



## DIRECTIONS FOR ADMINISTRATION

### Test Examiner and Proctor Responsibilities

Completing **all** of the following steps will help ensure that no testing irregularities occur and that your students' test results will be valid.

- Review the materials before testing to ensure that you have all required materials, including both student and examiner materials. (See page 3 of this manual.)
- If the students' answer documents were pre-identified (Pre-ID'd), check each answer document for a bar code label in Section 2. Distribute each answer document **only to the student whose name is under the bar code**.
- Ensure that students have and use **only** No. 2 pencils.
- Ensure that students complete Section 1 on their answer documents before beginning testing.
- Ensure that students **write their first and last names on the front cover of their test booklets**.
- Ensure that students **mark the grade 6 test booklet version number in the "Número de versión para Lengua y literatura y Matemáticas" box** inside their answer documents.
- Ensure that each student receives the correct grade 6 test booklet and answer document each day of testing.
- Administer each test part according to the schedule provided by your test site coordinator, and ensure that you have enough time to complete each test part in a single sitting.**
- Read** the directions in the "**SAY**" boxes to students **exactly as they are printed**. They are in Spanish.
- Actively supervise students while they are working on the tests.
- Collect and account for all test booklets and answer documents **before dismissing** any students each day.



**CHECKLISTS**

Complete the following checklists to ensure that you have taken all necessary steps in preparation for administering the Standards-based Tests in Spanish (STS).

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

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

**SCHOOL TESTING SCHEDULE**

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

Day and Date	Time	Test to Administer
Monday, April 9	9:00 – 10:25	STS for RLA – Part 1
Tuesday, April 10	9:00 – 10:25	STS for RLA – Part 2
Wednesday, April 11	9:00 – 10:15	STS for Math – Part 1

**2012 STS Testing Schedule**



Day and Date	Time	Test to Administer

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



STANDARDS-BASED TESTS IN SPANISH  
DIRECTIONS FOR ADMINISTRATION  
GRADE 6

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## **TESTING CAUTIONS**

### **Test Security**

Each person who has access to STAR test materials, including Standards-based Tests in Spanish (STS) materials, must sign a security affidavit before receiving any student test materials. If you have not signed a security affidavit, contact your STAR test site coordinator immediately.

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

### **Do**

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

### **Do Not**

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

### **Testing Problems**

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

Test administration errors include, but are not limited to:

- Failure to administer the tests according to the directions in this manual.
- Randomly distributing Pre-ID answer documents rather than distributing each answer document to the student listed on the bar code.
- Not having students complete version information.

Testing irregularities include, but are not limited to:

- Failure to maintain test security (see Test Security section above).
- Leaving informational materials on the walls in the testing room.
- “Coaching” students (anything that may indicate correct or incorrect answers).
- Changing students’ answers on answer documents.
- Allowing students to have additional unauthorized materials during testing.

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

<p><b>DO NOT CALL THE CDE TO REPORT CHEATING.</b></p>
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## TEST ADMINISTRATION TIMES

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

**Table 1. Estimated Test Administration Times**

Subtest	Total No. of Items	Estimated Time*
Standards-based Test in Spanish: Reading/Language Arts	81	Part 1: 85 minutes Part 2: 85 minutes
Standards-based Test in Spanish: Mathematics	71	Part 1: 75 minutes Part 2: 75 minutes

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

### Schedules and Breaks

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

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

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

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

**Do not begin a test part unless there is enough time to complete it in one sitting**  
(with the exceptions described on the following page).

Some students may have an IEP or a Section 504 plan that allows for breaks within a test part. Your STAR test site coordinator may ask you to provide this accommodation for specific students. If you are testing students who you think will require more time than is shown, work with the test site coordinator to plan an appropriate schedule.

## **TEST MATERIALS**

### **Test Examiner Materials**

- Standards-based Tests in Spanish *Directions for Administration* (this manual).
- Grade 6 STS test booklet for demonstration.
- Grade 6 answer document for demonstration.

### **School Provides**

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

**NOTE:** If you are testing students who are being assessed using sign (e.g., American Sign Language), overhead transparencies of the sample questions from the student test booklet are available from your STAR test site coordinator.

### **Student Materials**

- Grade 6 STS test booklet.
- Grade 6 answer document (blank or Pre-ID).

### **School Provides**

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

**NOTE:** Students may use highlighters in test booklets.

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

### **NOTES:**

- For purposes of field-testing new questions, the set of grade 6 test booklets provided to your classroom contains multiple versions.
- The order of the test booklet versions must be maintained. **Do not** reorder or sort the different versions before distributing the test booklets to the students.
- Ensure that every student **marks the test booklet version number in the “Número de versión para Lengua y literatura y Matemáticas” box inside the answer document** and prints his or her first and last names on the test booklet cover.

## WHO TAKES THE STS?

### Students Who Take the STS

The multiple-choice STS tests are to be administered to Spanish-speaking English learners in grades 2 through 11 in California public schools.

The test is required for **English learners who:**

- Will have been enrolled in a school in the United States less than 12 cumulative months on the first day of testing; or
- Are receiving instruction in Spanish regardless of the length of time they have been enrolled in a school in the United States.

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

### Students Who Do Not Take the STS

Students in grades 2 through 11 do **not take the STS if they are:**

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

**If students with the qualifications listed in the bullets directly above take the STS, their tests will NOT be scored.**

## WHAT TO DO

### Before the Test

- Attend** the pre-test training session held by the STAR test site coordinator.
- Find out where** students who require extra time to finish the STS are to go and who will supervise the extended session. Enter this information on the School Testing Schedule (page iii) and on the first page of directions for each STS (page 11 for Reading/Language Arts, page 19 for Mathematics).
- Review students' IEPs and Section 504 plans for appropriate accommodations and/or modifications.** Also, determine which students will use allowable test variations. Check with your test site coordinator to determine where these students will be tested.
- Confirm** where to pick up and return materials each day of testing.
- Plan a quiet activity** for each testing session for students who finish early. The activity should not be related to the test being given. Students may work on assignments for unrelated subjects, read library books, and so forth.
- If your district used the Pre-ID Service**, student name and other information will be printed in the bar code box (Section 2) on the front page of each answer document. If your district ordered adhesive bar code labels, you may be asked to affix the labels to student answer documents.

Your STAR test site coordinator may instruct **you** to complete specific demographic information on each student's answer document (e.g., information not included in the Pre-ID file or for students who did not receive a Pre-ID answer document). In this event, see Appendix B, "Completing the Demographic Information on Answer Documents" (on page 29).

Alternatively, your STAR test site coordinator may instruct you to have **students** mark specific demographic information on their answer documents on the day prior to testing and instruct you to complete the remaining demographic information. In this event, find the directions in Appendix C, "Directions for Completing Student Information" (on page 42), and tab the page for easy reference.

- If your district did not use the Pre-ID Service**, all demographic data must be hand-marked on each student's answer document. See Appendix B, "Completing the Demographic Information on Answer Documents" (on page 29), and, if appropriate, Appendix C, "Directions for Completing Student Information" (on page 42).

### Day Before Testing

- Read** the *Directions for Administration* (this manual).
- Flag** the page in this manual where you will begin on the first day of testing.
- Flag** the page in this manual where you will begin each testing session.
- Identify** students who will not be tested because they have been exempted by a parent/guardian (exemption letters must be on file with the principal/school administrator or in the students' records).
- Students who are not being tested may not be in the room where a test is being administered.** Find out where to send these students during testing and prepare appropriate assignments for them as needed.
- Give** the test site coordinator the answer documents for students who will not be tested.
- Make sure the physical conditions in the testing room are satisfactory.** Students should be seated so that there is enough space between them to minimize opportunities to look at each other's work. On testing days, post a "Testing—Do Not Disturb" sign on the door. **If you are testing more than 25 students in a classroom, it is recommended that a proctor help you supervise testing.**
- Make sure that no instructional materials directly related to the content of the tests are visible to students.** Inappropriate materials include, but are not limited to, vocabulary or spelling lists and tables of mathematical facts or formulas. All such materials must be removed or covered during the testing session.
- Verify** that all testing materials are assembled and ready. (See page 3.)

### During Testing

- Encourage** students to do their best.
- Make sure students clear their desks** of and stow away all books, electronic devices, and other materials not needed for the test.
- Distribute answer documents and test booklets only to students whose names are on them. On the first day of testing, distribute blank test booklets and answer documents to students with no Pre-ID test materials.**
- Make sure** students have and use **only** No. 2 pencils.
- Make sure students mark the correct grade-level test booklet version number inside their answer documents.**
- Make sure** students complete Section 1 on their answer documents and print their first and last names on the front cover of their test booklets.
- Read all “SAY” boxes exactly as they are written**, using a natural tone and manner. If necessary, explain the directions, but do not give help on specific test questions.
- If you make a mistake in reading a direction or sample question, stop and say, **“No, eso es incorrecto. Escuchen otra vez”**. Then read the direction or sample question again.
- Check periodically** to make sure that students **are working on the correct test part and following instructions.**

### After Testing Each Day

- Count all test booklets and answer documents **BEFORE** allowing any student to leave the testing room.
- Verify** that you have collected all answer documents, test booklets, pencils, and scratch paper.
- Keep each student’s answer document with his or her test booklet until you have verified that all students have:
  - printed their first and last names on their test booklets.
  - marked the correct test booklet version number in the “Número de versión para Lengua y literatura y Matemáticas” box inside their answer documents.
- Before returning materials to the test site coordinator, mark any applicable circle(s) in Sections A2 and A3 in the Standards-based Test in Spanish column on the back cover of students’ answer documents. See **Accommodations and Modifications for Students with IEPs or Section 504 Plans: Key Sections** (Appendix A) and **Guide to Answer Document Sections A2 and A3** (on the inside back cover of this manual). Confirm with your test site coordinator that you have marked all applicable circles.
- Standards-based Tests in Spanish booklets are **secure** materials. **Return** all test booklets (including your demonstration booklet), answer documents, and scratch paper to your STAR test site coordinator each day **immediately** after testing has been completed.

## FIRST DAY OF TESTING

- Materials required for each student:
  - Two No. 2 pencils with erasers (plus extras).
  - Grade 6 answer document.
  - Grade 6 test booklet.
  - A piece of scratch paper (if administering the STS for Mathematics first).

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

- Each part of the test must be administered in a single sitting, **with no breaks**, unless the student has an IEP or a Section 504 plan that allows for breaks during testing.
- Ensure that students who have accommodations and/or modifications** specified in their IEPs and/or Section 504 plans receive the appropriate accommodations and/or modifications. Also ensure that students who are eligible for test variations receive the appropriate variations.
- Check each answer document for the student’s name.** Be sure that each student receives the answer document with his or her name on it. **It is essential that no student use an answer document that is identified with the name of another student.**
- Read** directions in “**SAY**” boxes **exactly as they are printed.**
- Make certain you have a copy of the grade 6 test booklet and answer document for demonstration purposes.
- If the students did not complete demographic information on their answer documents prior to testing, print the names of the test examiner (examinador/a), school (escuela), and district (distrito escolar) on the board. The test examiner name is the name of the person administering the test.

### IF YOUR CLASS COMPLETED DEMOGRAPHIC INFORMATION ON THE ANSWER DOCUMENTS PRIOR TO TESTING:

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

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

**SAY** **Ahora les voy a dar a cada uno su hoja de respuestas. No abran la hoja de respuestas ni escriban nada hasta que les indique.**

Give each student the grade 6 answer document **with his or her name on it.** If you do not have an answer document with a student’s name in Section 1, give the student a blank answer document.

**SAY** **En la página que queda al frente de su hoja de respuestas, miren la información escrita en la Sección 1. Asegúrense de que sus nombres estén escritos en el recuadro o que el recuadro esté en blanco. Si tienen el nombre de otra persona, levanten la mano.**

Use the demonstration answer document to show students where to look. Check the answer documents for students who raised their hands. Each student must have the answer document **with his or her name on it.**

If you are able to locate the correct answer document for all students, go to the section **Name on Front Cover of Test Booklets** on the following page and continue reading all instructions.

**Do the following ONLY if you must give a student a blank answer document:**

- Go to the section **Student Name** at the bottom of this page.
- Read the sections **Student Name** and **Test Examiner, School, and District** only for the student(s) with a blank answer document.  
(Note: All demographic information will need to be hand-marked on the answer document(s) after testing is completed.)
- Continue reading instructions from **Name on Front Cover of Test Booklets** to ALL students.

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

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

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

**SAY Ahora les voy a dar a cada uno su hoja de respuestas. No abran la hoja de respuestas ni escriban nada hasta que les indique.**

Give each student the grade 6 answer document **with his or her name on it**. If you do not have a Pre-ID answer document for a student, give the student a blank answer document. If you must give a student a blank answer document, all demographic information must be hand-marked on that answer document after testing is completed.

**SAY En la página que queda al frente de su hoja de respuestas, miren la información escrita en la Sección 2. El recuadro a la izquierda tiene líneas discontinuas. Asegúrense de que sus nombres estén escritos en el recuadro o que el recuadro esté en blanco. Si tienen el nombre de otra persona, levanten la mano.**

Use the demonstration answer document to show students where to look. Check the answer documents for students who raised their hands. Each student must have the answer document **with his or her name on it**.

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

**Student Name (Nombre y apellido del estudiante)**

**SAY Busquen la Sección 1 en la parte superior, donde dice “Nombre y apellido del estudiante”. En ese recuadro escriban sus nombres con letra de molde.**

Give help as needed.

***Test Examiner, School, and District (Examinador/a, Escuela, Distrito escolar)***

**SAY** En el recuadro que dice “Examinador/a”, escriban mi nombre con letra de molde. En el recuadro que dice “Escuela”, escriban el nombre de nuestra escuela con letra de molde. En el recuadro que dice “Distrito escolar”, escriban el nombre de nuestro distrito escolar con letra de molde.

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

***Name on Front Cover of Test Booklets***

For purposes of field-testing new questions, the set of test booklets provided to your classroom contains multiple versions. Do **not** reorder or sort the different versions before you hand out the test booklets to students. It is essential that each student receive the same test booklet each day of testing.

**SAY** Les voy a dar a cada uno su folleto de prueba. No abran el folleto de prueba ni escriban nada hasta que les indique.

Distribute the grade 6 test booklets to students.

**SAY** Escriban sus nombres con letra de molde en la línea que está en la parte superior de la portada del folleto de prueba.

Pause while students print their names on their test booklets.

***Version Number (Número de versión)***

**SAY** Abran la hoja de respuestas. Miren la portada del folleto de prueba. En la parte superior derecha van a ver la palabra “Versión” seguida por un número.  
En la hoja de respuestas, encuentren el recuadro que dice “Número de versión para Lengua y literatura y Matemáticas”. Marquen el número de versión del folleto de prueba en el círculo correspondiente en la hoja de respuestas.

Pause while students mark the version number circle. Give help as needed. **It is very important that the version number on the test booklet be marked accurately in the answer document. Circulate through the classroom to make sure students printed their names on their test booklets and are marking the version number correctly.**

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



## STANDARDS-BASED TEST IN SPANISH: READING/LANGUAGE ARTS DIRECTIONS FOR ADMINISTRATION

- This test is **untimed**.
  - Students needing more time are to be escorted to \_\_\_\_\_.
- Materials required for each student:
  - Two No. 2 pencils with erasers (plus extras).
  - Grade 6 answer document.
  - Grade 6 test booklet.

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

- Each part of the test must be administered in a single sitting, **with no breaks**, unless the student has an IEP or a Section 504 plan that allows for breaks during testing.
- Ensure that students who have accommodations and/or modifications** specified in their IEPs and/or Section 504 plans receive the appropriate accommodations and/or modifications. Also ensure that students who are eligible for test variations receive the appropriate variations.
- Read** directions in “**SAY**” boxes **exactly as they are printed**.
- Test questions, answer choices, and passages may be read to students **ONLY** in cases in which the student has an IEP or a Section 504 plan that specifies these modifications.
- Make certain you have a copy of the grade 6 test booklet and answer document for demonstration purposes.

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

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

**SAY** Les voy a dar a cada uno su folleto de prueba y su hoja de respuestas. No abran el folleto de prueba o la hoja de respuestas ni escriban nada hasta que les indique.

Give each student two No. 2 pencils with erasers and the grade 6 test booklet and answer document **with his or her name on them**. Students should already have marked the student-identification information on their answer documents.

**SAY** Miren la portada del folleto de prueba. Asegúrense de que sus nombres estén escritos en la parte superior de la portada. Si sus nombres no están escritos ahí, levanten la mano.

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

**SAY** Ahora miren el nombre en la Sección 1 en la página que queda al frente de la hoja de respuestas. Si sus nombres no están escritos ahí, levanten la mano.

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

**SAY** Hoy vamos a tomar una prueba que mostrará cuánto han aprendido. Algunas de las preguntas serán fáciles y otras serán difíciles. No se preocupen por las que parecen difíciles—contesten lo mejor que puedan y traten de responder a todas las preguntas.

**Abran la hoja de respuestas.**

If students have already marked the circle for their test booklet version number, go to the third unshaded SAY box on this page and continue reading the directions.

If students have NOT marked the circle for their test booklet version number, read the directions in the following SAY box.

**SAY** Miren la portada del folleto de prueba. En la parte superior derecha van a ver la palabra “Versión” seguida por un número. En la hoja de respuestas, encuentren el recuadro que dice “Número de versión para Lengua y literatura y Matemáticas”. Marquen el número de versión del folleto de prueba en el círculo correspondiente en la hoja de respuestas.

Pause while students mark the version number circle. Give help as needed. **It is very important that the version number on the test booklet be marked accurately in the answer document.**

When students have finished,

**SAY** Miren la página izquierda en su hoja de respuestas. Encuentren la sección llamada “Lengua y literatura”, donde está el dibujo de un papel y un lápiz dentro de un círculo.

Hold up an answer document with the STS—Lengua y literatura/STS for Reading/Language Arts section facing students. **Check that all students are in the correct place in their answer documents.**

**SAY** Abran su folleto de prueba a la Parte 1 de la Prueba de lengua y literatura a la página 1. Busquen el dibujo de un papel y un lápiz dentro de un círculo en la parte superior de la página.

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

**SAY** Busquen las instrucciones en la parte superior de la página. Léanlas en silencio mientras que yo las leo en voz alta. *“Lee cada lectura. Luego lee cada pregunta acerca de la lectura. Decide cuál es la mejor respuesta para la pregunta. Marca el espacio para la respuesta que escogiste”*.

### Sample Questions (Page 1)

**SAY** Lean en silencio la lectura llamada “El regreso del cóndor”.

Pause about two minutes while students read the sample passage.

**SAY** Ahora miren el ejemplo A. Léanlo en silencio mientras que yo lo leo en voz alta. *“Según la lectura, ¿cuál es el tema principal?*  
*A la distancia que vuelan los cóndores*  
*B la búsqueda de alimentos para los cóndores*  
*C la ley que reduce el número de cóndores*  
*D la conservación de los cóndores”*  
¿Cuál es la respuesta correcta?

Pause for replies.

**SAY** Correcto, la respuesta correcta es *“(D) la conservación de los cóndores”*. Rellenen el círculo para la opción D en el recuadro sombreado de ejemplos en la sección llamada “Lengua y literatura” en la hoja de respuestas. ¿Tienen alguna pregunta?

Answer all questions.

**SAY** Ahora miren el ejemplo B. Léanlo en silencio. Rellenen el círculo para la respuesta en el recuadro sombreado de ejemplos en la hoja de respuestas.

Pause while students mark their answers.

**SAY** ¿Cuál es la respuesta correcta?

Pause for replies.

**SAY** Correcto, la respuesta correcta es “(F) Es un ave magnífica que debemos salvar”. Si no rellenaron el círculo para la opción “(F) Es un ave magnífica que debemos salvar”, rellenen este círculo. Borren cualquier otro círculo de las respuestas que hayan marcado. ¿Tienen alguna pregunta?

Answer all questions.

## Part 1

**SAY** Ahora pasen a la página 2 (página 3 en formato grande) de su folleto de prueba. Cada uno de ustedes va a leer el resto de las lecturas y van a responder de la pregunta 1 a la 45. Cuando terminen esta página, sigan trabajando hasta que terminen la pregunta número 45 y vean la señal de PARAR. No se adelanten a otras páginas. Si quieren, pueden usar sus lápices para subrayar información o hacer anotaciones en el folleto de prueba. ¿Tienen alguna pregunta?

Answer all questions.

**SAY** Si no están seguros de cuál es la respuesta correcta, contesten lo mejor que puedan, pero no dediquen demasiado tiempo a ninguna pregunta. Si terminan la Parte 1 antes de tiempo, pueden revisar su trabajo solamente en esta parte. Después de haber revisado su trabajo, pueden cerrar el folleto de prueba y la hoja de respuestas. Si quieren, pueden hacer otra actividad en silencio hasta que se termine esta sesión. ¿Tienen alguna pregunta?

Answer all questions. Repeat instructions if necessary.

**SAY** Asegúrense de comenzar en el número uno en su hoja de respuestas, en la sección de lengua y literatura, donde está el dibujo de un papel y un lápiz dentro de un círculo. Ahora pueden empezar a trabajar.

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

After all students have closed their test booklets or after approximately 75 minutes have passed,

**SAY ¿Han terminado la Parte 1 de la prueba? Si no han terminado la Parte 1, les daré más tiempo.**

**Asegúrense de que hayan marcado todas las respuestas claramente en su hoja de respuestas y de que hayan borrado por completo las rayas o marcas no deseadas. Cierren su folleto de prueba para que la portada quede hacia arriba. Luego cierren sus hojas de respuestas y pónganlas sobre el folleto de prueba.**

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

**If you are giving Part 2 after a break,**

**SAY Ahora vamos a tomar un descanso.**

Be sure to secure the testing materials if you leave the room during the break. (See the bulleted text on page 2 of this manual.) Begin Part 2 immediately after the break.

**If you are giving Part 2 on another testing day,**

After the students who have not finished Part 1 have left the room, collect the test booklets with the answer documents together. Then collect the pencils. Before dismissing the remaining students, count and compare the sets of test booklets and answer documents to ensure that all have been turned in and that you have both a test booklet and an answer document for each student. DO NOT separate the test booklets and answer documents.

Note the students for whom special conditions, accommodations, and/or modifications applied. Record the appropriate information on each student's answer document in Sections A2 and/or A3 after STS for Reading/Language Arts testing is completed.

Return all test materials to your STAR test site coordinator.

## Part 2

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

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

**SAY** Les voy a dar a cada uno su folleto de prueba y sus hojas de respuestas. No abran el folleto de prueba o la hoja de respuestas ni escriban nada hasta que les indique.

Give each student two No. 2 pencils with erasers and the grade 6 test booklet and answer document with his or her name on them.

**SAY** Miren la portada del folleto de prueba. Asegúrense de que sus nombres estén escritos sobre la línea en la parte superior de la portada. Si su nombre no está escrito en la portada, levanten la mano.

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

**SAY** Ahora miren el nombre en la Sección 1 en la página que queda al frente de la hoja de respuestas. Si sus nombres no están escritos ahí, levanten la mano.

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

**SAY** Ahora continuaremos con la Parte 2 de la Prueba de los estándares de lengua y literatura de California. Recuerden que algunas de las preguntas serán fáciles y otras serán difíciles. No se preocupen por las que parecen difíciles—contesten lo mejor que puedan.  
Ahora abran su folleto de prueba a la página 1 y repasen los ejemplos A y B.

Pause while students review the sample questions.

**SAY** Ahora pasen a la Parte 2 en la página 34 (página 50 en formato grande) de su folleto de prueba, donde está el dibujo de un papel y un lápiz dentro de un círculo en la parte superior de la página.

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

**SAY** Busquen las instrucciones en la parte superior de la página. Léanlas en silencio mientras que yo las leo en voz alta. *“Lee cada lectura. Luego lee cada pregunta acerca de la lectura. Decide cuál es la mejor respuesta para la pregunta. Marca el espacio para la respuesta que escogiste”.*

¿Tienen alguna pregunta?

Answer all questions.

**SAY** Abran su hoja de respuestas y busquen la sección llamada “Lengua y literatura”. Busquen el dibujo de un papel y un lápiz dentro de un círculo en la parte superior de la página.

Hold up an answer document with the STS—Lengua y literatura/STS for Reading/Language Arts section facing students. **Check that all students are in the correct place in their answer documents.**

**SAY** Lean las lecturas y respondan de la pregunta 46 a la 81. Sigán trabajando hasta que terminen la pregunta número 81 y vean la señal de PARAR. No se adelanten a otras partes del folleto de prueba. Si quieren, pueden usar sus lápices para subrayar información o hacer anotaciones en su folleto de prueba.

Si terminan antes de tiempo, pueden revisar su trabajo sólo para la Parte 2. Después de haber revisado su trabajo, pueden cerrar el folleto de prueba y la hoja de respuestas. Si quieren, pueden hacer otra actividad en silencio hasta que se termine esta sesión. ¿Tienen alguna pregunta?

Answer all questions. Repeat instructions if necessary.

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

**SAY** Asegúrense de comenzar en el número 46 en su hoja de respuestas, en la sección de lengua y literatura, donde está el dibujo de un papel y un lápiz dentro de un círculo. Ahora pueden empezar a trabajar.

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

After all students have closed their test booklets or after approximately 75 minutes have passed,

**SAY** ¿Han terminado la Parte 2 de la prueba? Si no han terminado la prueba, les daré más tiempo.

**Asegúrense de que hayan marcado todas las respuestas claramente en su hoja de respuestas y de que hayan borrado por completo las rayas o marcas no deseadas. Cierren su folleto de prueba para que la portada quede hacia arriba. Luego cierren sus hojas de respuestas y pónganlas sobre el folleto de prueba.**

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

After the students who have not finished Part 2 have left the room, collect the test booklets with the answer documents together. Then collect the pencils. Before dismissing the remaining students, count and compare the sets of test booklets and answer documents to ensure that all have been turned in and that you have both a test booklet and an answer document for each student. **DO NOT** separate test booklets and answer documents until testing is completed and the answer documents have been checked to **verify that the correct test booklet version number is marked inside each answer document.**

Before returning materials to the test site coordinator, mark any applicable circle(s) in Sections A2 and A3 in the Standards-based Tests in Spanish RLA column on the back cover of students' answer documents. See **Accommodations and Modifications for Students with IEPs or Section 504 Plans: Key Sections** (Appendix A) and **Guide to Answer Document Sections A2 and A3** (on the inside back cover of this manual). Confirm with your test site coordinator that you have marked all applicable circles.

Return all test materials to your STAR test site coordinator.



**STANDARDS-BASED TEST IN SPANISH:  
MATHEMATICS  
DIRECTIONS FOR ADMINISTRATION**

- This test is **untimed**.
  - Students needing more time are to be escorted to \_\_\_\_\_.
- Materials required for each student:
  - Two No. 2 pencils with erasers (plus extras).
  - Grade 6 answer document.
  - Grade 6 test booklet.
  - Scratch paper—scratch paper may be lined, unlined, or graph paper. **Used scratch paper is secure and must be returned to the STAR test site coordinator.**

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

- Each part of the test must be administered in a single sitting, **with no breaks**, unless the student has an IEP or a Section 504 plan that allows for breaks during testing.
- Ensure that students who have accommodations and/or modifications** specified in their IEPs and/or Section 504 plans receive the appropriate accommodations and/or modifications. Also ensure that students who are eligible for test variations receive the appropriate variations.
- Read** directions in “**SAY**” boxes **exactly as they are printed**.
- Test questions and answer choices may be read to students **ONLY** in cases in which the student has an IEP or a Section 504 plan that specifies this accommodation.
- Make certain you have a copy of the grade 6 test booklet and answer document for demonstration purposes.

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

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

**SAY** Les voy a dar a cada uno su folleto de prueba y su hoja de respuestas. No abran el folleto de prueba o la hoja de respuestas ni escriban nada hasta que les indique.

Give each student two No. 2 pencils with erasers and the grade 6 test booklet and answer document **with his or her name on them**. Students should already have marked the student-identification information on their answer documents.

**SAY** Miren la portada del folleto de prueba. Asegúrense de que sus nombres estén escritos en la parte superior de la portada. Si sus nombres no están escritos ahí, levanten la mano.

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

**SAY** Miren el nombre en la Sección 1 en la página que queda al frente de la hoja de respuestas. Si sus nombres no están escritos ahí, levanten la mano.

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

**SAY** Hoy vamos a tomar una prueba que mostrará cuánto han aprendido. Algunas de las preguntas serán fáciles y otras serán difíciles. No se preocupen por las que parecen difíciles—contesten lo mejor que puedan y traten de responder a todas las preguntas.

Les voy a dar un papel en blanco. Si necesitan espacio para resolver los problemas, pueden usar los espacios en blanco en el folleto de prueba o también el papel en blanco.

Distribute the scratch paper.

**SAY** Abran la hoja de respuestas.

If students have already marked the circle for their test booklet version number, go to the first SAY box on the following page and continue reading the directions.

If students have NOT marked the circle for their test booklet version number, read the directions in the following SAY box.

**SAY** Miren la portada del folleto de prueba. En la parte superior derecha van a ver la palabra “Versión” seguida por un número. En la hoja de respuestas, encuentren el cuadro que dice “Número de versión para Lengua y literatura y Matemáticas”. Marquen el número de versión del folleto de prueba en el círculo correspondiente en la hoja de respuestas.

Pause while students mark the version number circle. Give help as needed. **It is very important that the version number on the grade 6 test booklet be marked accurately in the answer document.**

When students have finished,

**SAY** Miren la página izquierda en su hoja de respuestas. Encuentren la sección llamada “Matemáticas”, donde está el dibujo de un número uno, un número dos y un número tres dentro de un círculo.

Hold up an answer document with the STS—Matemáticas/STS for Mathematics section facing students. Check that all students are in the correct place in their answer documents.

**SAY** Abran su folleto de prueba a la Parte 1 en la página 52 (página 78 en formato grande) de la Prueba de matemáticas. Busquen el dibujo de un número uno, un número dos y un número tres dentro de un círculo en la parte superior de la página.

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

**SAY** Busquen las instrucciones en la parte superior de la página. Léanlas en silencio mientras que yo las leo en voz alta. “*Lee cada pregunta y escoge la mejor respuesta. Luego marca el espacio para la respuesta que escogiste*”.

### Sample Question (Page 52)

**SAY** Ahora miren el ejemplo en el recuadro. Lean el ejemplo en silencio mientras que yo lo leo en voz alta. “*¿Qué valor de  $n$  hace verdadera la siguiente ecuación?  $n$  más ocho es igual a doce.*

*A dos tercios*

*B tres medios*

*C cuatro*

*D veinte*”

*¿Cuál es la respuesta correcta?*

Pause for replies.

**SAY** Correcto, la respuesta correcta es: “(C) cuatro”. Rellenen el círculo para la opción (C) en el recuadro sombreado del ejemplo en la sección llamada “Matemáticas” en la hoja de respuestas. ¿Tienen alguna pregunta?

Answer all questions.

## Part 1

**SAY** Ahora van a responder de la pregunta 1 a la 35. Si no están seguros de cuál es la respuesta correcta, contesten lo mejor que puedan, pero no dediquen demasiado tiempo a ninguna pregunta. Sigán trabajando hasta que terminen la pregunta número 35 y vean la señal de PARAR. No se adelanten a otras páginas.

Recuerden, si necesitan espacio para resolver los problemas, usen los espacios en blanco en el folleto de prueba o el papel en blanco que les he dado. Durante la prueba, levanten la mano si necesitan más papel en blanco. Asegúrense de marcar el círculo para sus respuestas en la hoja de respuestas.

Si terminan la Parte 1 antes de tiempo, pueden revisar su trabajo solamente en esta parte. Después de haber revisado su trabajo, pueden cerrar el folleto de prueba y la hoja de respuestas. Si quieren, pueden hacer otra actividad en silencio hasta que se termine esta sesión. ¿Tienen alguna pregunta?

Answer all questions. Repeat instructions if necessary.

**SAY** Asegúrense de comenzar en el número uno en su hoja de respuestas, en la sección de matemáticas, donde está el dibujo de un número uno, un número dos y un número tres dentro de un círculo. Ahora pueden empezar a trabajar.

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

After students have closed their test booklets or after approximately 65 minutes have passed,

**SAY** ¿Han terminado la Parte 1 de la prueba? Si no han terminado la Parte 1, les daré más tiempo.

Asegúrense de que hayan marcado todas las respuestas claramente en su hoja de respuestas y de que hayan borrado por completo las rayas o marcas no deseadas. Cierren su folleto de prueba para que la portada quede hacia arriba. Luego cierren sus hojas de respuestas y pónganlas sobre el folleto de prueba.

This is the end of Part 1 of the STS for Mathematics. Students who have not finished Part 1 must be allowed to do so. Have an adult escort the students who need more time to finish to the quiet room set up by the STAR test site coordinator.

**If you are giving Part 2 after a break,**

**SAY** Ahora vamos a tomar un descanso.

Be sure to secure the testing materials if you leave the room during the break. (See the bulleted text on page 2 of this manual.) Begin Part 2 immediately after the break.

**If you are giving Part 2 on another testing day,**

After the students who have not finished Part 1 have left the room, collect the scratch paper. The scratch paper must be given to the STAR test site coordinator.

Collect the test booklets with the answer documents together. Then collect the pencils. Before dismissing the remaining students, count and compare the sets of test booklets and answer documents to ensure that all have been turned in and that you have both a test booklet and an answer document for each student. DO NOT separate the test booklets and answer documents.

Note the students for whom special conditions, accommodations, and/or modifications applied. Record the appropriate information on each student's answer document in Sections A2 and/or A3 after STS for Mathematics testing is completed.

Return all test materials to your STAR test site coordinator.

## Part 2

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

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

**SAY** Les voy a dar a cada uno su folleto de prueba, hoja de respuestas y un papel en blanco. No abran el folleto de prueba o la hoja de respuestas ni escriban nada hasta que les indique.

Give each student two No. 2 pencils with erasers, scratch paper, and the grade 6 test booklet and answer document **with his or her name on them.**

**SAY** Miren la portada del folleto de prueba. Asegúrense de que sus nombres estén escritos sobre la línea en la parte superior de la portada. Si sus nombres no están escritos en la portada, levanten la mano.

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

**SAY** Ahora miren el nombre en la Sección 1 en la página que queda al frente de la hoja de respuestas. Si sus nombres no están escritos ahí, levanten la mano.

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

**SAY** Ahora van a tomar la Parte 2 de la Prueba de los estándares de matemáticas de California. Recuerden que algunas de las preguntas serán fáciles y otras serán difíciles. No se preocupen por las que parecen difíciles—contesten lo mejor que puedan.  
Ahora abran su folleto de prueba a la página 52 (página 78 en formato grande) y repasen el ejemplo.

Pause while students review the sample question.

**SAY** Ahora pasen a la Parte 2 en la página 60 (página 86 en formato grande) de su folleto de prueba, donde está el dibujo de un número uno, un número dos y un número tres dentro de un círculo en la parte superior de la página.

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

**SAY** Busquen las instrucciones en la parte superior de la página. Léanlas en silencio mientras que yo las leo en voz alta. *“Lee cada pregunta y escoge la mejor respuesta. Luego marca el espacio para la respuesta que escogiste”*.  
¿Tienen alguna pregunta?

Answer all questions.

**SAY** Abran su hoja de respuestas y busquen la sección llamada “Matemáticas”. Busquen el dibujo de un número uno, un número dos y un número tres dentro de un círculo.

Hold up an answer document with the STS—Matemáticas/STS for Mathematics section facing students. Check that all students are in the correct place in their answer documents.

**SAY** Ahora van a responder de la pregunta 36 a la 71. Sigán trabajando hasta que terminen la pregunta número 71 y vean la señal de PARAR. No se adelanten a otras partes del folleto de prueba.

Recuerden, si necesitan espacio para resolver los problemas, usen los espacios en blanco en el folleto de prueba o el papel en blanco. Durante la prueba, levanten la mano si necesitan más papel en blanco. Asegúrense de marcar el círculo para sus respuestas en la hoja de respuestas.

Si terminan antes de tiempo, pueden revisar su trabajo sólo para la Parte 2. Después de haber revisado su trabajo, pueden cerrar el folleto de prueba y la hoja de respuestas. Si quieren, pueden hacer otra actividad en silencio hasta que se termine esta sesión. ¿Tienen alguna pregunta?

Answer all questions. Repeat instructions if necessary.

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

**SAY** Asegúrense de comenzar en el número 36 en su hoja de respuestas, en la sección de matemáticas, donde está el dibujo de un número uno, un número dos y un número tres dentro de un círculo. Ahora pueden empezar a trabajar.

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

After all students have closed their test booklets or after approximately 65 minutes have passed,

**SAY** ¿Han terminado la Parte 2 de la prueba? Si no han terminado la prueba, les daré más tiempo.

**Asegúrense de que hayan marcado todas las respuestas claramente en su hoja de respuestas y de que hayan borrado por completo las rayas o marcas no deseadas. Cierren su folleto de prueba para que la portada quede hacia arriba. Luego cierren sus hojas de respuestas y pónganlas sobre el folleto de prueba.**

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

After the students who have not finished Part 2 have left the room, collect the scratch paper. The scratch paper must be given to the STAR test site coordinator.

Collect the test booklets with the answer documents together. Then collect the pencils. Before dismissing the remaining students, count and compare the sets of test booklets and answer documents to ensure that all have been turned in and that you have both a test booklet and an answer document for each student. **DO NOT** separate test booklets and answer documents until testing is completed and the answer documents have been checked **to verify that the correct test booklet version number is marked inside each answer document.**

Before returning materials to the test site coordinator, mark any applicable circle(s) in Sections A2 and A3 in the Standards-based Tests in Spanish Math column on the back cover of students' answer documents. See **Accommodations and Modifications for Students with IEPs or Section 504 Plans: Key Sections** (Appendix A) and **Guide to Answer Document Sections A2 and A3** (on the inside back cover of this manual). Confirm with your test site coordinator that you have marked all applicable circles.

Return all test materials to your STAR test site coordinator.

## APPENDIX A

### ACCOMMODATIONS AND MODIFICATIONS FOR STUDENTS WITH IEPs OR SECTION 504 PLANS: KEY SECTIONS

If you are testing students with accommodations or modifications, you are required to mark the applicable circle(s) in **Section A3** on students' answer documents.

Prior to the first day of testing, determine if you will be testing any students with accommodations and/or modifications—limited to students with IEPs and/or Section 504 plans.

To determine whether a student qualifies for accommodations or modifications,

1. Check the student's IEP and/or Section 504 plan for any accommodations and/or modifications regularly used for testing.
2. Review the matrices linked on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sa/> for information regarding allowable accommodations or modifications for the STAR program.

If the student qualifies for and uses accommodations and/or modifications, review the **Guide to Answer Document Sections A2 and A3** on the inside back cover of this manual to see which code(s) to use, and then mark the appropriate circle(s) in Section A3 after students finish testing for a subject.

#### ***Accommodations and Modifications (Section A3)***

To maintain the standardization of the tests, students taking tests within the STAR Program, including the STS, use identical materials, receive the same directions, and take the tests under the same conditions of administration. Some students may require accommodations and/or modifications to access the tests. Testing accommodations and/or modifications are used if a student requires a testing condition that differs from the standardized materials, directions, and/or procedures.

Accommodations and/or modifications should be used only when the student cannot take the test unless these adaptations are made. They should not give the student an unfair advantage or be used to improve a student's score.

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

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

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

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

- Using the *accommodation* of having supervised breaks within each part of the Standards-based Test in Spanish for Reading/Language Arts does not change the skills and/or knowledge being tested.
- Using the *modification* of having the Standards-based Test in Spanish for Reading/Language Arts read aloud changes it from a reading test to a listening comprehension test. In this case, the modification changes the skills being tested.

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

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

In **part “b” of Section A3** for each test, mark the codes for all of the accommodations and/or modifications that the student used as specified in his/her IEP and/or Section 504 plan. Codes for allowable accommodations and modifications are listed in the **Guide to Answer Document Sections A2 and A3** on the inside back cover of this manual.

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

- If a student with a Section 504 plan used a calculator for the STS for Mathematics, mark the “Q” in the Math column.
- If a student with an IEP used a braille test and had additional breaks within the STS for RLA, mark the “G” plus the “K” in the RLA column.

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

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

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

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

### ***Guidelines for Scribes***

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

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

## APPENDIX B

### COMPLETING THE DEMOGRAPHIC INFORMATION ON ANSWER DOCUMENTS

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

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

Table 2, “Demographic Codes on Answer Documents” (on page 30), provides descriptions of the demographic sections found on the test booklets for grades two and three, and on the answer documents for grades four through eleven. Students *must* complete Section 1. Either students or school staff *may* complete Sections 3 through 10. All other sections *must only* be completed by school staff. Table 2 contains the following information:

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



Student must complete.



School staff must complete after testing.



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

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

Following Table 2 is Table 3 (on page 39), which lists the primary disability codes.

If your students will be completing some or all of the demographic information on the student demographic page, refer to Appendix C, “Directions for Completing Student Information” (on page 42), which includes directions to be read to students.

**Table 2. Demographic Codes on Answer Documents**



Field Name	Section	Description
 <p>Student writes <b>Nombre y apellido del estudiante, Examinador/a, Escuela, and Distrito escolar (Student Name, Test Examiner, School, and District)</b></p>	1	Must be printed by the student at the time of testing.
 <p><b>Bar code label</b></p>	2	If the school district Pre-ID'd using the label option, place the demographic bar code label in this section on the document.
<p>Student may mark <b>Fecha de nacimiento (Date of Birth)</b></p>	3	Mark the student's birth month and century and enter and mark the student's birth day and year.
<p>Student may write and mark <b>Apellido paterno (Last Name)</b></p>	5	<p>Enter and mark the first 11 letters of the student's last name. For hyphenated names, mark up to 11 letters beginning with the name preceding the hyphen. For example, for "Smith-Harrison" mark "Smith Harri." Use only the student's legal name from school records.</p> <p>Use <b>only letters and spaces</b>, <i>not</i> apostrophes, hyphens, numbers, periods, commas, and so forth. Left-justify and mark the circle at the top of each column with no letter entries.</p>
<p>Student may write and mark <b>Nombre (First Name)</b></p>	5	<p>Enter and mark the first 9 letters of the student's legal first name. <b>Do not</b> use a nickname or middle name instead of a first name. For example, enter "Kenneth," not "Ken" or "Kenny."</p> <p>Use <b>only letters and spaces</b>. Left-justify and mark the circle at the top of each column with no letter entries.</p>
<p>Student may write and mark <b>I (MI)</b></p>	5	Enter and mark the middle initial or leave the field blank. Mark the circle at the top of the column if the field is left blank.
<p>Student may mark <b>Género (Gender)</b></p>	6	Mark "Femenino" ("Female") or "Masculino" ("Male").

Table 2. Demographic Codes on Answer Documents (*continued*)

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

Table 2. Demographic Codes on Answer Documents (continued)

Field Name	Section	Description
		<p><b>hmong:</b> Hmong: Having origins in any of the original peoples of the mountainous regions of Southeast Asia</p> <p><b>japonés:</b> Japanese: Having origins in any of the original peoples of Japan</p> <p><b>coreano:</b> Korean: Having origins in any of the original peoples of North or South Korea</p> <p><b>laosiano:</b> Laotian: Having origins in any of the original peoples of Laos</p> <p><b>nativo de Hawaii:</b> Native Hawaiian: Having origins in any of the original peoples of Hawaii</p> <p><b>otro asiático:</b> Other Asian: Having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent not included on this list</p> <p><b>otro isleño del pacífico:</b> Other Pacific Islander: Having origins in any of the original peoples of other Pacific Islands not included on this list</p> <p><b>samoano:</b> Samoan: Having origins in any of the original peoples of the Samoa Islands</p> <p><b>tahitiano:</b> Tahitian: Having origins in any of the original peoples of Tahiti</p> <p><b>vietnamita:</b> Vietnamese: Having origins in any of the original peoples of Vietnam</p> <p><b>blanco:</b> White: Having origins in any of the original peoples of Europe, the Middle East, or North Africa</p>
<p>Student may mark <b>País de origen</b> (Country of Origin)</p>	<p>9a</p>	<p>Mark only one country name as the student's country of origin.</p>

Table 2. Demographic Codes on Answer Documents *(continued)*





Field Name	Section	Description
<p>Student may mark <b>Nivel de educación del padre</b> (Parent Education Level)</p>	10	<p>Mark one. Parent Education Level indicates the educational attainment of the student’s most educated parent or guardian with whom the student resides:</p> <ul style="list-style-type: none"> <li>• <b>Escuela de posgrado/Entrenamiento de posgrado:</b> Graduate school/postgraduate training: Parent or guardian attended graduate school with or without attaining a graduate degree</li> <li>• <b>Graduado de la universidad:</b> College graduate: Parent or guardian received a BA or BS degree or an equivalent degree from a foreign university</li> <li>• <b>Algunas clases de universidad (incluyendo los primeros dos años de universidad):</b> Some college (includes AA degree): Parent or guardian completed any courses within a two- or four-year academic program, including an AA degree, but not including vocational or technical schools</li> <li>• <b>Graduado de la preparatoria:</b> High school graduate: Parent or guardian received a high school diploma, either by graduation or by testing, or completed preparatoria or received a comparable high school degree in another country</li> <li>• <b>No graduado de la preparatoria:</b> Not a high school graduate: Parent or guardian attended some or no school and did not graduate; or completed secundaria</li> <li>• <b>Decidió no responder o se desconoce</b> Declined to state or unknown</li> </ul>
 <b>Student ID Number</b>	11	Enter and mark the local ID number assigned by the school or school district. Right-justify and include leading zeros if the ID number has fewer than 10 digits.
 <b>Statewide Student Identifier (SSID)</b>	12a	Enter and mark the student’s 10-digit Statewide Student Identifier. All students should have an SSID.
 <b>Statewide Educator Identifier (SEID) for ELA Teacher</b>	12b	Enter and mark the 10-digit SEID for the student’s English–language arts (ELA) teacher.
 <b>Statewide Educator Identifier (SEID) for Math Teacher</b>	12c	Enter and mark the 10-digit SEID for the student’s mathematics teacher. Leave blank if the student’s mathematics teacher is the same as the student’s ELA teacher or if the student did not take a course for which there is an end-of-course mathematics test.



Table 2. Demographic Codes on Answer Documents *(continued)*

Field Name	Section	Description
		<p>Reasons for dropping a student from a school's or district's enrollment include, but may not be limited to, the following:</p> <ul style="list-style-type: none"> <li>• The student was expelled from the school and district with no further participation in an academic program.</li> <li>• The school/district has evidence (documentation) that the student moved.</li> <li>• The student left school and met the state criteria of a dropout.</li> </ul> <p>If a student is absent for an extended period of time because of illness, vacation, or a temporary move during which the student does not enroll in another school or district, the student is to be counted as continuously enrolled.</p> <p>Removal from a school's or district's enrollment generally means that the school received information that the student had moved or enrolled in another school or district, or the school or district determined that the student met the state dropout criteria.</p>
<p><b>Student's English Proficiency</b></p>	<p>15</p>	<p>Mark the student's English-language proficiency (English-language classification) at the time of testing. Proficiency levels are:</p> <ul style="list-style-type: none"> <li>• <b>English only (EO):</b> A student for whom there is a report of English as the primary language (i.e., language first learned, most frequently used at home, or most frequently spoken by the parents or adults in the home) on the "Home Language Survey"</li> <li>• <b>Initially fluent English proficient (I-FEP):</b> A student whose primary language is a language other than English who initially met the district criteria for determining proficiency in English</li> <li>• <b>English learner (EL):</b> A student who first learned or has a home language other than English who was determined to lack sufficient fluency in English on the basis of state oral language (K–12) and literacy (3–12) assessments to succeed in the school's regular instructional program (For students tested for initial classification prior to May 2001, this determination is made on the basis of the state-approved instrument the district was using. For students tested after May 2001, use the CELDT results.)</li> <li>• <b>Reclassified fluent English proficient (R-FEP):</b> A student whose primary language is a language other than English who was reclassified from English learner to fluent-English proficient</li> </ul>

Table 2. Demographic Codes on Answer Documents (continued)

Field Name	Section	Description
<p><b>Special Education Services</b> Primary disability</p>	16a	<p>Mark the three-digit primary disability code from the student's IEP. Mark "000" if the student does not have an IEP. If a code is not entered and the "IEP" circle is selected in part "a" of Section A3, this code will default to "unknown disability."</p> <p>Refer to Table 3 (on page 39) for primary disability codes.</p>
<p><b>Special Education Services</b> NPS enrollment</p>	16b	<p>Mark "Yes" if the student receives special education services at a nonpublic, nonsectarian school (NPS) on the basis of his or her IEP.</p>
<p><b>Special Education Exit Date</b></p>	16c	<p>Mark the month and year and enter and mark the day that a student no longer received special education services.</p>
<p><b>Program Participation</b> Specially funded programs</p>	17	<p>Mark the specially funded programs in which this student participated during the school year:</p> <ul style="list-style-type: none"> <li>• <b>Migrant Education:</b> For students participating in a migrant education program</li> <li>• <b>Gifted and Talented:</b> For students participating in Gifted and Talented Education programs</li> </ul>
<p><b>Program Participation</b> English-learner programs</p>	17	<p>If the student is an English learner (EL), mark one of the following.</p> <ul style="list-style-type: none"> <li>• <b>EL in ELD:</b> The student is receiving English-language development (ELD) instruction, which is an academic subject of English-language instruction appropriate for the student's identified level of language proficiency. ELD is consistently implemented and designed to promote second-language acquisition of listening, speaking, reading, and writing. ELD instruction must be provided by an authorized teacher (either certified or in training for the type of service provided).</li> <li>• <b>EL in ELD and SDAIE:</b> The student is receiving a program of English-language development and instruction through specially designed academic instruction in English (SDAIE) services, which is an approach used to teach academic courses to English learners in English. SDAIE must be designed for nonnative speakers of English and focused on increasing the comprehensibility of the academic courses normally provided to fluent-English proficient and English-only students in the district. SDAIE must be provided by an authorized teacher (either certified or in training for the type of service provided).</li> </ul>

Table 2. Demographic Codes on Answer Documents *(continued)*

Field Name	Section	Description
		<ul style="list-style-type: none"> <li>• <b>EL in ELD and SDAIE with primary-language support:</b> The student is receiving a program of English-language development and instruction through specially designed academic instruction in English facilitated by primary-language support. Primary-language support is instructional support through the student’s primary language. Primary-language support may be used in order to clarify meaning and facilitate student comprehension of academic content-area concepts taught mainly through mainstream English and/or SDAIE. Primary-language support must be provided by a credentialed teacher fluent in the student’s primary language or by bilingual paraprofessional staff (aides fluent in the student’s primary language and supervised by a credentialed teacher).</li> <li>• <b>EL in ELD and academic subjects through primary language:</b> The student is receiving a program of English-language development and primary-language instruction services, which is an approach used to teach academic courses in and/or through a primary language other than English. The curriculum must be equivalent to that provided to fluent-English proficient and English-only students. Instruction must be provided by an authorized teacher (either certified or in training for the type of service provided).</li> <li>• <b>Other EL instructional services:</b> The student is receiving instructional or support services, specifically designed for EL students, that do not correspond to one of the previous four descriptions.</li> <li>• <b>None (EL only):</b> The student is receiving no instructional or support services specifically designed for EL students that correspond to any of the five previous categories.</li> </ul>
<b>ASAM Schools Only</b>	18	Use this field only if the school is participating in the Alternative School Accountability Model. Mark this field if the student enrolled in school less than 80 school days before testing began.
<b>County/District of Residence</b> For students with IEPs	20	If a student with an IEP attends school or receives special education services through a county office of education or the IEP requires that the student be placed in a school or special education program in a school district other than the school district in which the student resides, mark the two-digit county code and five-digit district CD code for the district in which the student resides. Do not mark this section if the student is placed in another school district only at the request of the student’s parent or guardian.

**Table 2. Demographic Codes on Answer Documents** *(continued)*

Field Name	Section	Description
NSLP	23	Mark “Yes” if the student is eligible for the National School Lunch Program (free or reduced-price lunch). If all students in the school receive free or reduced-price lunch, mark “Yes” for all students. Otherwise, mark “No.”  <b>Note:</b> Be sure to also respond to Section 10, Parent Education Level.
English Learner (EL) Date enrolled	24	Mark the month and century and enter and mark the day and year the student first attended any public or private school in the United States or one of its territories. This is the enrollment date in any public or private school.
English Learner (EL) Less Than 12 Months	25	Mark this field only if the student will have been enrolled in a school in the United States or one of its territories less than 12 months on the first day of testing. These are cumulative, not consecutive, months.

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

**Table 3. Primary Disability Codes**

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

**Table 3. Primary Disability Codes** *(continued)*

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

**Table 3. Primary Disability Codes** *(continued)*

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

## APPENDIX C

### DIRECTIONS FOR COMPLETING STUDENT INFORMATION

#### Day Prior to Testing

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

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

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

#### Completing Student Information

- **Front page of the answer documents**

Your STAR test site coordinator may have **you** hand-mark student information on the front page of the answer documents prior to the test administration. Your coordinator will provide you with specific directions for this task. Appendix B, “Completing the Demographic Information on Answer Documents” (on page 29), provides descriptions of the information to be completed.

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

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

- **Back page of the answer documents**

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

#### Giving Directions to Students

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

**Print the following information on the board:** Names of the test examiner (examinador/a), school (escuela), and district (distrito escolar). The test examiner name is the name of the person administering the test.

Give each student two No. 2 pencils with erasers.

When you are ready to begin,

**SAY** Ahora les voy a dar a cada uno su hoja de respuestas. No abran la hoja de respuestas ni escriban nada hasta que les indique.

Give each student a blank grade 6 answer document.

**Student Name (Nombre y apellido del estudiante)**

**SAY** En la página que queda al frente de su hoja de respuestas, encuentren la Sección 1 en la parte superior, donde dice “Nombre y apellido del estudiante”. En ese recuadro, escriban sus nombres con letra de molde.

Use the demonstration answer document to show students where to look on the front page. Give help as needed.

**Test Examiner, School, and District (Examinador/a, Escuela, Distrito escolar)**

**SAY** En el recuadro que dice “Examinador/a”, escriban mi nombre con letra de molde. En el recuadro que dice “Escuela”, escriban el nombre de nuestra escuela con letra de molde. En el recuadro que dice “Distrito escolar”, escriban el nombre de nuestro distrito escolar con letra de molde.

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

**Date of Birth (Fecha de nacimiento)**

**SAY** Busquen la Sección 3, donde dice “Fecha de nacimiento”. En la columna donde dice “mes”, rellenen el círculo que está junto al mes en que nacieron.

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

**SAY** Hay dos columnas para el día en que nacieron. Si nacieron entre los días 1 y 9 del mes, escriban “0” en la primera columna y el número del día en que nacieron en la segunda columna. Por ejemplo, si nacieron el quinto día del mes, escribirán “0, 5” en las columnas. Si nacieron el día once del mes, escribirán “1, 1” en las columnas.

Debajo de cada recuadro en el que escribieron un número, rellenen el círculo que corresponde al mismo número que escribieron en el recuadro.

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

**SAY** Hay tres columnas para el año en que nacieron. Rellenen el círculo con “19” o “20” para la primera columna.

Give help as needed.

**SAY** Las últimas dos columnas son para los últimos dos números del año en que nacieron. Por ejemplo, si nacieron en 1999, escribirán “9” y “9” en las últimas dos columnas para el “año”.  
Debajo de cada recuadro en el que escribieron un número, rellenen el círculo que corresponde al mismo número que escribieron en el recuadro.

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

**Student Name (Section 5) (Apellido paterno y Nombre)**

**SAY** Busquen la Sección 5, donde dice “Apellido paterno”, “Nombre” e “I”. En los recuadros que se incluyen, escriban su apellido paterno y su nombre con letras mayúsculas. Si sus nombres completos no caben, escriban con letra de molde sólo las letras que quepan en los recuadros. Usen su nombre formal, no su apodo. Por ejemplo, usen “Jennifer”, en lugar de “Jen” o “Jenny”. Si su nombre lleva guión, dejen un espacio en blanco entre los nombres; no usen el guión. En el recuadro donde está la “I”, escriban con letra de molde la inicial de su segundo nombre.

Give help as needed.

**SAY** Debajo de cada recuadro en el que escribieron una letra, rellenen el círculo que contiene la misma letra que escribieron en el recuadro. Por cada espacio vacío entre las letras, rellenen el círculo en blanco arriba de la columna.

Wait while students finish marking the circles. Give help as needed.

**Gender (Género)**

**SAY** Busquen la Sección 6, que dice “Género”. Rellenen el círculo junto a “Femenino” si eres una niña, o el círculo junto a “Masculino” si eres un niño.

Wait for students to finish. Give help as needed.

**Grade (Grado escolar)**

**SAY** Busquen la Sección 7, llamada “Grado escolar”. Rellenen el círculo de su grado. Este es el nivel de la prueba que van a tomar.

Wait for students to finish. Give help as needed.

***Ethnicity/Race (Identidad étnica/Raza)***

**SAY** Busquen el recuadro que dice “Identidad étnica, Raza”. En la Sección 8, marca el círculo de “Sí” si eres hispano o latino. De otra manera marca el círculo de “No”.

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

**SAY** Si marcaste “No” en la Sección 8, marca el círculo de *grupo o grupos en la Sección 9 con quienes te identificas mejor*. Esto se refiere a tu familia, no a tus amigos. Debes marcar por lo menos un círculo, pero puedes marcar más de uno. Si respondiste “Sí” en la Sección 8, no necesitas marcar nada en la Sección 9.

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

***Country of Origin (País de origen)***

**SAY** Busquen la Sección 9a, que dice “País de origen”. Rellenen el círculo junto a su país de origen. Rellenen sólo un círculo.

Make sure that students mark only one circle in Section 9a. Give help as needed.

***Parent Education Level (Nivel de educación del padre)***

**SAY** Busquen la Sección 10, que dice “Nivel de educación del padre”. Rellenen el círculo que describe el nivel de educación de quien tenga el nivel más alto, ya sea tu papá o tu mamá. Si no vives con los dos, rellena el círculo del nivel de educación de quien pasa más tiempo contigo, ya sea tu papá o tu mamá. Si no vives con tus padres, rellena el círculo que describe el nivel de educación de la persona que te supervisa y te ayuda con el trabajo escolar. Rellena sólo un círculo. Si no sabes, rellena el círculo que dice “Decidió no responder o se desconoce”.

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

**SAY** No hagan ninguna marca en ningunas otras secciones. Ahora voy a recoger sus hojas de respuestas.

Collect the pencils, and collect and count the answer documents, making sure you have an answer document for each student. **Immediately return the test materials** to your test site coordinator.

## APPENDIX D

### PREPARING ANSWER DOCUMENTS FOR SCORING

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

If you are asked to assist in preparing answer documents for scoring, inspect each document carefully, paying particular attention to the following:

1. Inspect all documents for improper marks. **Do not darken any response circles.** Marks made with ballpoint pen, felt-tip pen, or hard or colored pencils will not be scored properly. Completely erase any stray marks that are near the response circles and may interfere with scoring. **Do not erase any answer choices marked by students, including those already erased by the students.**
2. a. If the district used the Pre-ID Service for students’ answer documents, demographic information provided in the Pre-ID file **should not** be hand-marked on the answer documents.  
**If information in the Pre-ID file was also hand-marked on the answer documents, do not erase the hand-marked information. The data in the Pre-ID file will override it.**  
b. If the district **did not** use the Pre-ID Service and all demographic information was hand-marked, see Appendix B for instructions and:
  - Be sure that only one circle is marked in each column unless otherwise instructed.
  - Check that all hand-marked information is complete and accurate.
3. Check to be sure that students have marked the correct test booklet version number in the “Número de versión para Lengua y literatura y Matemáticas” box inside their answer documents.
4. Check for marks in Sections A1 and A2. If there are marks in these sections, ask the STAR test site coordinator to verify that the sections are marked correctly.
5. a. Ensure that the answer documents have been transcribed for any students who used braille or large-print materials. Verify that “B” and either “G” or “H” are marked in Section A3.  
b. If a completed student answer document is damaged or torn, the student information and answers from the damaged answer document must be transcribed to a new answer document.

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

## GUIDE TO ANSWER DOCUMENT SECTIONS A2 AND A3

<b>A2 Special Conditions</b>	
A	The student was absent for regular and makeup testing.
C	The test examiner or proctor observed the student cheating.
E	The student was not tested because of a significant medical emergency.
F	The student became ill while taking this test, had to leave the room, and was unable to return and complete the test.
L	The student enrolled after the first day of testing and was given this test.
M	The student was enrolled on the first day of testing but moved before this test was administered or completed.
P	The student was not tested by parent/guardian request.
T	The student was enrolled on the first day of testing and was not given this test because a staff member verified that the student had taken the test at a previous school.
X	When offered, the student refused to use the accommodation or modification specified in his or her IEP or Section 504 plan.
Y	This document replaces a lost or destroyed answer document.
Z	The student was present for the test and was given this test. The student closed the test booklet and did not mark any answers.

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

