school or district staff member.

## Assisting Test Examiners During Testing

### Reports of Inappropriate Test Preparation or Adult Testing Irregularities

- If a report of inappropriate test preparation or an adult testing irregularity is received, immediately report this to the district STAR coordinator.
  - Inappropriate test preparation includes but is not limited to test examiners reviewing test content and providing instruction based on the review.
  - Adult testing irregularities include but are not limited to giving students answers during a test, reviewing student tests and having the students correct answers, changing student answers, or any adult activity that interferes with students independently completing any test.
- Have the appropriate circle(s) marked in Row T for students who use calculators, dictionaries, attempt to copy other students' answers, etc.
- The appropriate circle(s) should be marked in Row R if test examiners randomly distribute Pre-ID documents or do not adhere to the school's test schedule.

## Handling Defective Test Booklets

Although test booklets are monitored for quality, occasionally print errors or other defects may occur. If defective test booklets are found, have the test site coordinator do the following:

1. Stop testing for the group until replacement test booklets can be obtained. If defects are found during any CAT/6 Survey test, note the elapsed time before the defect was discovered.
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 coordinator if there are an insufficient number of booklets in the school overage.
4. Give students in grades 4 through 11 replacement booklets with the same version number. If this is not possible, have the students erase the Version Number in Section 4 on their answer documents.
5. Use the same version number booklet for grades 2 and 3, and transcribe student demographic information and answers to the new booklet. After completing the transcription, mark the original test booklet “Void-Document Transcribed” and put it with non-scorable materials. If booklets with the same version numbers are not available, contact the district coordinator for assistance.
6. Record the print code that appears on the back of the test booklet(s) and forward this to the district coordinator.
7. Return defective booklets with non-scorable materials.

## Handling 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.

- 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 continue when electricity is restored or on a subsequent day as appropriate.
- Earthquake or Fire**—test examiners should follow the school/site’s procedures. 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 should be collected and secured to resume testing on a subsequent day.
- If an emergency occurs during a CAT/6 Survey administration, have test examiners estimate the length of time students had been working prior to the emergency. When testing resumes add one to two minutes to the remaining time and have students complete the test.

## Test Site Coordinator Responsibilities

- Notify the district coordinator of the emergency situation when it is safe to do so.

# Forms at a Glance

Table 8 briefly describes the forms that district and/or test site coordinators must complete. See Appendix G for samples of these forms.

**Table 8. Forms at a Glance**

<b>Before Testing</b>			
<b>Form</b>	<b>When to complete</b>	<b>Purpose</b>	<b>What to do with form</b>
<b>STAR Test Security Agreement</b>	Before receiving any STAR Program test materials.	STAR district and test site coordinators acknowledge agreement to maintain the security of all test materials.	<b>District coordinator</b> must submit form to the STAR Technical Assistance Center.  <b>Test site coordinators</b> must submit forms to the district STAR coordinator.  Forms should be filed and kept for at least one year.
<b>STAR Test Security Affidavit</b>	Before receiving or handling any test materials.	All persons having access to STAR Program materials, including test examiners, proctors, scribes, and anyone handling the materials, must sign an affidavit to agree to keep materials secure and to follow all program directions.	<b>Test site coordinators</b> are to deliver the signed forms to the district coordinator.  <b>District coordinator</b> files forms at district office. Forms should be kept for at least one year.
<b>List of Demographic Fields Required To Be Gridded by Hand</b>	<b>District coordinator</b> to complete when Pre-ID file is finalized.	Used to inform test site coordinators of student information that must be hand-gridded on answer documents.	<b>District coordinator</b> prepares and distributes to test site coordinators.  File a copy in district STAR file.
<b>Inventory Control Forms—District</b>  <b>Optional</b>	As materials are distributed to schools/test sites from the district overage.	Track the distribution and return of all secure materials received in the district. Verify that test sites return all materials received through original and supplemental	<b>District coordinator</b> sends to each test site when additional materials are distributed from the district overage.  Files a copy with district records.

<b>Before Testing</b>			
<b>Form</b>	<b>When to complete</b>	<b>Purpose</b>	<b>What to do with form</b>
		shipments.	
<b>Inventory Control Forms—Test Sites</b>  <b>Optional</b>	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 test examiners.	<b>Test site coordinator</b> retains until after verifying that all secure materials received at the test site have been packaged and returned to the district coordinator; and the district coordinator receives verification that the contractor received all secure materials for the test site.
<b>Test Site Absence Tracking Forms</b>  <b>Optional</b>	During or immediately after tests are administered.	<b>Test examiners</b> complete and return to test site coordinator to document students who require make-up testing.  May be used after test reports are received to verify missing scores for students who were absent during testing.	<b>Test site coordinator</b> retains until make-up testing is completed.  Advisable to file with school/test site's STAR documents until after reports are received.
<b>Test Site Tracking of Significant Medical Emergencies</b>	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 tested due to a significant medical emergency.	<b>Test site coordinator</b> completes and retains in school/test site's STAR files.

<b>After Testing</b>			
<b>Form</b>	<b>When to complete</b>	<b>Purpose</b>	<b>What to do with form</b>
<b>School and Grade Identification Sheet (SGID Header Sheets)</b>	When bundling answer documents for scoring.	<p>Identify groups of scorable answer documents and ensure that all documents are accounted for during processing and scoring.</p> <p>Report all instructional materials used in grades 2 through 8.</p> <p>May be used to identify students whose scores are to be aggregated for The California Report for Teachers.</p> <p>Used to verify that schools/test sites receive score reports for all students tested.</p>	<p><b>Test site coordinator</b> places the original of each completed form on the appropriate group of scorable documents for test site.</p> <p><b>District coordinator</b> places the original of each completed form on each group of scorable documents submitted under a district program code.</p> <p>Retain copies for school/test site and district records.</p>
<b>Master File Sheet</b>	When preparing scorable materials for packing and shipping to the STAR Scoring Center.	Ensure that all groups of scorable answer documents are received at the STAR Scoring Center and that each group includes the correct number of answer documents.	<p><b>Test site coordinator</b> places original on top of all scorable documents for the school/test site.</p> <p>Retain copies for school/test site and district records.</p>
<b>2005 Standardized Testing and Reporting Request for Student Data File and Additional Reports</b>	When preparing cartons of scorable materials to ship to the STAR Scoring Center	<p>Used by contractor to log in materials for the district and test administration period.</p> <p>Identifies the electronic media on which the district wants to receive the Student Data File.</p> <p>Identifies any additional reports the district is ordering.</p>	<p><b>District coordinator</b> places original on top of District Box 1 of scorable materials.</p> <p>Fax the form to the STAR Scoring Center at 1-319-358-4356.</p> <p>Retain copy for district records.</p>

<b>After Testing</b>			
<b>Form</b>	<b>When to complete</b>	<b>Purpose</b>	<b>What to do with form</b>
<b>Return Address Labels</b>	<p>Immediately after packing boxes for shipping to the STAR Scoring and Processing Centers.</p> <p><b>Test site coordinator</b> completes school site information on each label.</p> <p><b>District coordinator</b> completes the district information on each label.</p>	<p>Ensure that materials are returned to the correct centers, and that they can be correctly logged in and accounted for after receipt.</p>	<p><b>Test site coordinator</b> places orange labels on scorable multiple-choice materials and green labels on non-scorable materials; blue labels on scorable grade 4 and 7 writing test materials and red labels on non-scorable materials; magenta labels on scorable EAP materials and yellow labels on non-scorable materials.</p>

## Completing Forms

District and test site coordinators are responsible for completing and returning all required forms. Samples of most forms are included in the appendices of this manual.

**STAR Test Security Agreement and Affidavit**—See Test Security and Confidentiality section of this manual (page 9).

**List of Demographic Fields Required To Be Gridded by Hand**—District coordinators are to complete and distribute this form to test site coordinators, if schools/test sites are receiving Pre-ID documents and any demographic information was not included in the district’s Pre-ID file. Test site coordinators are responsible for having demographic information that is checked on the form entered on student answer documents.

**Test Site Tracking of Significant Medical Emergencies**—Test site coordinators are responsible for completing this form and filing all related documentation for any student who is not tested due to a significant medical emergency. A “significant medical emergency” is a significant accident, trauma, or illness (mental or physical) that precludes a pupil in grades two through eleven from taking the California Standards Tests (CSTs), the California Alternate Performance Assessment (CAPA), and/or the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey). An accident, trauma, or illness is significant if the pupil has been determined by a licensed physician to be unable to participate in the tests.

**School and Grade Identification Sheet (SGID or Header Sheets)**—Test site coordinators complete an SGID and place it on top of **each** set of answer documents to be scored.

- **Grade 4 and 7 Writing Tests**—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**—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-CAT/6 multiple-choice test booklets (grades 2 and 3) and answer documents (grades 4 through 11)**—Test site coordinators complete the front and back of SGIDs for every grade level based on how the district wants The California Reports for Teachers produced and whether or not teacher names were included in the district’s Pre-ID file.
  - **Teacher Reports by Grade**—Complete only the front of one SGID for each grade level.
  - **Teacher Reports by Teacher/Group and teacher/group names were not included in district’s Pre-ID file**—Complete an SGID for each teacher/group within a grade level, if teacher/group names were not included in the district’s Pre-ID file. Complete the front of the SGID and enter and grid the teacher/group name on the back of the SGID.
  - **Teacher Reports by Teacher/Group and teacher/group names were included in district’s Pre-ID file**—Complete only the front of one SGID for each grade level.

### SGID: Side 1

PRINT the information requested in the box in the upper right-hand corner:

- District—District name where the school/test site is located
- School—Name of the school/test site
- Grade—Grade level of answer documents under this SGID, leave blank for CAPA
- Test Date(s)—Date testing began
- Teacher, Counselor or Group—Only if documents are being submitted by Teacher/Group
- Fill in the circles for the following:
  - **Type of test**—Fill in the circle for CST and CAT/6 (applies to both writing and multiple-choice tests) or CAPA.
  - **Grade**—For CST-CAT/6 Survey documents, fill in the circle for the grade level in which the students were enrolled. If students were tested below level, documents for multiple test levels may be under one SGID. A set of answer documents for students enrolled in grade 6 may include test levels 4, 5, and 6. Leave this section blank for CAPA.
  - **Number of Documents**—Enter and grid 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 grade 3, this is the number of Book 1's plus the number of Book 2's.
  - **School Name**—The school name is pre-printed 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 fill in the corresponding circle under each letter of the school name. Leave a space between each word and fill in the empty circle at the top of the column.
  - **School Code**—The school code is pre-printed on the SGID sheets provided with the school/test site materials. If using a blank SGID enter the school code in the boxes and fill in the corresponding circle under each number.

### SGID: Side 2

- **Instructional Materials Survey**—The **test site coordinator** is to complete this section on one SGID for each grade level, **2 through 8**. The Key for Coding Instructional Materials is in Appendix E of this manual. Leave blank for grade 4 and 7 writing tests and for grades 9, 10, and 11. For grades 2 through 8, place the SGID sheet that has the Instructional Materials Survey information on the top stack of answer documents for the appropriate grade.
- **Group Code** optional—Complete only if instructed to do so by district coordinator.
- **Teacher, Counselor, or Group Name**—Used only to produce The California Report for Teachers by class. If used, print the name left justified and fill in the corresponding circle under each letter.

**Master File Sheet**—Test site coordinators are responsible for completing a Master File Sheet for each shipment of documents to be scored. Enter the

**number of sets** of documents to be scored and the **total number of documents to be scored** (sum the numbers entered in the “Number of Documents” boxes from all SGIDs in the shipment).

**Return Address Labels**—Test site coordinators are to verify that the school information is correct and complete the “SCH: BOX \_\_\_ OF \_\_\_” on each label. District coordinators are to complete the “TOTAL SHIPMENT FROM THIS DISTRICT” information on each label. All boxes included in the district shipment are to be numbered Box 1 of X, Box 2 of X, etc.

# Grade 4 and 7 Writing Component

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The Writing Standards Tests comprise one of six Reporting Clusters for the Grades 4 and 7 California English-Language Arts Standards Tests. Scores for this component are combined with students' scores on the multiple-choice component of the test to produce California English-Language Arts Standards Test scores.

## Test Dates

- March 1 with make-up March 2 for all schools, tracks, and programs in session on March 1.
- April 26 with make-up April 27 for schools, tracks, and programs not in session on March 1.

**Important:** No student in a school, track, or program in session on March 1 may take the April 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 English-language arts score will be based on only the multiple-choice component. Writing Prompt and Response Booklets dated March 1, 2005 that are received for scoring after April 1, 2005 **will not be scored.**

## Test Materials

- Writing Prompt and Response Booklets—packages of 20's and 5's
- *Grade 4 and 7 Writing Test Directions for Administration*—packages of 5's and singles
- School and Grade Identification Sheets (SGIDs)
- Master File Sheet
- Paper Bands
- Packing List
- Scorable Materials Freight Kit—blue
- Non-scorable Materials Freight Kit—red

**Note:** If the 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 20's and 5's.

**District coordinators and test site coordinators** also receive a Materials Receipt Acknowledgement Form and district and/or school/test site packing lists.

### Materials To Be Provided by District or School

- Two No. 2 pencils with erasers for each student plus extras
- One sheet of blank, unlined scratch paper for each student

### Matching Students' Multiple-Choice and Writing Tests

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

- CSIS Student Number (if used)
- Student ID numbers (if used)
- Name (last, first, and middle initial)
- Birth date
- Gender

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

### Accommodations and Modifications

Students may use accommodations or modifications specified in IEPs or Section 504 Plans during the test. If students use accommodations or modifications, test examiners are responsible for marking **Section 26** on students' Writing Prompt and Response Booklets immediately after testing.

### Below-Level Testing

Students with IEPs in grades 5 and 6 who are being tested below level must take the grade 4 writing test if they are taking the grade 4 multiple-choice tests. Students with IEPs in grades 8 and 9 must take the grade 7 writing test if they are taking the grade 7 multiple-choice tests. Only students with IEPs may be given below-level tests.

## District STAR Coordinator Responsibilities—for Each Administration

### Before Testing

- Receive district shipment of materials.
- Inventory shipment to verify that all cartons were received for all district schools/test sites and that the district overage is complete.
- Secure all materials.
- Place supplemental order, if needed.
- Return Materials Receipt Acknowledgement Form to contractor.
- Prepare inventory control sheets to track distribution of materials from district overage to schools/test sites.
- Ship materials to non-public schools if the district has placed students taking grade 4 or 7 tests at non-public schools.
- Distribute materials to all district schools/test sites to arrive between February 18 and 25 for March 1 administration and between April 18 and 22 for April 26 administration.

### **During Testing**

- Be available to respond to questions from test site coordinators.
- Receive any reports of testing irregularities and immediately report these to the California Department of Education. (916-445-8765)

## **STAR Test Site Coordinator Responsibilities—for Each Administration**

### **Before Testing**

- Identify test examiners, proctors, and testing locations.
- Schedule the test administration. Allow 75 minutes. The test must be administered in a single sitting with no breaks. Notify all staff of the testing time and ensure that testing rooms will not be interrupted by non-emergency announcements, fire drills, etc. during this time.
- Ensure that students' IEPs or Section 504 Plans are checked to determine any accommodations or modifications that are to be allowed during the test.
- Set up separate testing rooms and assign examiners for students with IEPs or Section 504 Plans, if needed.
- Inventory materials when they are received from the district coordinator.
- If large-print or Braille tests were ordered, verify that they are received.
- Contact the district STAR coordinator to report any discrepancies or to request additional materials.
- Secure all materials in central, locked storage.
- Prepare overhead transparencies of student directions for teachers who use American Sign Language to give directions to students with hearing impairments.
- Prepare inventory control forms to check materials out to each test examiner.
- Ensure that booklets are prepared for administering the test:
  - If the district did not Pre-ID documents, determine when demographic information will be gridded on booklets and who will do this. Anyone hand-gridding demographic information should do this in a setting supervised by the test site coordinator. Writing Prompt and Response Booklets should not be opened when gridding demographic information.
  - If Pre-ID demographic information is incorrect for some students, have new booklets hand-gridded.
  - Check the “List of Demographic Fields Required To Be Gridded by Hand” received from the district coordinator to identify demographic information that must be hand-gridded on Pre-ID documents. Determine who will complete this information and when it will be done.
- Organize materials for testing locations. Sets must include a DFA, Writing Prompt and Response Booklets including one for the test examiner to use, unlined scratch paper, and No. 2 pencils with erasers.

**Immediately Before Testing**

- Distribute sets of materials to test examiners.
- Ensure that test examiners receive large-print and Braille tests and overhead transparencies when appropriate.

**During Testing**

- Monitor the test administration.
- Answer any questions that may arise.
- Immediately notify the district coordinator of any test administration errors or adult testing irregularities.

Adult testing irregularities may include but are not limited to the test examiner:

- Providing practice before students begin the test.
- Reading the writing task to students.
- Providing assistance during the test.
- Giving students a break during the test, except for students with IEPs or Section 504 Plans being tested with accommodations.

**Immediately After Testing**

- Collect all test materials.

**Preparing and Returning Materials to District STAR Coordinator**

- 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 make-up day of testing who were not exempt from the test by parent/guardian request.
- Verify that the number of booklets to be scored plus the number of all non-scorable booklets (unused and voided) equals the number of booklets received at the school/test site.
- If tests for students with IEPs in Special Day Classes who are not attending their home school are to be submitted for scoring as a district special education program (school code of 0000001), verify that all demographic information has been completed on the students' booklets and that Section 26 has been completed correctly. Then follow the district coordinator's instructions for forwarding the booklets to the district coordinator. The district coordinator is responsible for preparing the SGIDs and Master File Sheet for these tests.
- Enter the number of booklets forwarded to the district coordinator on the Test Site Inventory Control Form.

**Writing Prompt and Response Booklets To Be Scored**

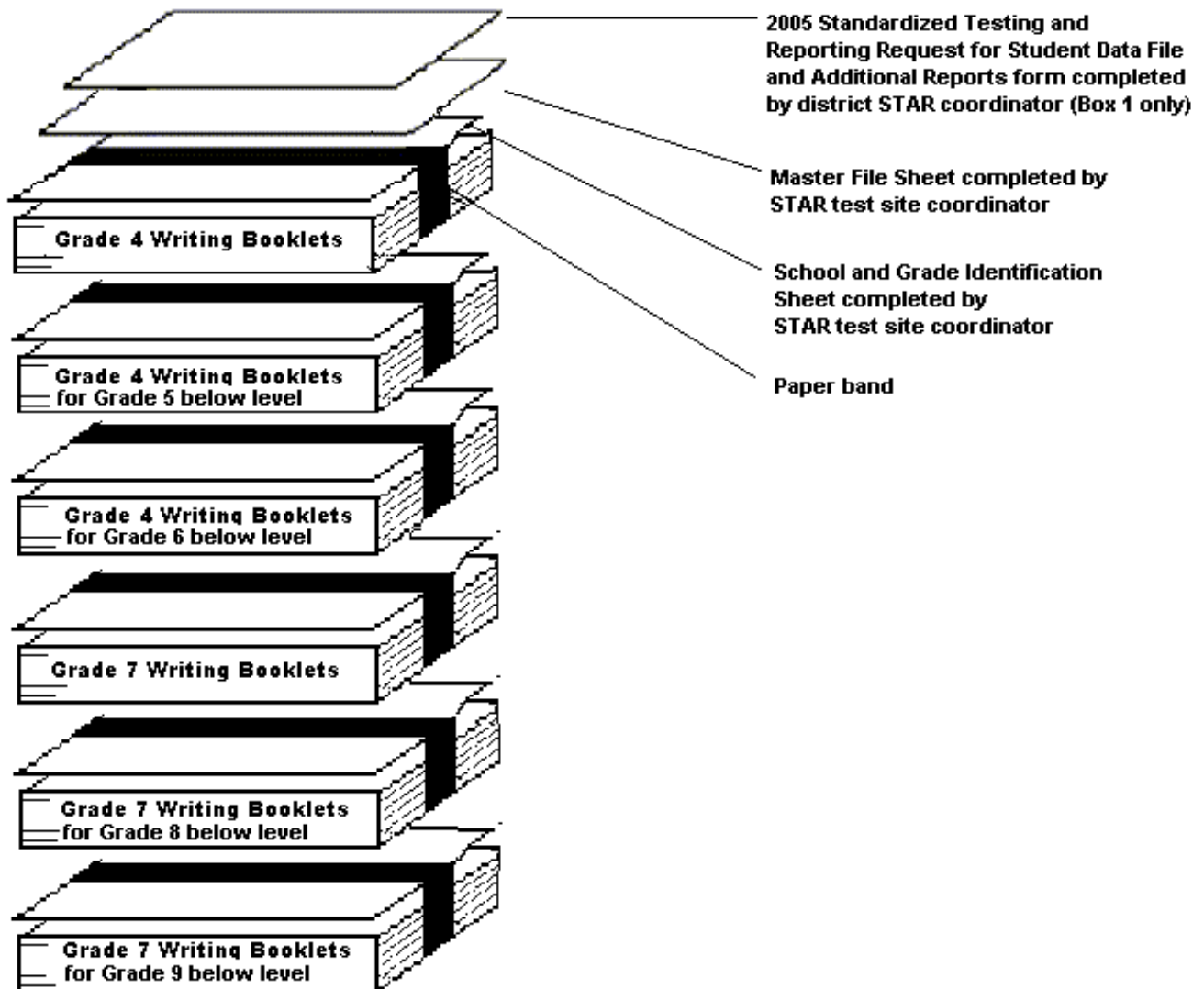
- Ensure that any large-print or Braille documents are transcribed to regular Writing Prompt and Response Booklets. Documents that are not transcribed will not be scored.

## Grade 4 and 7 Writing Component

- Ensure that any booklets that have torn edges are transcribed to new booklets.
- Verify that all demographic information is complete for each student and that Section 26 has been marked correctly. If students with IEPs or Section 504 Plans typed their responses, Section 26 must be marked for the accommodation or modification or the test will not be scored. Insert typed response inside the front cover of the Writing Prompt and Response Booklet.
- Complete only the **front page** of an SGID for each grade level tested:
  - For grade 4, complete a single SGID for all booklets for students in grade 4. Complete separate SGIDs for students in grades 5 and 6 who were tested below level.
  - For grade 7, complete a single SGID for all booklets for students in grade 7. Complete separate SGIDs for students in grades 8 and 9 who were tested below level.
- Paper band a completed SGID on top of the sets of Writing Prompt and Response Booklets to be scored for each grade.
- Complete the Writing Master File Sheet by entering the grade level and number of scorable booklets in each banded set and place it on top of the banded set of booklets.
- Pack the banded set(s) of booklets and the Writing Master File Sheet in the original cartons in which materials were received. See the diagram on the following page.
- 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 to the non-scorable materials.

**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.

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



### Non-Scorable Materials

- Separate all non-scorable materials by grade—grade 4 and grade 7.
- Place unused blank grade 7 booklets (or grade 4 if the school/test site has only grade 4 or grade 7) in one of the original cartons in which materials were delivered to the school/test site.
- Mark all unused Pre-ID booklets—Void and the reason:
  - Void—Student Moved prior to testing
  - Void—Parent/guardian exemption
  - Void—Absent
  - Void—New Document Gridded
- Mark all transcribed documents, “Void—Document Transcribed” (for damaged booklets)
- Place all voided booklets on top of the unused booklets.

- Add all original large-print and Braille booklets that have been transcribed to regular booklets.
- Repeat these steps for grade 4, if the school has both grade levels.
- Record the school/test site information on a red return address label and affix it to the carton(s) of non-scorable materials.
- Destroy all DFAs, Pre-ID labels, and scratch paper.
- Return the cartons of scorable and non-scorable materials to the district STAR coordinator **by March 3** for the March administration or **by April 28** for the April administration.

**Table 9. Writing Test Materials to Return**

<b>Grades 4 and 7 Writing Component Scorable Materials Boxes with Blue Labels</b>  <i>Return to STAR Scoring Center, Iowa City, Iowa</i>	<b>Grades 4 and 7 Writing Component Non-scorable Materials Boxes with Red Labels</b>  <i>Return to STAR Processing Center, Cedar Rapids, Iowa</i>
<ul style="list-style-type: none"> <li>___ Used Writing Prompt and Response Booklets</li> <li>___ Completed School and Grade Identification Sheets (SGIDs) banded with Response Booklets to be scored</li> <li>___ Completed Writing Master File Sheet</li> </ul>	<ul style="list-style-type: none"> <li>___ Unused Booklets</li> <li>___ Voided Booklets</li> <li>___ Large-print and Braille Booklets</li> </ul>

## District STAR Coordinator Responsibilities—After Testing

### Documents for Students with IEPs Being Submitted as District Program (See District Coordinator Responsibilities)

- Receive materials from non-public schools and verify that all materials have been returned.
- Receive booklets for students with IEPs not attending their home schools, if the booklets are to be scored as a district program using a school code of 0000001.
- Follow all test site coordinator steps to prepare cartons of district materials for return to the STAR Scoring and Processing Centers.

### Preparing and Returning Materials to Contractor

- Receive materials from test site coordinators.
- Ensure that materials are packed correctly.
- Separate cartons of booklets to be scored (blue labels) from cartons of non-scorable materials (red labels).

- Complete the “2005 Standardized Testing and Reporting Request for Student Data File and Additional Reports” and place it on top of the materials in Box 1 of the district’s shipment of scorable materials.
- Fax a copy of the above form to the STAR Scoring Center at 1-319-358-4356 and retain a copy of district files.
- Complete district information on blue return address labels. Number all cartons sequentially beginning with the district program carton(s).
- Complete district information on red return address labels. Number all cartons sequentially beginning with the district non-scorable materials.
- Ensure that all unused materials in the district overage are included with the non-scorable materials.
- Ship all cartons **no later than March 7** for the March administration or **May 2** for the April administration.

### **Schedule Pick-Up for Both Scorable and Non-Scorable Materials**

- Read Instructions for Shipping and determine your designated freight carrier.
- Attach carrier labels to boxes ensuring that blue or red labels are completely visible.
- Contact the freight carrier whose telephone number is listed on the bill of lading to schedule pick-up of materials. Provide a contact name, number, address, pick-up hours, and pick-up location.

**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 blue and red labels.**

**Pick-up must be no later than March 7 for the March administration or May 2 for the April administration.**

- Be present or designate someone to be present for pick-up.
- Have all boxes in the appropriate pick-up location.
- File copies of shipping paperwork.
- Confirm that the materials were picked up as scheduled. If not, call the STAR Technical Assistance Center at 1-800-955-2954.

**Important: The district coordinator is responsible for verifying that the district shipments have been picked up for return to the contractor.**

# Coordinator Responsibilities for Multiple-Choice and CAPA

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## District Coordinator

- Receive and inventory materials.
- Distribute materials to schools and test sites.
- Monitor the test administration.
- Receive any reports of testing irregularities and report these to the California Department of Education. (916-445-8765)
- Receive scorable and non-scorable materials from schools and test sites.
- Complete district forms.
- Prepare district shipments of scorable and non-scorable materials for return to the STAR Scoring and Processing Centers.
- Complete district information on address labels on each carton.
- Ship materials no more than five days after testing is completed for each administration period.

## Test Site Coordinators

- Receive and inventory test materials.
- Prepare inventory control forms.
- Organize testing materials for each testing room.
- Check materials out to test examiners each day tests are administered.
- Monitor the test administration.
- Receive any reports of testing irregularities, report these to the district coordinator, and mark student answer documents as directed.
- Check all materials in from test examiners each day tests are administered.
- Complete school forms.
- Separate and pack scorable and non-scorable materials.
- Complete and affix address labels to each carton.
- Return all materials to district within two days of completing testing for each administration period.

# Multiple-Choice and CAPA Component

## Test Materials

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* (DFA) are delivered in packages of 5s or as single copies. One DFA is provided for every 20 test booklets or fraction thereof.

**Do not use any materials from a previous year.**

**Table 10. Test Materials by Grade Levels**

Test Materials	Grade Levels
CST Practice Tests	2, 3, and 4
CST Practice Test <i>Directions for Administration</i>	2, 3, and 4
CST Machine-Scorable Test Booklets	2 and 3
CAT/6 Survey Machine Scorable Test Booklets	3
CST Test Booklets	4, 5, 6, 8, 9, 10, 11
CST and CAT/6 Survey Test Booklets	7
End-of-Course Mathematics Test Booklets	8, 9, 10, and 11
End-of-Course Science Test Booklets	9, 10, and 11
Machine Scorable Answer Documents	4 through 11
<i>Directions for Administration</i>	2, 3, 4, 5, 6, 7, 8, and 9/10/11
Card Stock Rulers	2, 3, and 7
California State University Early Assessment Program (CSU EAP) Essay Sheets and Response Booklets	11
CAPA Examiner's Manuals and Stimulus Cards—manual includes directions for all CAPA levels	NA
Machine-Scorable CAPA Answer Documents	NA
SGID Sheets	
Paper Bands	
Materials Receipt Acknowledgement Form	
Packing List for Test Sites (Copies of all lists for district)	
Scorable Materials Freight Kit	
Non-Scorable materials Freight Kit	

**Note:** If the district used the optional Pre-ID service, test booklets (grades 2 and 3) and answer folders (grades 4 through 11) will be packaged by delivery name/code or grade and school. Only the overage (documents not pre-identified) will be packaged in 20's and 5's.

District **coordinators and test site coordinators** also receive a Materials Receipt Acknowledgement Form and district and/or school/test site packing lists.

## Materials To Be Provided by District or School

- Two No. 2 pencils with erasers for each student plus extras.
- Scratch paper for mathematics tests—lined, unlined, or graph
- Manipulatives for CAPA—district coordinators should go to [www.startest.org](http://www.startest.org) to verify the CAPA version assigned to the district and the manipulatives required for each level. The manipulatives required are generally available in special education classrooms. If additional manipulatives are needed, these are generally available through educational supply stores or companies.

## Accommodations and Modifications

Students may use accommodations or modifications specified in IEPs or Section 504 Plans during the test. If students use accommodations or modifications, test examiners are responsible for marking **Section 26** on students' test booklets or answer folders. For grade 3 accommodations and modifications are marked only on Book 1 (CST).

## Below-Level Testing

Below-level testing is allowed only for students with IEPs in grades 3 through 11. Administering the CAT/6 Survey tests is optional for students in grades 4 and 5 taking grade 3 tests and students in grades 8 and 9 taking grade 7 tests. Students with IEPs in grades 5 and 6 who are being tested below level must take the grade 4 writing test if they are taking the grade 4 multiple-choice tests. Students with IEPs in grades 8 and 9 must take the grade 7 writing test if they are taking the grade 7 multiple-choice tests. Only students with IEPs may be given below-level tests.

## District STAR Coordinator Responsibilities—for Each Administration

### Before Testing

- Receive district shipment of materials.
- Inventory shipment to verify that all cartons were received for all district schools/test sites and that the district overage is complete.
- Secure all materials.
- Place supplemental order, if needed.

- Return Materials Receipt Acknowledgement Form to contractor.
- Prepare inventory control sheets to track distribution of materials from district coverage to schools/test sites.
- Ship materials to non-public schools if the district has placed students with IEPs at non-public schools.
- Distribute materials to all district schools/test sites to arrive no more than 10 or fewer than 5 working days before the first day of testing.

### During Testing

- Be available to respond to questions from test site coordinators.
- Receive any reports of testing irregularities and immediately report these to the California Department of Education. (916-445-8765)

## STAR Test Site Coordinator Responsibilities—for Each Administration

### Before Testing

- Identify test examiners, proctors, scribes, CAPA examiners and observers/second raters, and testing locations.
- Schedule the test administration of each test or test part following the schedule provided by the district coordinator. If the district coordinator did not provide a schedule, plan the school/test site schedule and submit it to the district coordinator. Use the Item and Time charts in Appendix F to determine how much time needs to be allowed for each test or test part. Provide all test examiners with a copy of the testing schedule or have them enter the schedule on page iii in their copies of the *Directions for Administration*. Notify all staff of the testing dates and times and ensure that testing will not be interrupted by non-emergency announcements, fire drills, etc. during these times.
- Ensure that students' IEPs or Section 504 Plans are checked to determine any accommodations or modifications that are to be allowed for any test.
- Set up separate testing rooms and assign examiners for students with IEPs or Section 504 Plans, if needed.
- Inventory materials when they are received from the district coordinator.
- If large-print or Braille tests were ordered, verify that they were 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 district, work with the district coordinator to transfer the special version materials to the student's new school.
- Contact the district STAR coordinator to report any discrepancies or to request additional materials.

- Secure all materials in central, locked storage.
- Prepare overhead transparencies of student directions for teachers who use American Sign Language to give directions to students with hearing impairments or request these from the district coordinator.
- Prepare inventory control forms to check materials out to each test examiner.
- Ensure that test booklets and answer folders are prepared for administering the test:
  - If the district did not Pre-ID documents, determine when demographic information will be gridded on booklets and answer folders and who will do this. Anyone hand-gridding demographic information should do this in a setting supervised by the test site coordinator. Grade 2 and 3 test booklets should not be opened when gridding demographic information.
  - If Pre-ID demographic information is incorrect for some students, have new booklets or answer folders hand-gridded.
  - Check the “List of Demographic Fields Required To Be Gridded by Hand” received from the district coordinator to identify demographic information that must be hand-gridded on Pre-ID documents. Determine who will complete this information and when it will be done.
- Organize materials for testing locations. Sets must include a DFA, student booklets plus one for the test examiner to use, answer folders plus one for the test examiner to use, No. 2 pencils with erasers, scratch paper (lined, unlined, or graph only for mathematics tests), and card stock rulers for grades 2, 3, and 7 mathematics tests.

### **Immediately Before Testing**

- Distribute sets of materials to test examiners.
- Ensure that test examiners receive large-print and Braille tests and overhead transparencies when appropriate.

### **During Testing**

- Monitor the test administration.
- Answer any questions that may arise.
- Immediately notify the district coordinator of any test administration errors or adult testing irregularities.

Adult testing irregularities may include but are not limited to the test examiner:

- Providing practice before students begin the test.
- Reading test questions to students.
- Providing assistance during the test.
- Translating any information other than the directions in “SAY” boxes marked with a **T**.

- Giving students breaks within any part of a CST or CAT/6 Survey, except for students with IEPs or Section 504 Plans being tested with accommodations.
- Not timing any CAT/6 Survey test.

**Immediately After Testing**

- Collect all test materials.

**Preparing and Returning Materials to District STAR Coordinator**

- Separate CST-CAT/6 Survey materials from CAPA materials.
- Separate CST-CAT/6 Survey materials by grade level.
- Separate scorable materials from non-scorable materials.
- For grades 2 and 3, verify that the number of booklets to be scored plus the number of all non-scorable booklets (unused and voided) equals the number of booklets received at the school/test site.
- If tests for students with IEPs in Special Day Classes who are not attending their home school are to be submitted for scoring as a district special education program (school code of 0000001), verify that all demographic information has been completed on the students' booklets and answer folders and that Section 26 has been completed correctly. Then follow the district coordinator's instructions for forwarding the documents to the district coordinator. The district coordinator is responsible for preparing the SGIDs and Master File Sheet for these tests.
- If the materials being sent to the district coordinator for documents to be scored for a school code of 0000001 were in the school/test site's original shipment, enter the number of grade 2 and/or 3 booklets forwarded to the district coordinator on the Test Site Inventory Control Form.

**Answer Documents To Be Scored**

Answer documents to be scored include grade 2 test booklets, grade 3 test booklets 1 and 2, grades 4 through 11 answer folders, and CAPA answer folders.

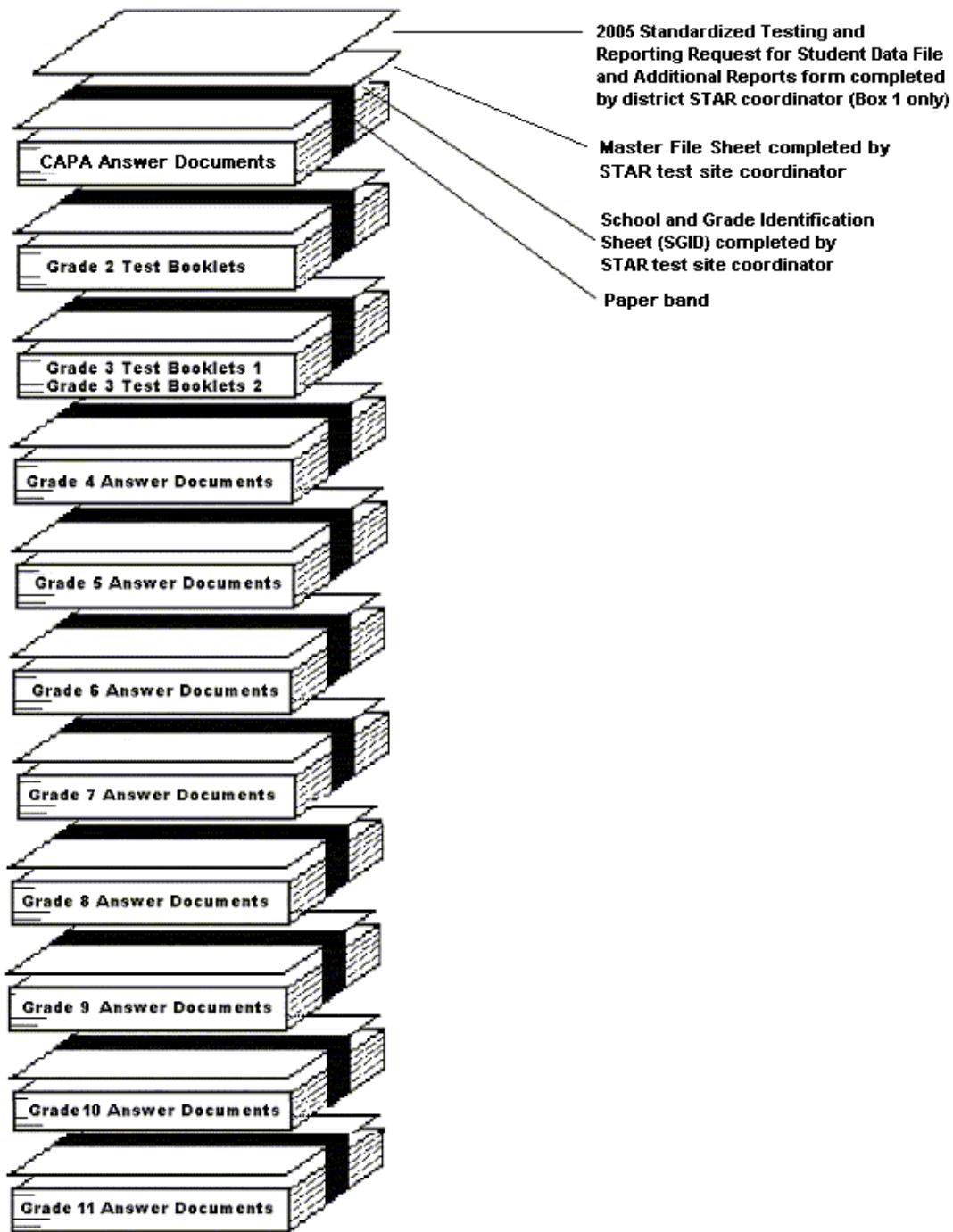
- Ensure that any large-print or Braille documents are transcribed to regular documents. Documents that are not transcribed will not be scored.
- Ensure that any documents with torn edges are transcribed to new documents.
- Remove any post-its or paper clips from answer documents.
- Verify that all demographic information is complete for each student and that Section 26 has been marked correctly.
- Darken light answer response circles and erase any stray marks.
- Work with one grade-level of documents at a time (or all CAPA documents).

## Multiple-Choice and CAPA Component

- Ensure that all marks other than filled-in answer circles in grade 2 and 3 test booklets or on grade 4 through 11 answer folders are erased.
  - Ensure that all demographic information that was to be hand-gridded has been completed.
  - Carefully check Section 26 and verify that answer documents are marked appropriately. Verify that no marks were made in Rows Q, R, S, and T unless directed to do so by the district coordinator.
- Complete an SGID for each set of materials to be scored following the directions in the Forms at a Glance section of this manual.
  - For grade 3 stack all Book 1's on top of all Book 2's for the grade or group.
  - For CAPA put the test examiner response document on top of the observer/second rater document for each student for whom there was an observer/second rater.
  - Paper band a completed SGID on top of the sets of materials to be scored for each grade level or group. All CAPA documents should be submitted under a single SGID.
  - Complete the Master File Sheet by entering the grade level and number of scorable booklets or answer folders in each banded set and place it on top of the banded sets of documents.
  - Pack the banded set(s) of documents and the Master File Sheet in the original cartons in which materials were received. See the diagram on the following page.
  - 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 documents aside and move to the non-scorable materials.

**Important:** No test examiner, district or test site coordinator, principal, or other administrator may invalidate any student answer document for any reason. Answer documents that are pattern marked with drawings or other marks made by students must be submitted for scoring.

**Figure 2. Packing Order for Returning Multiple-Choice Answer Booklets and Documents**



**Non-Scorable Materials**

- Separate all non-scorable CST and CAPA materials.
- Separate all non-scorable CST materials by grade.
- Work with one grade level of CST materials at a time. Separate and discard:
  - Scratch paper
  - Card stock rulers (may be retained for classroom use)
  - Science reference sheets (may be retained for classroom use)

## Multiple-Choice and CAPA Component

- Used grade 2, 3, and 4 practice tests and *Directions for Administration of the Practice Tests*
  - Unused Pre-ID and blank CST and CAPA answer folders. Includes documents for students who moved before the first day of testing and documents that had incorrect Pre-ID information.
  - Extra SGIDs
  - Unused Pre-ID labels
- Use a black marking pen to mark all damaged answer folders and grade 2 and 3 test booklets that were transcribed to new documents, “Void—Document Transcribed.”
- Box the non-scorable CST materials in the following order (bottom to top of carton).
- All science end-of-course test booklets in the following order (bottom of last carton):
    - Biology (top of stack)
    - Chemistry
    - Earth Science
    - Physics
    - Integrated/Coordinated Science 1, 2, 3, 4 (in order)
  - All mathematics end-of-course test booklets in the following order:
    - General Mathematics (top of stack)
    - Algebra I
    - Geometry
    - Algebra II
    - Integrated Mathematics 1, 2, 3 (in order)
    - Summative High School Mathematics
  - Grades 4 through 11 test booklets (pack in same order as scorable documents)
  - Grades 4 through 11 *Directions for Administration*
  - Grade 3
    - Voided Book 1(CST) (top of stack)
    - Voided Book 2 (CAT/6 Survey)
    - Unused Book 1 (CST)
    - Unused Book 2 (CAT/6 Survey)
    - *Directions for Administration*
  - Grade 2
    - Voided Booklets (top of stack)
    - Unused Booklets
    - *Directions for Administration*
- Move to CAPA non-scorable materials
- Separate and discard all sets of Stimulus Cards.
  - Pack all CAPA Examiner’s Manuals on top of the Grade 2 CST materials.
- Place all voided answer folders on top of the CAPA materials.
- Place all original large-print and Braille booklets that have been transcribed to regular booklets on top of the voided answer folders.

**Table 11. Multiple-Choice Test and CAPA Materials to Return**

<b>Scorable Materials Boxes with Orange Labels</b> <i>Return to STAR Scoring Center, Iowa City</i>	<b>Non-scorable Materials Boxes with Green Labels</b> <i>Return to STAR Processing Center, Cedar Rapids</i>
<ul style="list-style-type: none"> <li>___ Completed Master File Sheet</li> <li>___ Completed School and Grade Identification Sheet (SGID)</li> <li>___ CAPA Answer Documents</li> <li>___ Used scorable test booklets (grades 2 &amp; 3)</li> <li>___ Used scorable answer documents</li> </ul>	<ul style="list-style-type: none"> <li>___ CAPA Examiner's Manuals</li> <li>___ Unused and voided scorable test booklets and answer documents (organized by grade)</li> <li>___ Unused non-scorable test booklets (organized by grade)</li> <li>___ <i>Directions for Administration</i> (organized by grade)</li> <li>___ Large-print and Braille test booklets and answer folders</li> </ul>

**Important:** If the district tests in separate test 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.

## **District STAR Coordinator Responsibilities—After Testing**

### **Documents for Students with IEPs Being Submitted as District Program** (See District Coordinator Responsibilities)

- Receive materials from non-public schools and verify that all materials have been returned.
- Receive answer documents for students with IEPs not attending their home schools, if the documents are to be scored as a district program using a school code of 0000001.
- Follow all test site coordinator steps to prepare cartons of district materials for return to the STAR Scoring and Processing Centers.

### **Preparing and Returning Material to Contractor**

- Receive materials from test site coordinators.
- Verify that all test booklets and Grade 2 *Directions for Administration* that were received in the district overage are being returned. These materials must be accounted for either in the school/test site materials to which they were distributed and the materials that remain in the district office.

- Ensure that materials are packed correctly by randomly checking school/test site cartons.
  - Ensure that a valid school code was entered on return address labels.
  - Randomly check materials to determine if materials were packed according to the directions in this manual. If not, correct the packing errors.
  - Verify that all demographic areas were completed on student answer documents.
  - Verify that SGID sheets were completed correctly and placed properly.
  - Verify that a Master File Sheet was completed for each site.
  - Verify that there are no test booklets labeled “Exempt,” “Not to be Scored” or “Do Not Include in Summary Data.” Remove any such labels, insert the documents into a correct grade level set of documents, and correct the SGID sheets, as needed.
  - Randomly check materials from additional sites. If in doubt about the accuracy of packing for a particular school/test site. Check that site’s materials.
- Separate cartons of documents to be scored (orange labels) from cartons of non-scorable materials (green labels).
- Complete the “2005 Standardized Testing and Reporting Request for Student Data File and Additional Reports” and place it on top of the materials in Box 1 of the district’s shipment of scorable materials.
- Fax a copy of the above form to the STAR Scoring Center at 1-319-358-4356 and retain a copy of district files.
- Complete district information on orange return address labels. Number all cartons sequentially beginning with the district program carton(s).
- Complete district information on green return address labels. Number all cartons sequentially beginning with the district non-scorable materials.
- Ensure that all unused materials in the district coverage are included with the non-scorable materials.
- Ship all cartons **no more than five working days after each test administration period.**

#### **Schedule Pick-Up for Both Scorable and Non-Scorable Materials**

- Read Instructions for Shipping and determine your designated freight carrier.
- Attach carrier labels to boxes ensuring that orange or green labels are completely visible.
- Contact the freight carrier whose telephone number is listed on the bill of lading to schedule pick-up of materials. Provide a contact name, number, address, pick-up hours, and pick-up location.

**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.

**Pick-up must be within five days of the last test date for each administration period.**

- Be present or designate someone to be present for pick-up.
- Have all boxes in the appropriate pick-up location.
- File copies of shipping paperwork.
- Confirm that the materials were picked up as scheduled. If not, call the STAR Technical Assistance Center at 1-800-955-2954 for assistance.

**Important:** The district coordinator is responsible for verifying that the district shipments have been picked up for return to the contractor.

# Early Assessment Program

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## Test Materials

California State University Early Assessment Program essay materials will be packaged in separate cartons and delivered with the Grade 11 CST materials. Schools/test sites will receive the same number of essays as Grade 11 California Standards Test booklets. EAP test materials include:

- *Directions for Administration of the Essay* (DFA)
- Response Booklets—Pre-ID or blank
- Essay Prompt Booklets (3 versions)
- District and Test Site Scorable Freight Kits (in magenta envelopes with pink checklists)
- District and Test Site Non-scorable Freight Kits (in yellow envelopes with yellow checklists)
- School and Grade Identification Sheets (SGID)
- CSU Writing Master File Sheet

## STAR Test Site Coordinator Responsibilities

### Before Testing

- Identify test examiners, proctors, and testing locations.
- Inventory materials when they are received from the district coordinator.
- Contact the district STAR coordinator to report any discrepancies or to request additional materials.
- Secure all materials.
- Schedule the essay administration. Allow 45 minutes. The essay may be administered throughout the day or on consecutive days if all periods do not meet every day and the essays are being completed in regular classes. **All essay administration must be completed by May 4.**
- Notify grade 11 students of the testing time and locations.
- Organize materials for testing locations. Sets must include a DFA, Response Booklets, and Essay Prompt Booklets.

### Immediately Before Testing

- Distribute sets of materials to test examiners.

### During Testing

- Monitor the essay administration.
- Answer any questions that may arise.

**Immediately After Testing**

- Collect all test materials.

**Package and Return Materials to District STAR Coordinator**

Use the original cartons in which materials were received to package and return materials to the district.

- Separate Response Booklets to be scored from all other documents.
- Complete the SGID (one for the school/test site).
- Paper band the SGID on top of all Response Booklets to be scored.
- Complete the CSU Writing Master File Sheet and place it on top of the banded set of booklets.
- Place the banded set of documents and the CSU Writing Master File Sheet into a carton.
- Record the school/test site information on a magenta return address label and affix it to the carton of Response Booklets to be scored.
- 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 non-scorable materials.
- Destroy all DFAs and unused Response Booklets.
- Return the cartons of scorable and non-scorable materials to the district STAR coordinator the day after the essays are administered but **no later than May 5**.

**Table 12. Early Assessment of Readiness for College Materials to Return**

<p><b>Early Assessment of Readiness for College English: Essay Scorable Materials Boxes with Magenta Labels</b></p> <p><i>Return to STAR Scoring Center, Iowa City, Iowa</i></p>	<p><b>Early Assessment of Readiness for College English: Essay Non-scorable Materials Boxes with Yellow Labels</b></p> <p><i>Return to STAR Processing Center, Cedar Rapids, Iowa</i></p>
<p>___ Completed CSU Writing Master File Sheet</p> <p>___ Completed School and Grade Identification Sheet (SGIDs) banded with Response Booklets to be scored</p>	<p>___ Essay Prompt Booklets</p> <p>___ Voided Response Booklets</p>

**District STAR Coordinator Responsibilities—After Testing**

- Receive materials from test site coordinators.
- Ensure that materials are packed correctly.
- Separate cartons of essays to be scored from cartons of non-scorable materials.
- Complete district information on magenta return address labels.
- Complete district information on yellow return address labels.
- Ship all cartons **no later than May 6.**