



2009

California Standardized Testing and Reporting

GRADE 6

DIRECTIONS FOR ADMINISTRATION

Test Examiner and Proctor Responsibilities

Completing **all** of the following steps will help ensure that no testing irregularities occur, that your students' test results will be valid, and that the Academic Performance Index (**API**) and Adequate Yearly Progress (**AYP**) information for your school will be as accurate as possible.

- 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.)
- 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 print their first and last names on the front cover of their test booklets**.
- Ensure that students enter and mark the test booklet Version Number in Section 4 on their answer documents.
- Ensure that each student receives the correct test booklet and answer document each day of testing.
- Administer each test according to the schedule provided by your test site coordinator and ensure that you have enough time to complete each test.**
- If translators are regularly used in the classroom, make sure they are available for testing.
- Read** the directions in the "**SAY**" boxes to students **exactly as they are printed**. Boxes with a **T** may be translated.
- 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 preparing to administer the California Standards Tests (CSTs).

TEST EXAMINER AND PROCTOR CHECKLIST	✓
I have read, understood, and signed a Security Affidavit and have given it to my test site coordinator.	
I completed the School Testing Schedule (page iii) or received a printed schedule.	
I read and understand Testing Cautions (page 1).	
I read and understand Before the Test (page 4).	
I read and understand Day Before Testing (page 5).	
I read and understand During Testing (page 6).	
I read and understand After Testing Each Day (page 6).	
I 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) or a Section 504 Plan that specifies testing accommodations and/or modifications and will ensure that those students receive only the accommodations and/or modifications listed.	
I understand which testing variations are allowed for English learners and will ensure that they are provided to them.	
If my school will be testing English learners in a separate setting, I know who will be testing those students and where to send them for testing.	
I will ensure that only students enrolled in grade 6 will be given this test.	

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

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
Tuesday, April 14	9:00 – 10:25	ELA CST – Part 1
Wednesday, April 15	9:00 – 10:25	ELA CST – Part 2
Thursday, April 16	9:00 – 10:15	Math CST – Part 1



2009 STAR 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 _____.

**CALIFORNIA STANDARDIZED TESTING AND REPORTING
DIRECTIONS FOR ADMINISTRATION
GRADE 6**

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TESTING CAUTIONS

Test Security

Each person who has access to STAR test 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 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 that may affect your school's API and/or AYP 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 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.**

DO NOT CALL THE CDE TO REPORT CHEATING.

TEST ADMINISTRATION TIMES

The California Standards Tests (CSTs) are not timed. **Each test part, however, must be finished in a single sitting, with no breaks, on the designated test date.** 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. Most students will complete the test within the estimated times given in this table.

Table 1. Estimated Test Administration Times

Subtest	Total No. of Items	Estimated Time*
California English–Language Arts Standards Test	81	Part 1: 85 minutes Part 2: 85 minutes
California Mathematics Standards Test	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.

Breaks

Some students may have an individualized education program (IEP) or a Section 504 Plan that allows breaks within a test part, including administering a test part on more than one day. Your STAR test site coordinator may ask you to verify accommodations and/or modifications from a student’s IEP or Section 504 Plan or may give you information about accommodations and/or modifications that are to be provided for specific students.

Parts 1 and 2 of each CST must be administered sequentially. **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 both test parts of the same test 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 two parts** to get drinks and use the bathroom or to go to nutrition/recess or lunch. The second 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. Then lock the testing room.

Do not begin a test part unless there is enough time to complete it.

TEST MATERIALS

Test Examiner Materials

- California STAR *Directions for Administration* (this manual).
- Grade 6 California Standards Test booklet for demonstration.
- Grade 6 answer document (blank or Pre-ID) for demonstration.

School Provides

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

NOTES: If you are testing students who are being assessed using American Sign Language, overhead transparencies of the sample test questions from the student test booklets are available from your STAR test site coordinator.

If you are testing students who have IEPs or Section 504 Plans that allow audio reading of test questions, CD-ROMs with audio reading of test questions are available. Contact your test site coordinator.

Student Materials

- Grade 6 California Standards Test booklet.
- Grade 6 answer document.

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.
- Two No. 2 pencils with erasers (plus extras).

NOTE: Students may use highlighters in test booklets.

No other materials may be used during any test unless students have IEPs or Section 504 Plans that list other materials as accommodations or modifications.

NOTES:

- For field test purposes, 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 **enters and marks the test version number in Section 4 on answer documents** and writes his or her first and last names on the test booklet cover.

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 CSTs 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 CST (page 11 for English–Language Arts (ELA), page 18 for Mathematics).
- Review students’ IEPs and Section 504 Plans for appropriate accommodations and/or modifications.** 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, etc.
- 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 the 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). If you are to do this, see Appendix B, Completing the Demographic Information on Answer Documents.

Alternately, your STAR test site coordinator may instruct you to have **students** mark specific demographic information on the 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 to Students for Completing Demographic Information, 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, and, if appropriate, Appendix C, Directions to Students for Completing Demographic Information.
- If you have English learners who require directions to be translated** (“**SAY**” boxes labeled with **T** only), and translators are regularly used in the classroom, arrange for the translators to be present. They may translate “**SAY**” boxes only and may not assist the student(s) with test questions.

Day Before Testing

- Tell** students where and what time to report for testing the following day.
- 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** the directions that may be translated, if testing English learners.
- 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), or
 - they will be taking the California Modified Assessment (CMA) for one or more subjects based on their IEPs, or
 - they will be taking the California Alternate Performance Assessment (CAPA).
- Give** the test site coordinator the answer documents for students who will not be tested. Find out where to send these students during testing and prepare appropriate assignments for them as needed.
- 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.
- Have students clear their desks** of books and other materials not needed for the test.
- Distribute answer documents and test booklets only to students whose names are on them. 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 on their answer documents.**
- Make sure** students complete Section 1 on answer documents and write 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. “SAY” boxes marked with a **T** may be translated when testing English learners.

If you make a mistake in reading a direction or sample question, stop and say, “**No, that is wrong. Listen again.**” Then read the direction or sample question again.
- Check periodically** to make sure that students **are recording their answers in the correct section of their answer documents** and are following instructions.

After Testing Each Day

- 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 students have:
 - written their first and last names on their test booklets.
 - marked version numbers in Section 4 of their answer documents.
 - marked their answers in the CST section(s) of the answer document.
- Count all test booklets and answer documents **BEFORE** allowing any student to leave the testing room.
- Before returning materials to the test site coordinator, mark any applicable circle(s) in Sections A2, A3, and A4 in the California Standards Test column on the back cover of students’ answer documents. See **Appendix A, Accommodations and Modifications for Students with IEPs or Section 504 Plans and Allowed Variations for English Learners: Key Sections**, and **Guide to Answer Document Sections A2, A3, and A4** on the inside of the back cover of this manual. Confirm with your test site coordinator that you have marked all applicable circles.
- California Standards Test booklets are **secure** materials. **Return** all test booklets (including your demonstration booklet), answer documents, scratch paper, and *Directions for Administration* to your STAR test site coordinator each day **immediately** after testing is 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 CST for Mathematics first).
- No other materials may be used during this test** unless specified in the student's IEP or Section 504 Plan. (See Appendix A.)
- Each part of the test must be administered in a single sitting, **with no breaks**, unless specified in the student's IEP or Section 504 Plan.
- Ensure that students who have accommodations and/or modifications** specified in their IEPs or Section 504 Plans receive the appropriate accommodations and/or modifications.
- 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 uses an answer document that is identified with the name of another student.**
- Read** directions in “**SAY**” boxes **exactly as they are printed.**
- Only directions in “**SAY**” boxes marked **T** may be translated when testing English learners. **No other sections may be translated.**
- Make certain you have a copy of the answer document and grade 6 test booklet for demonstration purposes.
- Write the names of the Test Examiner, School, and District 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:

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

SAY I am going to give you your answer document now.
T

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 On the front page of your answer document, look at the information printed in Section 2, the box on the left that has dashed lines around it. Make sure that your name is printed in the box. If someone else's name is printed there,
T please raise your hand.

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 each student who raised his or her hand, 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 are unable to locate a student's answer document and must give the student a blank answer document:

- Go to the section **Student Name** on the following page.
- Read the sections **Student Name** and **Test Examiner, School, and District Names** 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 all 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:

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

SAY I am going to give you your answer document now.
T

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 On the front page of your answer document, look at the information printed in Section 2, the box on the left that has dashed lines around it. Make sure that your name is printed in the box. If someone else's name is printed there,
T please raise your hand.

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

SAY Find Section 1 at the top where it says “Student Name.” In that box, print
T your first and last names.

Give help as needed.

Test Examiner, School, and District Names

SAY In the box that says “Test Examiner,” print my name. In the box that says
“School,” print the name of our school. In the box that says “District,” print
T the name of our school district.

Refer students to the board where you have written your name, the school name, and the district name. While students are filling in 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 field test purposes, 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.

Distribute test booklets to students.

SAY Print your first and last names on the line at the top of the front cover of the
T test booklet.

Pause while students print their names on their test booklets.

Version Number

SAY Make sure that the front page of your answer document is facing up.
T

Hold up an answer document with the front page facing the students.

SAY Now look at the front cover of your test booklet. In the top right-hand corner,
you will see the word “Version” followed by a two-digit number.
On the front page of your answer document, find Section 4, labeled “CST
Version Number.” Write the version number that is on your test booklet in the
T space provided on the answer document.

It is very important that the version number on the test booklet be written accurately on the answer document. Circulate through the classroom to make sure students wrote their first and last names on test booklets and are filling in the version number correctly.

After students have finished,

SAY Now, beneath the space in which you wrote the number, mark the circles
T that have the same numbers as the ones you wrote in the space.

Pause while students mark the version number circles. Give help as needed. **Before continuing, check each student's answer document to verify that the version number is marked correctly.**

Turn to the *Directions for Administration* for the first test session. Begin reading directions at the first unshaded **"SAY"** box.



CALIFORNIA ENGLISH–LANGUAGE ARTS STANDARDS TEST 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.
- No other materials may be used during this test** unless specified in the student’s IEP or Section 504 Plan. (See Appendix A.)
- Each part of the test must be administered in a single sitting, **with no breaks**, unless specified in the student’s IEP or Section 504 Plan.
- Ensure that students who have accommodations and/or modifications** specified in their IEPs or Section 504 Plans receive the appropriate accommodations and/or modifications.
- Read** directions in “**SAY**” boxes **exactly as they are printed**.
- Only directions in “**SAY**” boxes marked **T** may be translated when testing English learners.
- Make certain you have a copy of the test booklet and answer document for demonstration purposes.

Each time you distribute 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.

Before distributing test booklets and answer documents,

SAY I am going to give each of you your test booklet and answer document.
T Do not open the test booklet or answer document until I tell you what to do.

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 filled in the student-identifying information on the answer document.

SAY Look at the front cover of your test booklet. Be sure your name is written on the line at the top of the front cover. If your name is not written on the front cover, please raise your hand.
T

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 Look at the name in Section 1 on the front page of your answer document.
T If your name is not there, please raise your hand.

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 Today you are going to take a test that will show how much you have learned. Some of the questions will be easy, and some will be harder. Don't worry about the ones that seem hard—do the best you can and try to answer all the questions.
T Open your answer document and find the section called “California English–Language Arts Standards Test.” Find the picture of a piece of paper and a pen in a circle.

Hold up an answer document with the California English–Language Arts Standards Test section facing students. Check that all students are in the correct place on their answer documents.

SAY Open your test booklet to Part 1 on page 1. Find the picture of a piece of paper and a pen in a circle at the top of the page.
T

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

SAY Look at the directions at the top of the page. Read them to yourself as I read them aloud. *“Directions: Read each passage. Then read each question about the passage. Decide which is the best answer to the question. Mark the space for the answer you have chosen.”*
T

Sample Questions (Page 1)

SAY Read the passage called “Colonial Candle Makers” silently.
T

Pause about two minutes while students read the sample passage.

SAY Now look at Item A. Read it to yourself as I read it aloud.
T

If you are translating these directions for students, be sure to read the question and the answer choices in English only. The next SAY box should not be translated.

SAY “Read the sentence. Candle making must have been difficult work. An antonym for difficult is (A) modern, (B) easy, (C) large, (D) warm.” Which is the correct answer?

Pause for replies.

SAY Yes, that’s right. The correct answer is “(B) easy.” Mark the circle for choice B in the shaded Sample Box in the California English–Language Arts Standards Test section on your answer document. Are there any questions?

T

Answer all questions.

SAY Now look at Item B. Read the question to yourself. Mark the circle for your answer in the shaded Sample Box on your answer document.

T

Pause while students mark their answers.

SAY Which is the correct answer?

T

Pause for replies.

SAY That’s right. The correct answer is “(H) how candles were made.” If you did not mark the circle for “(H) how candles were made.,” mark that circle now.

T Erase any other answer circle you marked. Are there any questions?

Answer all questions.

Part 1

SAY Turn to page 2 in your test booklet. You will read the rest of the passages and answer the questions by yourself. After you finish this page, keep working until you finish number 40 and see a stop sign. Do not go on to any other pages after the stop sign. You may use your pencil to underline information or make notes in your test booklet. Are there any questions?

T

Answer the students’ questions.

SAY If you're not sure about the answer to a question, do the best you can, but don't spend too much time on any one question. If you finish Part 1 early, you may check your work in this part only. After you have checked your work, close your test booklet and answer document. You may do a quiet activity until the end of this test session.

T Are there any questions?

Answer all questions. Repeat instructions if necessary.

SAY Be sure to begin at number 1 on your answer document in the California English–Language Arts Standards Test section, where you see the picture of a piece of paper and a pen in a circle. You may start working now.

T

While the students are working, walk around the room to make sure that they are following directions and are on the correct test page. **Make sure that students are marking their answers in the CST 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 Has everyone finished Part 1 of the test? If you have not finished Part 1, you will be given additional time.

Make sure that you have marked all of your answers clearly on your answer document and have completely erased any marks you do not want. Then close your test booklet so the front cover is on top. Put your answer document on top of your test booklet.

T

This is the end of Part 1 of the California English–Language Arts Standards Test. 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 We will take a break now.

T

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, modifications, and/or English learner variations applied. Record the appropriate information on each student's answer document in Sections A2, A3, and/or A4 after CST ELA testing is completed.

Return all test materials to your STAR test site coordinator.

Part 2

Each time you distribute 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.

Before distributing test booklets and answer documents,

SAY I am going to give each of you your test booklet and answer document. Do
T not open the test booklet or answer document until I tell you what to do.

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 Look at the front cover of your test booklet. Be sure your name is written on
T the line at the top of the front cover. If your name is not written there, please raise your hand.

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 Look at the name in Section 1 on the front page of your answer document.
T If your name is not there, please raise your hand.

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 We will now continue with Part 2 of the California English–Language Arts
Standards Test. Remember that some of the questions will be easy, and
some will be harder. Don't worry about the ones that seem hard—just do
the best you can.
T Now open your test booklets to page 1 and review sample questions A and B.

Pause while students review the sample questions.

SAY Turn to page 24 (page 30 in large print) with the picture of a piece of paper
and a pen in a circle. Read the passages and answer questions 41 through 81.
Keep working until you finish number 81 and see a stop sign. Do not
go on to any other pages after the stop sign. You may use your pencil to
underline information or make notes in the test booklet.
T If you finish early, you may check your work in this part only. After you have
checked your work, close your test booklet and answer document. You may
do a quiet activity until the end of this test session. Are there any questions?

Answer all questions. Repeat instructions if necessary.

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

SAY Be sure to begin at number 41 on your answer document in the California English–Language Arts Standards Test section, where you see the picture of a piece of paper and a pen in a circle. You may start working now.

T

While the students are working, walk around the room to make sure that they are following directions and are on the correct test page. **Make sure that students are marking their answers in the CST 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 Has everyone finished Part 2 of the test? If you have not finished the test, you will be given additional time.

T Make sure that you have marked all of your answers clearly on your answer document and have completely erased any marks you do not want. Then close your test booklet so the front cover is on top. Put your answer document on top of your test booklet.

This is the end of the California English–Language Arts Standards Test. 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. **Check to verify that the correct version number is marked in Section 4 on answer documents.**

Before returning materials to the test site coordinator, mark any applicable circle(s) in Sections A2, A3, and A4 in the California Standards Test ELA column on the back cover of students' answer documents. See **Appendix A, Accommodations and Modifications for Students with IEPs or Section 504 Plans and Allowed Variations for English Learners: Key Sections**, and **Guide to Answer Document Sections A2, A3, and A4** on the inside of the 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.



CALIFORNIA MATHEMATICS STANDARDS TEST
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.**
- No other materials, including additional math materials/tools, may be used during this test unless specified in the student’s IEP or Section 504 Plan. (See Appendix A.)**
- Each part of the test must be administered in a single sitting, **with no breaks**, unless specified in the student’s IEP or Section 504 Plan.
- Ensure that students who have accommodations and/or modifications** specified in their IEPs or Section 504 Plans receive the appropriate accommodations and/or modifications.
- Read** directions in “**SAY**” boxes **exactly as they are printed**.
- Only directions in “**SAY**” boxes marked **T** may be translated when testing English learners.
- Make certain you have a copy of the test booklet and answer document for demonstration purposes.

Each time you distribute 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.

Before distributing test booklets and answer documents,

SAY I am going to give you your test booklet and answer document. Do not
T open the test booklet or answer document until I tell you what to do.

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 filled in the student-identifying information on the answer document.

SAY Look at the front cover of your test booklet. Be sure your name is written
on the line at the top of the front cover. If your name is not written on the
T front cover, please raise your hand.

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 Look at the name in Section 1 on the front page of your answer document.
T If your name is not there, please raise your hand.

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 Open your answer document and find the section called “California Mathematics Standards Test.” Find the picture that has the numbers 1, 2, and 3 in a circle.
T

Hold up an answer document with the California Mathematics Standards Test section facing students. Check that all students are in the correct place on their answer documents.

SAY Today you are going to take a test that will show how much you have learned. Some of the questions will be easy, and some will be harder. Don’t worry about the ones that seem hard—do the best you can and try to answer all the questions.
T I am going to give you a piece of scratch paper. If you need space to work the problems, use the blank areas in your test booklet or the scratch paper. Raise your hand if you need additional scratch paper.

Distribute the scratch paper.

SAY Open your test booklet to page 42 (page 50 in large print). Find the picture that has the numbers 1, 2, and 3 in a circle at the top of the page.
T

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

SAY Look at the directions at the top of the page. Read them to yourself as I read them aloud. “*Directions: Read each question and choose the best answer. Then mark the space for the answer you have chosen.*”
T

Sample Question (Page 42)

SAY Now look at the item in the box. Read it to yourself as I read it aloud.
T

If you are translating these directions for students, be sure to read the question and the answer choices in English only. The next SAY box should not be translated.

SAY “If x equals eight, what is the value of x plus six divided by two?
(A) twenty-eight, (B) fourteen, (C) seven, (D) four.”

SAY Mark your answer in the shaded Sample box in the California Mathematics
T Standards Test section on your answer document.

Pause while students mark their answers.

SAY Which answer did you mark?
T

Pause for replies.

SAY Yes, you should have marked the circle for the letter “C” because that is the
letter for the correct answer. If you did not mark the circle for “(C) seven,”
mark that circle now. Erase any other answer circle you marked. Are there
T any questions?

Answer all questions.

Part 1

SAY You will answer questions 1 through 36. If you’re not sure about the answer
to a question, do the best you can, but don’t spend too much time on any
one question. Keep working until you see a stop sign. Do not go on to any
other pages after the stop sign.

Remember, if you need space to work the problems, use the blank areas in
your test booklet or the scratch paper I have given you. Be sure to mark the
circle on the answer document for your answer.

If you finish Part 1 early, you may check your work in this part only. After you
have checked your work, close your test booklet and answer document. You
may do a quiet activity until the end of this test session. Are there any
T questions?

Answer all questions. Repeat instructions if necessary.

SAY Be sure to begin at number 1 on your answer document in the California
Mathematics Standards Test section, where you see the picture that has the
T numbers 1, 2, and 3 in a circle. You may start working now.

While the students are working, walk around the room to make sure that they are following directions and are on the correct test page. **Make sure that students are marking their answers in the CST 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 Has everyone finished Part 1 of the test? If you have not finished Part 1, you will be given additional time.

T Make sure that you have marked all of your answers clearly on your answer document and have completely erased any marks you do not want. Then close your test booklet so that the front cover is on top. Put your answer document on top of your test booklet.

This is the end of Part 1 of the California Mathematics Standards Test. 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 We will take a break now.

T

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 test booklets and answer documents.

Note the students for whom special conditions, accommodations, modifications, and/or English learner variations applied. Record the appropriate information on each student's answer document in Sections A2, A3, and/or A4 after CST mathematics testing is completed.

Return all test materials to your STAR test site coordinator.

Part 2

Each time you distribute 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.

Before distributing test booklets and answer documents,

SAY I am going to give each of you your test booklet and answer document. Do
T not open the test booklet or answer document until I tell you what to do.

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 Look at the front cover of your test booklet. Be sure your name is written on
the line at the top of the front cover. If your name is not written there, please
T raise your hand.

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 Look at the name in Section 1 on the front page of your answer document.
T If your name is not there, please raise your hand.

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 We will now continue with Part 2 of the California Mathematics Standards
Test. Remember that some of the questions will be easy, and some will be
harder. Don't worry about the ones that seem hard—just do the best you can.
T Now open your test booklets to page 42 (page 50 in large print) and review
the sample question.

Pause while students review the sample question.

SAY Turn to page 50 (page 60 in large print) with the picture that has the numbers
1, 2, and 3 in a circle. You will now answer questions 37 through 71. Keep
working until you finish question 71 and see a stop sign. Do not go on to any
other pages after the stop sign.
T Remember, if you need space to work the problems, you may use the blank
areas in your test booklet or the scratch paper. Raise your hand if you need
additional scratch paper. Be sure to mark the circle on the answer document
for your answer.

SAY If you finish early, you may check your work in this part only. After you have checked your work, close your test booklet and answer document. You may do a quiet activity until the end of this test session. Are there any questions?

T

Answer all questions. Repeat instructions if necessary.

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

SAY Be sure to begin at number 37 on your answer document in the California Mathematics Standards Test section, where you see the picture that has the numbers 1, 2, and 3 in a circle. You may start working now.

T

While the students are working, walk around the room to make sure that they are following directions and are on the correct test page. **Make sure that students are marking their answers in the CST 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 Has everyone finished Part 2 of the test? If you have not finished the test, you will be given additional time.

Make sure that you have marked all of your answers clearly on your answer document and have completely erased any marks you do not want. Then close your test booklet so that the front cover is on top. Put your answer document on top of your test booklet.

T

This is the end of the California Mathematics Standards Test. 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 the test booklets and answer documents until testing is completed. **Check to verify that the correct version number is marked in Section 4 on answer documents.**

Before returning materials to the test site coordinator, mark any applicable circle(s) in Sections A2, A3, and A4 in the California Standards Test Math column on the back cover of students' answer documents. See **Appendix A, Accommodations and Modifications for Students with IEPs or Section 504 Plans and Allowed Variations for English Learners: Key Sections**, and **Guide to Answer Document Sections A2, A3, and A4** on the inside of the 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 AND

ALLOWED VARIATIONS FOR ENGLISH LEARNERS: KEY SECTIONS

If you are testing students with accommodations, modifications, and/or variations for English learners, you are required to mark the applicable circle(s) in **Section A3** and/or **Section A4** 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 or Section 504 Plans.
- Allowed variations for English learners.

To determine whether a student qualifies for accommodations or modifications,

1. Check the student's IEP 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 variations, 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, A3, and A4** 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 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 or a Section 504 Plan. **DO NOT** provide an accommodation and/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 what is being tested. Modifications do change what is being tested. Illustrative examples include the following:

- Using the accommodation of having supervised breaks within each part of the California English–Language Arts Standards Test does not change the skills being tested.
- Using the modification of having the California English–Language Arts Standards Test read aloud changes it from a reading test to a listening comprehension test. In this case, the modification changes what is 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.

Mark the appropriate circle: “Accommodation or modification is in Section 504 Plan for CST only or IEP.”

Mark all tests on which accommodations or modifications were used in **Section A3**.

Accommodations and/or modifications are listed in the **Guide to Answer Document Sections A2, A3, and A4** 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 large-print test with no other accommodations, mark only “H.”
- If a student with a Section 504 Plan used a large-print test and used a calculator on the CST for Math, mark the “H” plus the “Q” in the Math column.
- If a student with an IEP took a braille test and had additional breaks within the CST for ELA, mark the “G” plus the “K” in the ELA column.

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

Use this *Directions for Administration* manual when administering the large-print and braille versions of the California Standards Tests. 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. **In Section A3 on the answer document, mark “H” for large-print or “G” for braille** if the student is taking one of these versions of the tests.

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 specified for each test in this manual. Students taking braille tests may need up to 2½ times what is specified 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.

Allowed Variations for English Learners (Section A4)

English learners may use the testing variations listed in Section A4 of the table on the inside back cover of this manual. The variations are allowable if the students regularly use them in the classroom. Mark all test variations used by English learners in **Section A4** on students' answer documents.

Note: English learners may also use accommodations and/or modifications for testing if the student has an IEP or a Section 504 Plan that states that the student may use specific accommodations and/or modifications.

APPENDIX B

COMPLETING THE DEMOGRAPHIC INFORMATION ON ANSWER DOCUMENTS

It is essential for providing accurate comparisons between and among schools 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.

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

Pre-identified (Pre-ID) demographic information cannot be changed during the test administration period except when the district STAR coordinator uses the Extended Data Corrections process. Pre-ID demographic data take precedence over demographic data that are marked on answer documents after Pre-ID information was submitted, but data entered during the Extended Data Corrections process take precedence over both. The district will have the option of using the Extended Data Corrections service to correct demographic data before the last day of testing in the administration; and the demographic data corrections service, which will be offered in fall, to correct demographic data post-reporting.

Table 2 provides descriptions of the demographic sections found on the grades 2 and 3 test booklets, and on the grades 4 through 11 answer documents. If your students will be completing some or all of the information on the student demographic page, refer to Appendix C in this manual, Directions to Students for Completing Demographic Information, which provides directions to be read to the students. Following Table 2 are Tables 3 and 4 that list primary disability codes and primary language codes.

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



Student must complete.



Test examiner must complete after testing.



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

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

Table 2. Demographic Codes on Answer Documents



Field Name	Section	Description
 <p>Student writes Student Name, Test Examiner, School, and District</p>	1	Must be written by the student at time of testing.
 <p>Bar Code Label</p>	2	If the district Pre-ID'd using the label option, place the demographic bar code label in this section on the document.
<p>Student may mark Date of Birth</p>	3	Mark the student's birth month, day, and year.
<p>Student may mark CST Version #</p>	4	Enter and mark the CST test booklet version for grades 4 through 11.
<p>Student may mark Last Name</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 only letters and spaces, <i>not</i> apostrophes, hyphens, numbers, periods, commas, etc. Left-justify and mark the circle at the top of each column with no letter entries.</p>
<p>Student may mark First Name</p>	5	<p>Enter and mark the first 9 letters of the student's legal first name. Do not use nicknames or middle names instead of a first name. For example, enter Kenneth, not Ken or Kenny.</p> <p>Use only letters and spaces. Left-justify and mark the circle at the top of each column with no letter entries.</p>
<p>Student may mark MI</p>	5	Enter and mark middle initial or leave blank. Mark the circle at the top of the column if left blank.
<p>Student may mark Gender</p>	6	Mark Female or Male.
<p>Student may mark Grade</p>	7	<p>Mark the student's current grade—this is the grade that the school shows as the student's enrollment grade and must be the same as the test being taken. Schools may assign high school students to grades based on credits earned or years in school.</p> <ul style="list-style-type: none"> For ungraded programs, subtract 5 from the student's age on December 2, 2008, to determine grade. For grade 10, assign all students to grade 10 who are counted as grade 10 for CAHSEE.

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

Field Name	Section	Description
		<ul style="list-style-type: none"> 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.
<p>Student marks Assessed with CMA <i>If applicable, grades 4–8 only</i></p>	7c	Mark the circle for the CMA test or tests the student will take instead of the CST in the comparable subject.
<p>Student may mark Primary Ethnicity Other Ethnicities</p>	8 9	<p>Mark one primary ethnicity.</p> <p>Mark all other ethnicities that apply.</p>
		<p>100 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>Asian</p> <p>201 Chinese: Having origins in any of the original peoples of China or Taiwan</p> <p>202 Japanese: Having origins in any of the original peoples of Japan</p> <p>203 Korean: Having origins in any of the original peoples of North or South Korea</p> <p>204 Vietnamese: Having origins in any of the original peoples of Vietnam</p> <p>205 Asian Indian: Having origins in any of the original peoples of the Indian subcontinent</p> <p>206 Laotian: Having origins in any of the original peoples of Laos, including Hmong</p> <p>207 Cambodian: Having origins in any of the original peoples of Cambodia</p> <p>299 Other Asian: Having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent not included above</p>
		<p>600 Black or African American: Having origins in any of the black racial groups of Africa</p>
		<p>400 Filipino: Having origins in any of the original peoples of the Philippine Islands</p>
		<p>500 Hispanic or Latino: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race</p>

Table 2. Demographic Codes on Answer Documents (continued)


Field Name	Section	Description
		<p>Native Hawaiian or Pacific Islander</p> <p>301 Hawaiian: Having origins in any of the original peoples of Hawaii</p> <p>302 Guamanian: Having origins in any of the original peoples of Guam</p> <p>303 Samoan: Having origins in any of the original peoples of Samoa</p> <p>304 Tahitian: Having origins in any of the original peoples of Tahiti</p> <p>399 Other Pacific Islander: Having origins in any of the original peoples of other Pacific Islands not included above</p> <hr/> <p>700 White: Having origins in any of the original peoples of Europe, the Middle East, or North Africa</p> <hr/> <p>999 Declined to state: For primary ethnicity only</p>
<p>Student may mark Parent Education Level</p>	<p>10</p>	<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"> • Graduate school/postgraduate training: Parent or guardian attended graduate school with or without attaining a graduate degree • College graduate: B.A. or B.S. degree or equivalent degree from a foreign university • Some college (includes A.A. degree): Completion of any courses within a two- or four-year academic program, including A.A. degree, but not including vocational or technical schools • High school graduate: Parent or guardian received a high school diploma, either by graduation or by testing or may have completed preparatoria or have received a comparable high school degree in another country • Not a high school graduate: Parent or guardian may have attended some or no school and did not graduate or may have completed secundaria • Declined to state or unknown
<p> Student ID Number</p>	<p>11</p>	<p>Enter and mark the locally assigned ID number assigned by the school or school district. Right-justify and include leading zeros if the ID number is fewer than 10 digits.</p>

Table 2. Demographic Codes on Answer Documents (continued)



Field Name	Section	Description
 Statewide Student Identifier (SSID)	12	Enter and mark the student’s 10-digit Statewide Student Identifier. All students should have an SSID.
 NPS School Code	13	Nonpublic, nonsectarian school code. To find the code, go to www.cde.ca.gov/re/sd . Select the radio button to choose <i>Nonpublic, Nonsectarian schools</i> . Use the scrolling menu to select the county and district. If the school is outside of California, scroll to the bottom of the County Name list and select <i>Non-California</i> . Select Search . The NPS code is the last seven digits in the first column, <i>CDS Code</i> .
CBEDS Enrollment School District	14	<p>School</p> <p>Mark “Yes” if the student was counted in the school’s CBEDS enrollment and has been continuously enrolled in the school since that data collection—that is, has not been removed from the school’s enrollment for any reason.</p> <p>Mark “No” if the student was either not counted in the school’s CBEDS enrollment or the student was counted, left the school, and then returned to the school prior to testing.</p> <p>District</p> <p>Mark “Yes” if the student was counted in the district’s CBEDS enrollment and has been enrolled in schools in the district since the data collection. The student may have moved among schools in the district but not to another district.</p> <p>Mark “No” if the student either was not enrolled in a district school for the CBEDS data collection or the student was counted in CBEDS, moved to another district, and then returned prior to the test administration.</p> <p>Use the following to determine continuous enrollment for Section 14. Evidence of withdrawal from a school or district includes, but may not be limited to:</p> <ul style="list-style-type: none"> • Student died while enrolled in school • Parent/guardian withdrew student to enroll in another school or district • Parent/guardian withdrew student with intent to home school • Student was placed in the California Youth Authority (CYA) <p>Reasons for dropping a student from a school’s or district’s enrollment include, but may not be limited to:</p> <ul style="list-style-type: none"> • Student was expelled from the school and district with no further participation in an academic program

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

Field Name	Section	Description
		<ul style="list-style-type: none"> • The school/district has evidence (documentation) that the student moved • Student left school and met the state criteria of a dropout. <p>If a student is absent for an extended period of time due to illness, vacation, or a temporary move during which the student does not enroll in another school, the student is to be counted as continuously enrolled.</p> <p>Removal from a school's/district's enrollment generally means that the school received information that the student had moved or enrolled in another school or district or the school or district determined that the student met the state dropout criteria.</p>
<p>Student's English Proficiency</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"> • English Only (EO): a student for whom there is a report of English as the primary language (i.e., language first learned, most frequently used at home, or most frequently spoken by the parents or adults in the home) on the "Home Language Survey." • Initially Fluent English Proficient (I-FEP): a student whose primary language is something other than English who initially met the district criteria for determining proficiency in English. • English Learner (EL): a student who first learned or has a home language other than English who was determined to lack sufficient fluency in English based on state oral language (K–12) and literacy (3–12) assessments to succeed in the school's regular instructional program. (For students tested for initial classification prior to May 2001, this is based on the state approved instrument the district was using. For students tested after May 2001, use the CELDT results.) • Reclassified Fluent English Proficient (R-FEP): a student whose primary language is something other than English who was reclassified from English learner to fluent-English proficient.
<p>Special Education Services Primary disability</p>	<p>16a</p>	<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 neither the "Section 504 Plan" nor the "IEP" circle was selected in A3, then this code defaults to "000." Refer to Table 3 for primary disability codes.</p>

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

Field Name	Section	Description
Special Education Services NPS enrollment	16b	Mark "Yes" if the student receives special education services at a nonpublic, nonsectarian school (NPS) based on an IEP.
Special Education Exit Date	16c	Mark the first month, day, and year that a student no longer received special education services.
Program Participation Specially funded programs	17	Mark all the specially funded programs in which the student participated during this school year: <ul style="list-style-type: none"> • Migrant Education: for students participating in a Migrant Education Program • Indian Education: for students participating in Indian Education Programs • Gifted and Talented: for students participating in Gifted and Talented Education programs
Program Participation English learner programs	17	If the student is an English learner, mark one of the following. <ul style="list-style-type: none"> • EL in ELD: student is receiving English-language Development (ELD) instruction, which is an academic subject of English language instruction appropriate for the student's identified level of language proficiency. ELD is consistently implemented and designed to promote second language acquisition of listening, speaking, reading, and writing. ELD instruction must be provided by an authorized teacher (either certified or in training for the type of service provided). • EL in ELD and SDAIE: student is receiving a program of English-language Development and instruction through specially 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).

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

Field Name	Section	Description
		<ul style="list-style-type: none"> • EL in ELD and SDAIE with Primary Language Support: student is receiving a program of English-language Development and instruction through specially designed academic instruction in English facilitated by primary language support. Primary language support is instructional support through the student’s primary language. Primary language support may be used in order to clarify meaning and facilitate student comprehension of academic content area concepts taught mainly through mainstream English and/or SDAIE. Primary language support must be provided by a credentialed teacher fluent in the student’s primary language or by bilingual paraprofessional staff (aides fluent in the student’s primary language and supervised by a credentialed teacher). • EL in ELD and Academic Subjects through Primary Language: student is receiving a program of English-language Development and primary language instruction services, which is an approach used to teach academic courses in and/or through a primary language other than English. The curriculum must be equivalent to that provided to FEP and English-only students. Instruction must be provided by an authorized teacher (either certified or in training for the type of service provided). • Other EL Instructional Services: student is receiving instructional or support services specifically designed for EL students that do not correspond to one of the previous four descriptions. • None (EL only): student is receiving no instructional or support services specifically designed for EL students that correspond to any of the five previous categories.
ASAM Schools Only	18	Use only if the school is participating in the Alternative School Accountability Model. Mark if student enrolled in school less than 90 school days before testing began.
Student’s Primary Language Code	19	Mark the two-digit code from Table 4, Primary Language Codes. Primary Language is the language identified on the “Home Language Survey” as the language the student first learned, most frequently used at home, or most frequently spoken by parents or adults in the home.
County/District of Residence For students with IEPs	20	If a student with an IEP attends school/receives special education services through a county office of education or a district other than the district where the student resides, mark the two-digit county and five-digit district CD code for the district where the student resides.

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

Field Name	Section	Description
R-FEP Date reclassified	21	Mark the month and century and enter and mark the day and year the student was reclassified as fluent-English proficient.
R-FEP English proficiency of R-FEP	22	For all R-FEP students in grades 5 through 11, mark “Yes” or “No” for the following question: “Has this student scored PRO or ADV any 3 years on the ELA CST?” The student must be classified as R-FEP before beginning to count the three years. This is any three years—2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008. The three years do not have to be consecutive.
NSLP	23	Mark “Yes” or “No” if 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. Note: Be sure to also respond to Section 10, Parent Education Level.
English Learner Date enrolled	24	Mark the month and century and enter and mark the day and year the student first attended any public or private school in the United States or one of its territories. This is enrollment in any public or private school.
English Learner (EL) less than 12 months	25	Mark only if the student will have been enrolled in a school in the United States less than 12 months at the time of testing. These are cumulative, not consecutive, months.

See **Guide to Answer Document Sections A2, A3, and A4**, the key on the inside back cover of this manual, for marking Sections A2, A3, and A4.

Table 3. Primary Disability Codes

Code	Disability	Definition
000	Student does not have an IEP.	Student does not have an IEP.
210	Mental Retardation (MR)	Mental Retardation means significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's educational performance.
220	Hard of Hearing (HH)	Hard of Hearing means a hearing impairment, whether permanent or fluctuating, that adversely affects a child's educational performance but is not included under the definition of "deaf" in this section.
230	Deafness (DEAF)	Deafness means a hearing impairment that is so severe that the child is impaired in processing linguistic information through learning, with or without amplification, which adversely affects educational performance.
240	Speech or Language Impairment (SLI)	Speech or Language Impairment means a communication disorder such as stuttering, impaired articulation, language impairment, or a voice impairment, which adversely affects a child's educational performance.
250	Visual Impairment (VI)	Visually Impaired means a visual impairment that, even with correction, adversely affects a child's educational performance. The term includes both partially seeing and blind children.
260	Emotional Disturbance (ED)	<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, which adversely affects educational performance:</p> <ul style="list-style-type: none"> A. An inability to learn that cannot be explained by intellectual, sensory, or health factors; B. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers; C. Inappropriate types of behavior or feelings under normal circumstances; D. A general pervasive mood of unhappiness or depression; or E. A tendency to develop physical symptoms or fears associated with personal or school problems. <p>The term "ED" includes children who are schizophrenic. The term does not include children who are socially maladjusted unless it is determined that they exhibit one or more of the characteristics listed above.</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).
280	Other Health Impairment (OHI)	Other Health Impairment (OHI) means having limited strength, vitality, or alertness due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, which adversely affect a child’s educational performance.
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 do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems that are primarily the result of visual, hearing, or motor handicaps; mental retardation; emotional disturbance; or environmental, cultural, or economic disadvantage.
300	Deaf-Blindness (DB)	Deaf-Blindness means concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that they cannot be accommodated in special education programs solely for deaf or blind children.
310	Multiple Disabilities (MD)	Multiple Disabilities means concomitant impairments (such as mental retardation, blindness, orthopedic impairment, etc.), the combination of which causes such severe educational problems that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blind children.
320	Autism (AUT)	Autism means a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age three, that adversely affects educational performance. Characteristics of autism include: irregularities and impairments in communication; engagement in repetitive activities and stereotyped movements; resistance to environmental change or change in daily routines; and unusual responses to sensory experiences. The term does not include children with characteristics of the disability serious emotional disturbance (SED). If a child manifests characteristics of the disability category “autism” after age three, that child still could be diagnosed as having “autism” if the criteria in the above paragraph are satisfied.

Table 3. Primary Disability Codes *(continued)*

Code	Disability	Definition
330	Traumatic Brain Injury (TBI)	<p>Traumatic Brain Injury means an injury to the brain caused by an external physical force or by an internal occurrence such as stroke or aneurysm, resulting in total or partial functional disability or psychosocial maladjustment that adversely affects educational performance. The term includes open or closed-head injuries resulting in mild, moderate, or severe impairments in one or more areas, including cognition; language memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not include brain injuries that are congenital or degenerative or brain injuries induced by birth trauma.</p>

Table 4. Primary Language Codes

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

APPENDIX C

DIRECTIONS TO STUDENTS FOR COMPLETING DEMOGRAPHIC INFORMATION

Day Prior to Testing

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

If your district did not receive Pre-ID answer documents or labels for some or all of the students to be tested, demographic information must be completed on blank answer documents for those students.

Completing Student Identification Information

- **Student Information page (front page of answer document)**

If your district did not use the Pre-ID Service, your STAR test site coordinator may have **you** hand-mark ALL student information prior to test administration. Your STAR test site coordinator will provide you with specific directions for this task. Appendix B, Completing the Demographic Information on Answer Documents, provides descriptions of the demographic information to be completed.

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

Only a staff member should complete Sections 11, 12, and 13: Student ID Number, SSID, and NPS School Code. **Students must not complete Sections 11, 12, and 13.**

- **Information on this page must be completed by school or district staff: “COMPLETE FOR ALL STUDENTS” page (back page of answer document).**

If your district did not use the Pre-ID Service, your STAR test site coordinator may have you hand-mark 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 and English learner test variations the student was observed using during the test administration in Sections A3 and A4.**

- Check your answer documents.** Verify that they are blank and do not have student information printed in Section 2. If there is information in Section 2, distribute the answer documents to the students whose names are printed next to the bar codes and begin with the directions for the First Day of Testing on page 7 of this manual.

Giving Directions to Students

Write the following information on the board: Names of the Test Examiner, School, and District. The Test Examiner Name is the name of the person administering the test.

Give each student two No. 2 pencils with erasers and a blank answer document.

Student Name

SAY On the front page of your answer document, find Section 1 at the top, where
T it says “Student Name.” In that box, print your first and last names.

Show students where to look on the front page. Give help as needed.

Test Examiner, School, and District Names

SAY In the box that says “Test Examiner,” print my name. In the box that says
T “School,” print the name of our school. In the box that says “District,” print
the name of our school district.

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

Date of Birth

SAY Find Section 3, where it says “Date of Birth.” In the column labeled “Month,”
T mark the circle next to the month in which you were born.

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

SAY There are two columns for the day on which you were born. If you were born
on the first through the ninth day of the month, write a “0” in the first column
and the number of the day on which you were born in the second column.
For example, if you were born on the fifth day of the month, you would write
“0, 5” in the columns. If you were born on the eleventh day of the month, you
would write “1, 1” in the columns.

T Beneath each box in which you wrote a number, mark the circle that has the
same number as the one you wrote in the box.

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

SAY There are three columns for the year in which you were born. Mark the
T circle for “19” or “20” in the first column.

Give help as needed.

SAY The last two columns are for the last two digits of the year you were born. For example, if you were born in 1994, write “9” and “4” in the last two columns for the “year.”

T Beneath each box in which you wrote a number, mark the circle that has the same number as the one you wrote in the box.

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

Student Name, Gridded

SAY Find Section 5, where it says “Last Name/First Name/Middle Initial (MI).” In the boxes provided, print your last name, then your first name and middle initial. If your name does not fit, write as many letters of your name as there are boxes. Use your legal name, not your nickname; for example, use “Jennifer,” not “Jen” or “Jenny.” If your name is hyphenated, leave a blank space between the names; do not use a dash.

T

Give help as needed.

SAY Beneath each box in which you wrote a letter, mark the circle that has the same letter as the one you wrote in the box. For each space in which you did not write a letter, mark the empty circle at the top of the column.

T

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

Gender

SAY Find Section 6, labeled “Gender.” Mark the circle next to “Female” if you are a girl or the circle next to “Male” if you are a boy.

T

Wait for students to finish. Give help as needed.

Grade

SAY Find Section 7, labeled “Grade.” Mark the circle for your grade.

T

Wait for students to finish. Give help as needed.

Ethnicity

SAY Find the section labeled “Ethnicity.” In Section 8, mark the circle of your Primary Ethnicity—the *one group with which you most closely identify*. This means the background of your family, not your friends. Mark only one circle in this column. You may choose to mark the circle for “Declined to state.”

T

Make sure that students mark only one circle in this column. Give help as needed. When all students are finished,

SAY On the right-hand side of the Ethnicity section, you will find Section 9, labeled “Other Ethnicities.” Mark the circles for all the additional ethnic groups with which you identify. If there are no other groups, do not mark any circles.

T

Give help as needed.

Parent Education Level

SAY Find Section 10, labeled “Parent Education Level.” Mark the circle that describes the education level of your most educated parent. If you do not live with both parents, mark the circle of the education level for the parent with whom you spend the most time. If you do not live with a parent, mark the circle that describes the education level of the person who monitors and helps you with your schoolwork. Mark only one circle. If you do not know, mark the circle for “Declined to state or unknown.”

T

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

SAY Do not make any marks in Sections 7c, 11, 12, and 13. I will now collect your answer documents.

T

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. **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 on the Pre-ID file **should not** be hand-marked on the answer document.
If information in the Pre-ID file was also hand-marked on the answer document, 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 marked the CST test booklet version number in Section 4 of the answer document.
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.
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 transcribing answer documents, all student demographic data and responses must be copied to a new answer document. When transcribing is complete, use a black marking pen to mark the old document with “VOID—Transcribed to new form.” Give the old answer document to the STAR test site coordinator to return with the nonscorable test materials.

GUIDE TO ANSWER DOCUMENT SECTIONS A2, A3, AND A4

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

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

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

