

2012 Standardized Testing and Reporting (STAR) Program Frequently Asked Questions and Answers for Test Site Coordinators

The following frequently asked questions and answers have been compiled to assist test site coordinators in providing consistent answers to staff at their schools in order to standardize the testing process before, during, and after testing. For more information, refer to the 2012 STAR District and Test Site Coordinator Manual posted at:
http://www.startest.org/pdfs/STAR.coord_man.2012.pdf

BEFORE TESTING

1. What demographic fields do we need to hand-grid for each student if there is a pre-ID answer document or label?

You do not have to hand-grid any demographic fields for #2-25. Make sure you give the document to the correct student for whom it was pre-coded.

2. Do we have to hand-bubble “#10 Parent Education Level” for students if they have a pre-ID document?

No. Parent education level is included in the pre-ID document or label.

3. Will we be getting another set of labels for new students?

Yes. They may not be ready until the week of May 7th. If students do not have pre-ID documents or labels, hand-bubble at least the following:

#3 Date of Birth

#5 Last Name, First Name

#6 Gender

#7 Grade

#11 Student ID Number (e.g. 0060912345-right justified with two leading zeros for local ID)

When the label arrives, you may place the label in the appropriate space on the answer document and the pre-coded information will override the hand-bubbled information.

4. May our grade 3 teachers give ELA part three first and then parts one and part two on the following two days?

No, all parts of a test must be given in sequential order.

5. May I order more rulers for my students in grade 3?

Although the paper punched out rulers are preprinted with "Grades 2-3" at the top, they are required for grade 2 students only during testing. You should have enough for all your grade 2 students in your original order.

6. Who can be a proctor?

Proctors must be employees of the district, be trained, and sign the STAR Test Security Affidavit. Student teachers may be used as proctors as long as a teacher is in the room. This practice is similar to what other districts in our county do.

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7. What are the responsibilities of a proctor?

A proctor assists the test examiner with the following:

- Distribute materials
- Monitor during testing by walking around the room to ensure bubbling of required fields, test booklet version number, test subject taken by students
- Check that students are responding in the appropriate sections and are working independently
- Collect materials
- Take students who need extra time and test materials to testing location

The proctor assists and should not be administering the directions from the DFA to students.

8. Are teachers required to view the video this year?

The video is a training tool, but it is not a requirement that teachers (test examiners) view it. They should attend your training as well as agree to and sign the STAR test security affidavit.

9. May students take the CMA even though it was put in their IEP recently?

Yes. If you do not have the materials, send an email to STARSupport@sac-city.k12.ca.us and request additional materials.

10. Can we still use pre-coded scorable test booklets for students in grades 2 and 3 who switched teachers?

Yes. The teacher's pre-printed name is for sorting purposes only. The student should use the pre-ID answer document and bundle it with the current teacher's class. The student will be grouped and scored with the new class.

11. For the students who are taking the CMA grade 3 test (ELA and math), what should I do with their pre-ID CST test booklet?

You need to turn both in as scorable documents. In section "7c, Assessed with CMA" of the pre-ID CST test booklet, you need to bubble the CMA test(s) the student is taking.

12. We have a student who is taking the CMA grade 4 test (ELA and math). We need a CMA grade 4 answer document. What should I do with his pre-ID answer document?

Students in grades 4-7 use the same answer document for both CST and CMA. You may use the pre-ID answer document. In section "7c, Assessed with CMA", you need to bubble the CMA test(s) the student is taking.

13. For the students who are taking the CMA grade 9 test (ELA and math), what should I do with their pre-ID CST answer document?

Students in grades 8-11 who are taking one or more tests on the CMA will need to have two answer documents. Some students who were identified to take the CMA in time to be pre-

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coded received two pre-ID answer documents (one for CST and one for CMA). Students must take all the tests in their grade-level and applicable end-of-course math, science, and world history tests. In section "7c, Assessed with CMA" of the CST answer document, you need to bubble the CMA test(s) the student is taking.

14. A student in grade 5 was pre-identified to take the CAPA but is now going to take the CMA. What do we do with the pre-identified CAPA answer document?

Void the student's CAPA answer document and put it with the non-scorable materials for return. Hand-bubble a new CST/CMA multiple choice answer document for the student.

15. If students in grade 10 or 11 are not taking a math course, what math test do they take?

If they are not taking a math course but have previously completed Algebra II or higher math course, then, they take the CST-Summative High School Mathematics. Otherwise, the student does not qualify to take a Mathematics Standards Test.

16. May the special education teacher/department, giving mostly CMA, be on a different testing schedule than the rest of the teachers giving the CST?

Yes. This is fine because you need to make arrangements for students with disabilities to have accommodations when taking the CMA or accommodations and/or modifications when taking the CSTs. Also, CMA has more parts than CSTs so if you are giving only one part a day, you would need an extra day for CMAs than CSTs.

17. We have a 4th grader in the Special Day Class who will be taking the CST. Does he need to take the exam on the same days and times as the general education 4th graders?

Yes. He may take it with another 4th grade class.

18. We have students on home and hospital teaching. Do we have to test the students, and if so, how do we test the student?

If they are enrolled (active) at your school on the first day of testing, you must make arrangements for the students to be tested either at the school or the teacher who is teaching the student may administer the test to the student wherever he/she is. If a student cannot be tested due to a "significant medical emergency", fill out the form posted at http://www.startest.org/pdfs/STAR_tracking-incomplete_testing.2012.pdf. Keep a copy for your records. Mark the appropriate bubble on section A2 Special Conditions of the answer document. Include the answer document with the scorable documents when returning test materials.

19. If a student has to take the STS, do we have to administer the CST to her as well?

Yes. We are mandated to administer the STS to all English learners whose primary language is Spanish and have been in US schools for less than 12 cumulative months. Even though the student takes the STS, she must also take the CST/CMA for her grade-level.

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20. What do we do with pre-ID test booklets (Grades 2-3) or answer documents (Grades 4-11) of students who have moved within the district?

Write "VOID-Moved" on them and do not use them for other students. Return them with non-scorable materials. The new school will receive late labels for the students and give them new materials.

DURING TESTING

1. Should we still provide the "Testing-Do Not Disturb" signs and unlock our doors since the test site coordinators (principals) and others (district office staff) are allowed to enter the rooms during testing?

Yes. The "Testing-Do Not Disturb" signs for doors are materials that the school should provide for each test examiner. It is specified in every DFA. You need to provide them for your test examiners as in previous years. As for the unlocked doors, we will have some staff from the district office visiting school sites during the weeks of testing. When they come to your school, the principal or a designee should take them around. Doors should remain unlocked to lessen distractions to students while testing. Test site coordinators should check in on the testing rooms during testing even if no one from the district office comes to your school.

2. If students have pre-ID documents, do they still have to complete Section 1?

Yes. Students must write the information in #1 "Student Name, Teacher, School, District, etc." It is part of the directions for the first day of testing in the DFA manual.

3. What else needs to be hand-bubbled during testing?

- Version # (grades 4-11 grade-level tests)
- Version # and the CST/CMA math test taken (grades 8-11)
- Version # and the CST/CMA science test taken (grades 9-11)
- Version # for CST world history test (grades 9-11)

It is very important that the version number on the test booklet be marked accurately on the answer document. Test examiners and proctors should walk around the classroom to check that students wrote their first and last names on test booklets and marked correctly the version numbers and end-of-course math, science, and world history tests taken. Students who marked the wrong version number or end-of-course test taken will receive an incorrect score report as their test would be scored with the incorrect key. During testing is the best time to ensure that this pertinent information is marked before answer documents and test booklets are separated.

4. Are students able to have a piece of scratch paper for the ELA?

No. Scratch paper is not allowed for ELA, just math and science.

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5. May students in grades 2 and 3 write or underline in their scorable test booklets?

Yes, students are allowed to write or underline in their scorable test booklets. However, writing in the test booklets may cause more problems than necessary and should not be encouraged. Make sure you do what is stated on p. 67 of the grade 2 DFA and p. 52 in the grade 3 DFA:

"Inspect all booklets 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, including any underlining, notes, or math problems worked in the booklets. Do not erase any answer choices marked by students, including those already erased by the students."

6. May students in grades 2 and 3 use a highlighter while taking their test?

To ensure that the tests will be scored correctly, it is recommended that students in grades 2 and 3 not use highlighters because the ink could bleed through the paper and interfere with scoring. However, if you permit students to use highlighters, this should be something they have been doing as part of their instructional program throughout the school year. You should use only fluorescent yellow highlighters that have "smear guard" on them.

7. May the students in grades 4-11 write, underline texts, or highlight in their test booklets?

Yes. Students in grades 4-11 may mark test booklets because it is a separate booklet from the answer document.

8. May we allow students to have gum or candy during testing to calm their nerves?

Students are allowed only materials that are specified in the DFA (e. g. No. 2 pencils, grade-level test booklet, scratch paper). Students should "clear their desks of books and other materials not needed for the test." Gum, candy, or any food and drink, if allowed during testing, may make their way onto the scorable test booklets and answer documents. Any document that has gum, candy, crayons, etc. on them will not be scorable. Damaged scorable documents should be few and far in between. Due to materials overage charges, we will not order additional materials so that schools can transcribe large amounts of damaged documents.

9. May we tell a student if the student did not finish a part of the test or if the bubbling is off?

Yes, if you noticed the student did not finish or skipped a row or column, you may tell the student during testing only. The test examiner (teacher) and proctor (assistant, if available) should actively supervise students while they are working on the tests, ensuring that they are marking answers to the tests in the correct sections of their answer documents.

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10. Is it appropriate to check each student's answer document before they are collected to ensure that no pages were accidentally missed?

Yes. Actively monitoring during testing and making sure students are completing the correct part of the test being administered is appropriate because you are not reviewing any test questions or the student's responses.

11. What should we recommend students do if they finish early?

You may tell them to double-check their work. If they insist that they are done, you can collect their test materials. They may work on a quiet activity such as reading that will not disrupt other students who are still taking the test.

12. If a few students are not finished with the test, can those students leave their classroom with their tests and go to a pre-determined room?

No. Students' tests must be collected and they must be escorted by an adult to the pre-determined room for extended time. See page 63 in the coordinator's manual about identifying locations.

13. May students in special education who are testing on different days with the special education teacher stay with their general education class during testing if they are not taking the test at that time?

No. You need to arrange for the supervision of the students who are not testing during the time their classes are taking the test. It would be difficult for these students to sit through the testing period and may be disruptive to the other students who are trying to take the test if they have nothing to do. See page 61 in the coordinator's manual about identifying locations.

14. We have a student who was absent for the CST-Math part 1 test, but she is here for CST-Math part 2 today. Should we allow her to take part 2 before part 1?

Yes, the student may take part 2 with the rest of the class and then take part 1 during the make-up session. This only applies to students who were absent for one part of the test.

15. What do we do if a student cheats on a test?

Hand-bubble "C", "The test examiner or proctor observed the student cheating." in section A2 Special Conditions.

16. Do we have to test students who come to our school after the first day of testing?

No. You do not have to test any student who enrolls at your school after the first day you began your multiple choice tests. However, if you choose to administer the tests to the student, you have to hand-bubble "L", "The student enrolled after the first day of testing and was given this test" in section A2 Special Conditions.

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17. A student just began testing, then, he became ill. He went to the restroom and came back 10 minutes later during the testing period. He said that he was feeling better. Can he return to the test?

Due to the short time the student has been gone, he may return to the test. You should make sure that the student has enough time to finish the test. Work with your test site coordinator as every case may be somewhat different.

18. A student was half-way through with CST-ELA part 1, she became ill. Her parents came to pick up the student and she went home. Can she return to complete that part during a makeup day?

No. In section A2 Special Conditions, mark “F-The student became ill while taking this test, had to leave the room, and was unable to return and complete the test.”

AFTER TESTING

1. Are Braille and large print tests scorable documents? If not, do we have to transcribe them?

No, they are not scorable documents. Yes, you must transcribe the answers onto a regular scorable test booklet (grades 2-3) or answer document (grades 4-11). If this is not completed, the students’ tests will not be scored.

2. For students with a pre-ID test booklet (grades 2 or 3) or answer document (grades 4-11), what else do we need to bubble?

You may hand-bubble anything that is applicable in sections A2, A3, and/or A4. See “GUIDE TO ANSWER DOCUMENT SECTIONS A2, A3, AND A4” (inside of DFA back cover page).

3. What do I need to check for on answer documents after testing?

- Version # (grades 4-11 grade-level tests)
- Version # and the CST/CMA math test taken (grades 8-11)
- Version # and the CST/CMA science test taken (grades 9-11)
- Version # for CST world history test (grades 9-11)

It is very important that the version number on the test booklet(s) and math and science tests taken be marked accurately on the answer document. Students who marked the wrong version number or end-of-course test taken will receive an incorrect score report as their test would be scored with the incorrect key. Students who took the tests but did not mark any version numbers and/or end-of-course math and science tests will not receive scores as the scoring center would not know which scoring key to use. Checking after testing is another opportunity to ensure that this pertinent information is marked correctly before answer documents and test booklets are separated.

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4. I have two test booklets for a student in grade 3 (one for CST and one for CMA), how should I package them?

Bundle both test booklets with the teacher's SGID. If a teacher has 20 students and 3 students took the CMA, the teacher should have 23 CST/CMA test booklets under one SGID.

5. What should we bubble on the back of the SGID if the instructional test materials we use are not listed?

You may mark, the "Other, not listed" number:

- Reading/Language Arts: #32
- Mathematics-Grades K-8: #41
- History: #13
- Science: #12

6. How do I fill out the SGID or header sheets?

CAPA

- All documents should be submitted under a single SGID per school.

CST and CMA

- Elementary or K-8 schools may submit answer documents by teacher by grade. Complete the front and back of the SGID. In the section "Teacher, Counselor, or Group Name", if you wish to group the students by teacher, you may write and bubble in the teacher's last name in the "English-Language Arts" area. You do not have to use the "Mathematics" area.
- Middle and high schools may submit one SGID per grade. You do not have to use the "Teacher, Counselor, or Group Name" section.

STS

- Elementary or K-8 Schools may submit answer documents by teacher by grade. Write and bubble in teacher name on back of SGID. Complete the Instructional Materials Section on the back of the SGID, one for each grade.
- Middle and high schools may submit one SGID per grade.

7. How do I number the scorable (orange) and non-scorable (green) labels on the boxes?

Indicate Box ___ of ___ on the color-coded labels. For example, if you have 5 boxes of scorable materials and 10 boxes of non-scorables, write Box 1 of 5, Box 2 of 5, etc. on the orange labels and Box 1 of 10, Box 2 of 10, etc. on the green labels. There are indicators for both school and district. Write the numbers in the "Total Shipment from This School" only. Leave "Total Shipment from This District" blank so we can consolidate the boxes at the district level.

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