2016–17
California Assessment of Student Performance and Progress

Paper-Pencil Testing
Test Administration Manual

* Standards-based Tests in Spanish for Reading/Language Arts in Grades Two Through Eleven
Contact Information
California Technical Assistance Center
2731 Systron Drive
Concord, CA 94518
Phone: 800-955-2954
Fax: 800-541-8455
E-mail: CalTAC@ets.org
Web site: http://www.caaspp.org/
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**Acronyms and Initialisms Used in the Paper-Pencil Testing Test Administration Manual**

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAASPP</td>
<td>California Assessment of Student Performance and Progress</td>
</tr>
<tr>
<td>CALPADS</td>
<td>California Longitudinal Pupil Achievement Data System</td>
</tr>
<tr>
<td>CalTAC</td>
<td>California Technical Assistance Center</td>
</tr>
<tr>
<td>CAST</td>
<td>California Science Test</td>
</tr>
<tr>
<td>CCR</td>
<td>California Code of Regulations</td>
</tr>
<tr>
<td>CDE</td>
<td>California Department of Education</td>
</tr>
<tr>
<td>CDS</td>
<td>county-district-school</td>
</tr>
<tr>
<td>DFA</td>
<td>Directions for Administration</td>
</tr>
<tr>
<td>EL</td>
<td>English learner</td>
</tr>
<tr>
<td>ETS</td>
<td>Educational Testing Service</td>
</tr>
<tr>
<td>IEP</td>
<td>individualized education program</td>
</tr>
<tr>
<td>LEA</td>
<td>local educational agency</td>
</tr>
<tr>
<td>NPS</td>
<td>nonpublic, nonsectarian school</td>
</tr>
<tr>
<td>NTE</td>
<td>Not tested medical emergency</td>
</tr>
<tr>
<td>PGE</td>
<td>Parent/Guardian exemption</td>
</tr>
<tr>
<td>Pre-ID</td>
<td>pre-identification</td>
</tr>
<tr>
<td>RLA</td>
<td>reading/language arts</td>
</tr>
<tr>
<td>SBE</td>
<td>State Board of Education</td>
</tr>
<tr>
<td>SGID</td>
<td>School and Grade Identification sheet</td>
</tr>
<tr>
<td>SSID</td>
<td>Statewide Student Identifier</td>
</tr>
<tr>
<td>STAIRS</td>
<td>Security and Test Administration Incident Reporting System</td>
</tr>
<tr>
<td>STS</td>
<td>Standards-based Tests in Spanish</td>
</tr>
<tr>
<td>TOMS</td>
<td>Test Operations Management System</td>
</tr>
</tbody>
</table>
Part I
General Information
### Chapter I.1 New in 2016–17

#### Table 1. New in 2016–17

<table>
<thead>
<tr>
<th>Topic</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Changes</strong></td>
<td><strong>Change</strong></td>
</tr>
<tr>
<td><strong>Availability of the paper-pencil science tests</strong></td>
<td>The paper-pencil California Standards Tests for Science, California Modified Assessment for Science, and California Alternate Performance Assessment for Science assessments have been eliminated and are no longer available for students in grades five, eight, and ten. These tests are being replaced by the online California Science Tests and the California Alternate Assessments for Science.</td>
</tr>
<tr>
<td><strong>Policy</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Test Security Incidents</strong></td>
<td>Local educational agencies (LEAs) are no longer required to report test security incidents, such as improprieties, irregularities, or breaches, for the Standards-based Tests in Spanish for Reading/Language Arts in the Security and Test Administration Incident Reporting System (STAIRS). However, LEAs are required to report test security incidents on student answer documents as specified in Appendix A, starting on page 58.</td>
</tr>
</tbody>
</table>
Chapter I.2 Paper-Pencil Testing Overview

The Standards-based Tests in Spanish for Reading/Language Arts

*Instructions for the paper-pencil versions of the Smarter Balanced Summative Assessments, available only to local educational agencies that have received prior approval from the California Department of Education, are found in the Smarter Balanced Paper-Pencil Test Administration Manuals.*

The Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA) are multiple-choice tests that allow Spanish-speaking English learners in grades two through eleven to demonstrate their knowledge of the California academic content standards that were adopted in 1997 by taking an assessment in their primary language.

STS items were developed by test developers in collaboration with biliterate, bilingual California educators. In 2016–17, the STS for RLA is an optional test.
Chapter I.3 Instructions for Administration of Paper-Pencil Tests

Paper-Pencil Testing Test Administration Manual

This manual provides information about the responsibilities of local educational agency (LEA) California Assessment of Student Performance and Progress (CAASPP) and CAASPP test site coordinators. Test preparation, administration, and security procedures must be followed exactly so that all students will have an equal opportunity to demonstrate their academic achievement.

This manual is not intended as a substitute for the California Code of Regulations, Title 5, Education (5 CCR) or to detail all of the coordinator’s responsibilities. This manual is intended for use in conjunction with the Directions for Administration (DFAs) for the grade-level tests.

This manual includes information that LEA CAASPP and CAASPP test site coordinators are to use in coordinating the administration of the Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

Directions for Administration

The DFAs for the CAASPP paper-pencil tests are a key resource that LEA CAASPP coordinators should use in conjunction with this manual. The DFAs provide detailed information about all test administration requirements, guidelines, and procedures for the STS for RLA testing program and grade. In addition to providing the specific directions for test administrators to read to students, the DFAs include information regarding the following:

- Test security and testing problems
- Test schedules and breaks
- Paper-pencil testing materials for the test administrator and the students (including materials students may not use during testing)
- What to do before, during, and after testing
- Completing student and test information on test booklets (grades two and three) and answer documents (grades four through eleven)
- Preparing test booklets (grades two and three) and answer documents (grades four through eleven) for scoring

Web Sites

Caaspp.org is the Web site for LEA CAASPP coordinators. It serves as a repository of documents, forms, and videos that provide directions for coordinating and administering California tests within LEAs. Linked documents include (but are not limited to) the following:

- Portal to all online testing systems and resources
- Data layouts
- Test Operations Management System manuals
- Designation and security forms
- Paper-Pencil Testing Test Administration Manual
- DFAs
• Sample answer documents
• Workshop materials and links to archived workshops
• Post-Test Guide
• Student Score Report guides

In addition, caaspp.org contains links to the training videos used by CAASPP test site coordinators and test administrators.

For information about required testing in California, visit the California Department of Education’s CAASPP Web page at http://www.cde.ca.gov/ta/tg/ca/.
## Chapter I.4 Test Administration Periods

<table>
<thead>
<tr>
<th>LEA CAASPP Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access the Test Administration Summary in the Test Operations Management System (TOMS) for the specific 2016–17 local educational agency (LEA) testing dates.</td>
</tr>
<tr>
<td>Make sure all student data from the California Longitudinal Pupil Achievement Data System are appearing correctly in TOMS and have the appropriate test(s) configured. See the TOMS Pre-Administration Guide for California Assessment of Student Performance and Progress (CAASPP) Testing, linked on the CAASPP TOMS Web page at <a href="http://www.caaspp.org/administration/toms/">http://www.caaspp.org/administration/toms/</a>, for more information about assigning tests to students.</td>
</tr>
<tr>
<td>Receive paper materials from the testing contractor.</td>
</tr>
<tr>
<td>Take inventory of cartons and notify the Educational Testing Service California Technical Assistance Center (CalTAC) using the contact information on the inside front cover of this manual of any discrepancy in the number of cartons received.</td>
</tr>
<tr>
<td>Distribute materials to the test sites.</td>
</tr>
<tr>
<td>Contact CalTAC to order supplemental materials.</td>
</tr>
<tr>
<td>Ship all STS for Reading/Language Arts (RLA) scorable and nonscorable materials to the Scoring and Processing Centers.</td>
</tr>
<tr>
<td>LEAs receive access to preliminary student results for STS assessments for each administration period in the Online Reporting System.</td>
</tr>
<tr>
<td>LEAs receive access to downloadable initial Student Score Reports in TOMS.</td>
</tr>
<tr>
<td>LEAs receive access to final downloadable and printed Student Score Reports.</td>
</tr>
<tr>
<td>LEAs distribute Student Score Reports to parents/guardians.</td>
</tr>
<tr>
<td>LEAs receive access to downloadable data files in TOMS.</td>
</tr>
<tr>
<td>Results for schools, LEAs, county offices of education, and the state are publicly released.</td>
</tr>
<tr>
<td><strong>Activity</strong></td>
</tr>
<tr>
<td>--------------</td>
</tr>
<tr>
<td><strong>CAASPP Test Site Coordinator</strong></td>
</tr>
<tr>
<td>Receive paper materials from the LEA CAASPP coordinator.</td>
</tr>
<tr>
<td>Take inventory of all materials and notify the LEA CAASPP coordinator of any missing or incorrect materials.</td>
</tr>
<tr>
<td>Distribute nonsecure Directions for Administration (DFA) for the grades 3–11 STS for RLA. The nonsecure version of the DFA for the STS for RLA in grade 2, which may be distributed at any time, is available at <a href="http://www.caaspp.org/administration/about/sts/">http://www.caaspp.org/administration/about/sts/</a> (Do not distribute the secure grade 2 DFAs for the STS for RLA prior to testing.)</td>
</tr>
<tr>
<td>Distribute and collect:</td>
</tr>
<tr>
<td>• Grade 2 STS for RLA DFAs</td>
</tr>
<tr>
<td>• Grades 2–11 STS for RLA test booklets</td>
</tr>
<tr>
<td>• Grades 4–11 STS for RLA answer documents (one answer document for all grades)</td>
</tr>
<tr>
<td>Return all scorable and nonscorable materials to the LEA CAASPP coordinator after all testing is complete.</td>
</tr>
</tbody>
</table>
# Chapter I.5 Summary of Responsibilities

## LEA CAASPP Coordinator

### Preparation

2. Prepare the local educational agency (LEA) testing schedule. See page 26.
3. Coordinate testing for students assigned by the LEA to attend nonpublic, nonsectarian schools (NPSs). See page 27.
5. Read documents and review training videos. See page 27.
6. Prepare and conduct a pretest workshop for all California Assessment of Student Performance and Progress (CAASPP) test site coordinators. See page 28.
7. Prepare inventory control spreadsheets to track the distribution of paper-pencil testing materials from LEA overage. See page 30.

Maintain test security and confidentiality at all times.

### Before Testing

1. Manage test security. See page 33.
2. Coordinate receipt of paper-pencil testing materials. See page 33.

### During Testing

1. Provide assistance to CAASPP test site coordinators as needed. See page 34.

### After Testing

1. Collect and inspect paper-pencil testing materials from all test sites, including NPSs. See page 34.

### Return Materials

1. Prepare the LEA’s shipment. See page 34.
2. Coordinate shipping of paper-pencil testing materials. See page 36.

## CAASPP Test Site Coordinator

### Preparation

1. Learn about the 2016–17 test administration. See page 40.
2. Plan all test administration logistics for the site. See page 41.
3. Provide the Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA) test administrator, proctor, and scribe training. See page 42.
Before Testing

1. Manage test security. See page 47.
2. Coordinate paper-pencil testing materials received from the LEA. See page 47.
4. Identify proctors. See page 49.
5. Organize paper-pencil testing materials for testing locations (rooms). See page 49.
6. Distribute paper-pencil testing materials each day of testing. See page 49.

During Testing

1. Monitor the test administration. See page 49.
2. Handle defective test booklets and answer documents. See page 50.
3. Manage emergency situations. See page 51.

After Testing

1. Collect and process paper-pencil testing materials. See page 52.

Return Materials

2. Correctly package nonscorable materials. See page 54.
3. Return paper-pencil testing materials to the LEA. See page 55.

Test Administrator, Proctor, Scribe, and Observer

The CAASPP test site coordinator is responsible for identifying and training test administrators, proctors, and scribes. The following roles apply to the administration of the paper-pencil RLA tests:

- A **test administrator** is an employee of an LEA or an employee of an NPS who has been trained to administer the CAASPP achievement tests and has signed a CAASPP Test Security Affidavit (*California Code of Regulations*, Title 5 [5 CCR] Section 850 [ad]). For the STS, the test administrator must be bilingual in English and Spanish.

- A **test proctor** is an employee of an LEA or a person, assigned by an NPS to implement the individualized education program (IEP) of a student, who has received training designed to prepare him or her to assist the test administrator in the administration of STS assessments (5 CCR Section 850 [ag]). Test proctors must sign CAASPP Test Security Affidavits (5 CCR Section 859 [c]). For the STS, the test proctor should be bilingual in English and Spanish.

- A **scribe** is an employee of an LEA or a person assigned by an NPS to implement the IEP of a student, who is required to transcribe a student’s responses to the format required by the test. A student’s parent, guardian, or sibling is not eligible to serve as a scribe (5 CCR Section 850 [y]). Scribes must sign CAASPP Test Security Affidavits (5 CCR Section 859 [c]).
**Test Administrator and Proctor Responsibilities**

Test administrators who administer the STS for RLA paper-pencil tests are responsible for the following activities. Test proctors may assist test administrators with these responsibilities.

**Learn Testing Procedures**

- Thoroughly review and follow all procedures in the separate and grade-specific *Directions for Administration (DFAs)* for the STS for RLA and in any supplemental instructions provided by the CAASPP test site coordinator.

**Ensure the Security of Paper-Pencil Testing Materials**

*The contents of all tests are secure materials. Unauthorized copying, sharing, or use of any STS for RLA test booklet, test question, or answer document by anyone for any purpose or by any means compromises the integrity of the test and is a violation of copyright law.*

- Carefully and completely read and sign the CAASPP Test Security Affidavit before it is returned to the CAASPP test site coordinator.

- Carefully and completely read and perform the test security measures described in the *DFAs*.

- Keep the paper-pencil testing materials secure during the test administration by implementing the following security measures:
  - Limit access to the paper-pencil testing materials to actual testing sessions.
  - Limit student access to test booklets only in the testing location and only when engaged in taking the test.
  - Prohibit student access to any unauthorized electronic devices at any time during the entire testing session.
  - Prohibit the removal of paper-pencil testing materials from the testing room either physically or through the use of electronic media (except when LEA staff must escort a student[s] who needs more testing time to another testing room).
  - Collect and account for all paper-pencil testing materials before students are dismissed.
  - Return all paper-pencil testing materials to the CAASPP test site coordinator daily upon completion of testing each day.
  - Administer all paper-pencil tests according to the directions for test administration in the *DFAs*.

- Keep the test and paper-pencil testing materials secure at all times by taking the following precautions:
  - Prevent the review of any test questions, passages, or other test items in the current or past paper-pencil test administrations—independently or with students or others—before, during, or after testing.
  - Prevent the disclosure of any secure test questions, passages, or other test items from current or past paper-pencil test administrations through verbal, written, or any other means of communication (including electronic media).
  - Prevent the copying of any part of the test booklets or test questions by anyone for any purpose or by any means.
• Prevent the development of scoring keys using questions from current or past paper-pencil test administrations or the review or scoring of any student responses for any purpose.

Administer All Paper-Pencil Tests

☐ Administer all tests according to the schedules developed by the LEA CAASPP coordinator.

☐ Ensure that the testing room is appropriately prepared for administering tests. No instructional materials directly related to the content of the tests or testing strategies should be visible to any students. Inappropriate materials include, but are not limited to, the following:

  • Vocabulary or spelling lists
  • Writing materials such as charts that show capitalization, punctuation, or grammar rules
  • Phonics charts
  • Testing strategies

☐ Distribute to students only authorized paper-pencil testing materials for the test being administered. This includes testing materials specified in the DFA and materials for authorized universal tools, designated supports, or accommodations in students’ IEPs or Section 504 plans.

☐ Actively supervise students throughout the testing session and make sure that they have accurately completed all necessary information on their answer documents (including test name, if appropriate, and version number circles), are working on the correct test part, are accessing only authorized paper-pencil testing materials, and are following all directions.

☐ Plan quiet activities for students who finish testing early. The activities must not be related to the test the students are taking.

☐ Ensure that accurate records of students tested and not tested are maintained and submitted to the CAASPP test site coordinator.

Prepare Test Booklets or Answer Documents If There Are No Pre-ID Labels

☐ If pre-identification (Pre-ID) labels were not selected by the LEA CAASPP coordinator in the TOMS Test Administration Setup module, the CAASPP test site coordinator must ensure that student identification information is completed on all STS test booklets for grades two and three and all STS for RLA multiple-choice answer documents for grades four through eleven.

  • Student identification information must be provided for every student who is required to be tested and is enrolled on the first day of testing. This must be done even if the student does not take any tests.

  • The CAASPP test site coordinator is responsible for advising test administrators or other school staff how to hand-mark student identification information.

    – The CAASPP test site coordinator will advise school staff where to locate the identification information for students; for example, the location of cumulative record folders and electronic records in an LEA student information system.

  • IMPORTANT: Students must complete the information in Section 1 on the front page even if the LEA opted to receive Pre-ID labels. Test administrators must read the “First Day of Testing” section in the DFA to ALL students.
If a Pre-ID label is not used, either students or school staff must complete information on test booklets and answer documents as follows:

- Sections 3 through 5 on STS for RLA test booklets (grades two and three); and
- Sections 3 through 6 on STS for RLA answer documents (grades four through eleven).

Only school staff may complete the “Statewide Student Identifier” box (required for all students) on the front of the test booklet or answer document.

Only school staff may complete information on the back of the test booklet or answer document. Under no circumstances should students mark any of this information.
Chapter I.6 Test Security and Confidentiality

All tests booklets for the Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA) are secure documents. All paper-pencil testing materials must be handled in strict accordance with the instructions in this manual, in the Directions for Administration, and in the statements in the California Assessment of Student Performance and Progress (CAASPP) Test Security Agreement and Affidavit. Every person having access to paper-pencil testing materials shall maintain the security and confidentiality of the tests.

- Local educational agency (LEA) CAASPP coordinators must have a signed CAASPP Test Security Agreement on file with the California Technical Assistance Center (CalTAC) before Educational Testing Service (ETS) may ship any paper-pencil testing materials to the LEA.

- CAASPP test site coordinators must sign and submit a CAASPP Test Security Agreement to the LEA CAASPP coordinator before any paper-pencil testing materials may be delivered to the school/test site.

- Anyone having access to the paper-pencil testing materials must sign and submit a CAASPP Test Security Affidavit to the CAASPP test site coordinator before receiving access to any paper-pencil testing materials.

- IMPORTANT: To help ensure the security of paper-pencil testing materials, it is very important that all persons having access to secure paper-pencil testing materials carefully and completely read the CAASPP Test Security Affidavit before signing it.

- The LEA CAASPP coordinator is responsible for collecting and filing all CAASPP Test Security Agreements and Affidavits at the LEA office. Those forms should be kept for at least one year.

- The CAASPP Test Security Agreement is linked on the Forms Web page at http://www.caaspp.org/administration/forms/.

- The CAASPP Test Security Affidavit can be downloaded from http://www.caaspp.org/administration/forms/.

Test security requires accounting for all secure materials before, during, and after each test administration. Coordinators are required to keep all paper-pencil testing materials in centralized, locked storage except during actual test administration times. Test administrators must return STS for RLA paper-pencil testing materials to the CAASPP test site coordinator each day after completing the test administration.

CAASPP test site coordinators are responsible for accounting for and returning all secure materials to the LEA CAASPP coordinator, who is responsible for returning them to the ETS Scoring and Processing Centers.

In the case of student cheating, the test administrator must stop the cheating; however, the student must be allowed to complete the remainder of the test. After testing, the test administrator must mark “C” in Section A2, “Special Conditions,” on the student’s test booklet or answer document and notify the CAASPP test site coordinator after testing. Do not call the California Department of Education or the California Technical Assistance Center to report student cheating.
Chapter I.7 Assignment of Tests

Students to Be Tested

Who Is to Be Tested?
All students enrolled on the first day of testing may optionally participate in the Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA), including students with disabilities, English learners (ELs) (regardless of their English fluency or the length of time they have been in school in the United States), and students placed in nonpublic, nonsectarian schools by the local educational agency (LEA) participate in the California testing program unless exempted by their parent/guardian.

Students participate in this testing by optionally taking the STS for RLA tests. The following sections describe STS for RLA participation.

STS for RLA Optional Participation
The STS are multiple-choice tests for Spanish-speaking ELs in grades two through eleven. Students who are eligible to take the STS may take the STS for RLA. Assignment for this test is made using the Test Operations Management System (TOMS).

The STS is also optionally available for students who are enrolled in a dual-language immersion program and who are either nonlimited English proficient or redesignated fluent English proficient. These students may take a previous-year version of the STS on answer documents reprinted from a previous-year test administration. STS materials for these students are available at the expense of the LEA and are ordered through a separate process. This program, the STS for Non–English Learners in Dual-immersion Programs, is described in more detail on the Web page at http://www.startest.org/sts4dis.html.

Student Already Tested at Another School
If a student took a STS for RLA at another school for 2016–17 testing, the student may take the same test at the current school if he or she was enrolled in the current school on the first day of testing. The school is not required to test the student. If the school chooses to test the student, the school should make no marks in Section A2 of the student’s test booklet or answer document. However, if the school chooses to not test the student, the school must mark option “T” (The student was enrolled on the first day of testing and was not given this test because a staff member verified that the student had taken the test at a previous school) in Section A2 that the student took at another school.

Student Enrolled After the First Day of Testing
If a student enrolled in a school after the first day of testing, the school is required to test the student. If the school chooses to test the student, mark “L” (The student enrolled after the first day of testing and was given this test) in Section A2 of the student’s test booklet or answer document.

Parent/Guardian Exemptions
Parents/Guardians may submit written requests to exempt their children from all or any part of the STS for RLA. All such requests must be honored as indicated in Education Code Section 60615. Condition code “PGE” should be set in TOMS for all tests that a student is eligible to take—paper-pencil tests and online assessments—by the LEA California Assessment of Student Performance and Progress (CAASPP) coordinator or the CAASPP test site coordinator prior to the end of the LEA’s selected testing windows.
Medical Emergencies
When a student is not tested due to a medical emergency, LEA CAASPP coordinators or CAASPP test site coordinators should set condition code “NTE” in TOMS for all tests the student is eligible to take—paper-pencil tests and online assessments—prior to the end of the LEA’s selected testing windows.

Test Eligibility Reminder

STS
Students who take the STS for RLA must also take the appropriate Smarter Balanced Summative Assessment(s). Students in grades five and eight will take the grade-level California Science Test (CAST). Students in grades ten, eleven, and twelve will take the CAST if it has been assigned at their high school for that grade.

Important
The California Code of Regulations, Title 5, Education, Section 852 (c), states, “A parent or guardian may annually submit to the school a written request to excuse his or her child from any or all parts of any test provided pursuant to Education Code section 60640 for the school year. If a parent or guardian submits an exemption request after testing has begun, any test(s) completed before the request is submitted will be scored and the results reported to the parent or guardian and included in the pupil’s records. An LEA and its employees may discuss the CAASPP assessment system with parents and may inform parents of the availability of exemptions under Education Code section 60615. The LEA and its employees shall not solicit or encourage any written exemption request on behalf of any child or group of children.

Chapter I.8 Paper-Pencil Testing Materials

Materials to Be Provided by the LEA or School

- Two No. 2 pencils with erasers for each student (plus extras)
- “Testing—Do Not Disturb” signs

Do not use answer documents, Directions for Administration (DFAs), or any other test materials from a previous year.

Paper-Pencil Testing Materials to Be Provided by the Testing Contractor

Local educational agency (LEA) California Assessment of Student Performance and Progress (CAASPP) coordinators should see Table 7 for a detailed list of multiple-choice materials. CAASPP test site coordinators should see Table 8 for a detailed list of multiple-choice materials.

- Pre-ID labels (if ordered by the LEA)
- Standards-based Tests in Spanish (STS) two-color, machine-scorable test booklets (grades two and three)
- STS for Reading/Language Arts (RLA) test booklets (RLA in grades four through eleven)
- STS for RLA two-color, machine-scorable answer documents (one answer document for grades four through eleven)
- DFA
- “Unauthorized Electronic Devices May Not Be Used at Any Time During the Testing Session” testing session notice
- School and Grade Identification sheets
- Scorable Materials UPS Kit—orange striped
- Nonscorable Materials UPS label—green striped
- Packing list
Chapter I.9 Universal Tools, Designated Supports, and Accommodations

Using Universal Tools, Designated Supports, and Accommodations

Finding Information
The “Matrix One: Universal Tools, Designated Supports, and Accommodations for the California Assessment of Student Performance and Progress (CAASPP) System” Web document is linked on the California Department of Education (CDE) Student Accessibility Supports Web page at http://www.cde.ca.gov/ta/tg/ai/caasppmatrix1.asp. Parts 2 and 4 of Matrix One include the non-embedded universal tools, designated supports, accommodations, and unlisted resources that are available for use for the paper-pencil Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA). (Another type of support shown on Part 1 of Matrix One, called an “embedded support,” is available only on computer-based tests.)

In addition, a version of Matrix One posted at http://www.caaspp.org/administration/instructions/ includes a column that indicates the code to mark in Section A3 of test booklets or answer documents when a universal tool, designated support, or accommodation is used. All pupils (including English learners [ELs] and students with disabilities) shall be permitted universal tools on the CAASPP tests.

All pupils (including ELs and students with disabilities) shall be permitted designated supports on the CAASPP tests when determined for use by an educator or a group of educators.

Pupils with an individualized education program (IEP) or Section 504 plan shall be provided accommodations on the CAASPP tests when specified in the pupil’s IEP or Section 504 plan.

Assigning
The decision to allow a student to use a particular universal tool, designated support, accommodation, or unlisted resource should be made on an individual basis and should take into consideration the needs of the student and whether the student routinely receives the accessibility support in classroom instruction. IEP teams need to decide what is best for making tests accessible to each child.

Any universal tools, designated supports, accommodations, and/or approved unlisted resources that are to be used for testing must match those regularly used for classroom instruction and may be specified in the student’s IEP or Section 504 plan.

Requesting
A local educational agency (LEA) may submit a request in writing to the CDE, prior to the administration of a CAASPP test, for approval for the use of 1) an unlisted resource that is among the five listed in the “Unlisted Resources (Part 4 of Matrix One)” subsection on the next page, or 2) an unlisted resource (not already specified on the list of universal tools, designated supports, and accommodations or among the five in the Unlisted Resources [Part 4 of Matrix One] subsection). The Unlisted Resource Web form in the Test Operations Management System (TOMS) should be used to request the unlisted resource. The LEA CAASPP coordinator or the CAASPP test site coordinator shall make the request on behalf of the LEA at least 10 business days prior to the pupil’s first day of CAASPP testing. The CDE
shall respond to the request within four business days from the date of receipt of the written request.

**Non-embedded Universal Tools, Designated Supports, and Accommodations (Part 2 of Matrix One)**

Non-embedded universal tools, designated supports, and accommodations do not change the construct being measured.

For example, for the STS for RLA, instructions given orally by the test administrator before or after a test may be signed for a student with a hearing impairment. Directions in “SAY” boxes that the test administrator may sign are marked with a “T” in the *Directions for Administration* for each test.

Universal tools are available to all students per student preference and selection; designated supports are available to students by teacher recommendation. Accommodations are available to students with documented need in a student’s IEP or Section 504 plan.

**Unlisted Resources (Part 4 of Matrix One)**

Unlisted resources that change the construct being measured by a CAASPP test invalidate the test score and result in a score that cannot be compared with other CAASPP results. Scores for pupils’ tests with unlisted resources that change the construct being measured by a CAASPP test will not be counted as participating in statewide testing (and impact the accountability participation rate indicator), but pupils will still receive Student Score Reports with their actual score.

The following non-embedded unlisted resources have been determined to change the construct being measured on the CAASPP tests for primary language (reading/language arts) and are specified on the next page, but not limited to:

1. English dictionary for primary language;
2. Thesaurus for primary language;
3. Bilingual dictionary for primary language; and

Unlisted resources are requested by an LEA CAASPP coordinator or CAASPP test site coordinator in TOMS at least 10 business days before the student’s first day of CAASPP testing (5 CCR Section 853.8 [a]). See the *TOMS Pre-Administration Guide for CAASPP Testing* available on the TOMS Web page at [http://www.caaspp.org/administration/toms/](http://www.caaspp.org/administration/toms/) for instructions on how to request an unlisted resource for a student.

The use of an unlisted resource does not have to be marked on an answer document; the approved unlisted resource is noted in the Student Profile in TOMS.

**Marking**

After testing, test administrators are to mark Section A3 on students’ answer documents for the specific universal tools, designated supports, and accommodations students with IEPs or Section 504 plans or students who are ELs use on each test. Only universal tools, designated supports, and accommodations that are actually used during testing should be marked.

If a student is provided a universal tool, designated support, accommodation, and/or approved unlisted resource but demonstratively indicates that he or she does not want to use it, test administrators are to mark option “X” in Section A2.
Special Versions of Paper-Pencil Testing Materials

Braille and large-print versions of paper-pencil testing materials are available as testing accommodations for students with visual impairments. All grades for the STS for RLA are available only in uncontracted braille.
Chapter I.10 CAASPP Program Forms

Forms at a Glance

Table 3, below, briefly describes the forms that local educational agency (LEA) California Assessment of Student Performance and Progress (CAASPP) and/or CAASPP test site coordinators must complete. See the referenced appendix or Web address for a sample of the form.

<table>
<thead>
<tr>
<th>Table 3. Forms at a Glance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Form</strong></td>
</tr>
<tr>
<td>----------------------------</td>
</tr>
<tr>
<td><strong>• Before Testing •</strong></td>
</tr>
<tr>
<td>CAASPP Test Security Agreement</td>
</tr>
<tr>
<td>CAASPP Test Security Affidavit</td>
</tr>
<tr>
<td><strong>• During Testing •</strong></td>
</tr>
<tr>
<td>Inventory Control Spreadsheet—LEA (Optional)</td>
</tr>
<tr>
<td>Form</td>
</tr>
<tr>
<td>------</td>
</tr>
</tbody>
</table>
| Inventory Control Spreadsheet—Test Sites *(Optional)*  
http://www.caaspp.org/ | Complete as STS for RLA paper-pencil testing materials are assembled for each test administrator. Also use to log paper-pencil testing materials out and in from test administrators each day of testing. | These forms are used to track the distribution and return of all paper-pencil testing materials to and from test administrators. | The CAASPP test site coordinator retains these forms until after verification that all secure materials received at the test site have been packaged and returned to the LEA CAASPP coordinator, and the LEA CAASPP coordinator receives verification that the testing contractor has received all secure materials from the test site. |
| Test Site Absence Tracking Form *(Optional)*  
http://www.caaspp.org/ | Complete during or immediately after tests are administered. | Test administrators complete and return this form to the CAASPP test site coordinator to document students who require makeup testing. | The CAASPP test site coordinator retains this form until makeup testing is completed. It is advisable to file the form with the school's/test site’s CAASPP documents until after reports have been received. |
| Test Site Tracking of Significant Medical Emergencies *(Optional)*  
http://www.caaspp.org/ | Complete when documentation from a licensed physician is received that states that a student is not to be tested because of a medical emergency. | This form is used to track when schools/test sites have received documentation from a licensed physician for any student who is not administered a test because of an actual medical emergency. | The CAASPP test site coordinator completes this form and retains it in the school's/test site’s CAASPP files. |
| School and Grade Identification Sheet *(SGID “Header Sheets”)*  
Appendix B | Complete when bundling answer documents for scoring. | This form identifies groups of scorable answer documents and ensures that all documents are accounted for during processing and scoring. The SGID is used to verify that schools/test sites will receive score reports for all students tested. | The CAASPP test site coordinator places the original of each completed form on the appropriate group of scorable documents for the test site. A CAASPP test site coordinator for an individual nonpublic, nonsectarian school (NPS) is required to enter his or her school CDS code on an SGID for the NPS. Copies should be retained for the school’s/test site’s and LEA’s records. See page 22 for more details about completing SGIDs. |

• After Testing •
### Completing SGID Sheets

CAASPP test site coordinators at all schools, including NPSs, complete an SGID sheet and place it on top of each set of test booklets or answer documents to be scored. An SGID sheet must be filled out for each grade and each test taken by students in that grade level.

The SGID sheet is sampled in Appendix B on page 62.

**Instructions for Completing Boxes**

Print the information where requested on lines or in spaces above option circles and then mark the corresponding circles, as applicable.

**School Information Box**

- **LEA**—Enter the name of the LEA where the school/test site is located or the LEA that assigned the students to NPSs.

- **School**—Enter the name of the school/test site or NPS.

- **Grade**—Enter the grade level of test booklets or answer documents under this SGID.

- **Teacher, Counselor, or Group**—Enter only if documents are being submitted by Teacher/Group or for a specific NPS.

**School Code**

The school CDS code is preprinted on the SGID sheets provided with the school/test site materials. If you are using a blank SGID, enter the school CDS code in the boxes and mark the corresponding circle under each number. All test sites, including NPSs, should enter their full school code. This information is used in data reporting files.

**School Name**

The school name is preprinted on the SGID sheets provided with the school/test site materials. If you are using a blank SGID, print the school name (left justified) in the boxes and mark the corresponding circle under each letter of the school name. Leave a space between each word and mark the empty circle at the top of the column below the space.

**CAASPP Assessment**

Mark the circle for the appropriate paper-pencil tests; for this program of tests, mark “STS.”

**Grade**

For STS for RLA documents, mark the circle for the grade level in which the students are enrolled.
Number of Documents
Enter and mark the number of documents in the set. This number includes the number of answer documents for students tested plus the number of answer documents with only identification information for students not tested.

Testing Start Date
Enter and mark the month, day, and year of the first date of testing for the documents in the set. This information is critical for accountability purposes.

Instructions for Bundling Materials
Use these instructions for all schools within the LEA including NPSs, which are bundled like any other school (and do not require special handing during the 2016–17 CAASPP administration).

STS
Use a separate SGID for each grade level of students taking the STS for RLA.
Notes
Chapter II.1 General Preparation for the CAASPP Administration

LEA CAASPP Coordinator Responsibilities

The local educational agency (LEA) California Assessment of Student Performance and Progress (CAASPP) coordinator is the contact person for all CAASPP test site coordinators and school administrators and for all testing-related communications for the LEA.

In general, the LEA CAASPP coordinator is also responsible for the following tasks:

- Securing paper-pencil testing materials upon receipt
- Distributing paper-pencil testing materials to schools
- Tracking the paper-pencil testing materials
- Training and answering questions from CAASPP test site coordinators
- Receiving scorable and nonscorable materials from schools after an administration
- Returning the materials to the testing contractor for processing

Carefully read all materials that you receive and contact the California Department of Education (CDE) or your California Technical Assistance Center (CalTAC) representative as appropriate with questions you have related to the paper-pencil Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA) or the test administration. Contact numbers are listed on the inside front cover of this manual.

Review Test Security and Regulations

- Review California Code of Regulations, Title 5, sections 850–64 and understand the definitions, testing requirements, coordinator responsibilities, and scheduling information included in them. The regulations are linked on the CDE Web page at http://www.cde.ca.gov/re/lr/rr/caaspp.asp.
- Review the CAASPP Test Security Agreement and make sure that you understand your obligations related to test security.
- Develop processes for staff to follow to ensure the security of paper-pencil testing materials when materials are in their possession.

Prepare the LEA Testing Schedule

Prepare a testing schedule for the LEA that includes the date and time each test and test part are to be administered in every school in the LEA. If the LEA does not use a schedule that includes all schools, have CAASPP test site coordinators prepare the testing schedules for each site and submit them to the LEA office before testing begins.

Security should be a prime consideration when establishing testing schedules. If the STS for RLA is to be administered in multiple classrooms, schools are encouraged to administer that test at the same time in all classes or, if that is not possible, over a short time period to maintain test security.

Test parts must be administered sequentially (for example, part 1 of the STS for RLA followed by part 2 of the STS for RLA).

All regular and makeup testing must be completed within the 25-day testing window. Generally, testing can be completed within a two-week period.
Coordinate Testing for Students Assigned by the LEA to Attend Nonpublic, Nonsectarian Schools

The LEA CAASPP coordinator is responsible for carrying out the following duties:

- Work with special education staff to identify all nonpublic, nonsectarian schools (NPSs) to which the LEA has assigned students.
- Obtain a signed CAASPP Test Security Agreement from each NPS CAASPP test site coordinator and train the coordinator on all test administration requirements, timelines, and procedures, including security procedures related to testing and materials return.
- Set up the LEA’s NPS test administration window on the basis of the NPS school calendar, order materials, and order pre-identification labels using the NPS’s assigned code.
  - The LEA CAASPP coordinator may set up a unique administration period (for example, Admin06) in the Test Operations Management System (TOMS) for all NPSs in which the LEA has enrolled students, or may add the NPS to an existing administration if the NPS’s testing window matches that of an administration within the LEA.
  - For assistance with this responsibility, contact CalTAC at 800-955-2954.
- Notify all NPSs of the LEA’s testing schedule.

Verify Student Data in CALPADS and Test Assignments in TOMS

- Use the California Longitudinal Pupil Achievement Data System (CALPADS) to update student demographic data as necessary; the LEA CAASPP coordinator is responsible for verifying that the LEA’s file is complete and includes correct data.
- Assign tests to students through TOMS, which can be accessed by selecting the [Test Operations Management System (TOMS)] button at http://www.caaspp.org/.

Read Documents and Review Training Videos

- Read the 2016–17 California paper-pencil test administration documents, including the following:
  - This manual
  - The CAASPP Test Security Agreement, which describes the responsibilities of, and procedures that must be followed by, LEA CAASPP and CAASPP test site coordinators to protect the security of the test and test questions
  - The CAASPP Test Security Affidavit, which describes the responsibilities of, and procedures that must be followed by, test administrators to protect the security of the test and test questions
  - An STS for RLA Directions for Administration (DFA) for at least one grade; if you choose the DFA for grade two, review only the nonsecure version, which can be accessed at http://www.caaspp.org/administration/instructions/dfas/
  - The test administrator and CAASPP test site coordinator training videos and any video updates that are linked at http://www.caaspp.org/training/paper-pencil/ and http://www.caaspp.org/training/caaspp/
Part II: Instructions for LEA CAASPP Coordinators | Chapter II.1 General Preparation for the CAASPP Administration

- Clarify any questions you have about the testing requirements or procedures with CalTAC and/or the CDE, as appropriate.

**Prepare and Conduct a Pretest Workshop for All CAASPP Test Site Coordinators**

Formal, classroom-style training for CAASPP test site coordinators is encouraged.

- The training should include a discussion of the responsibilities and procedures described in this manual, a review of any information and instructions that are specific to the LEA, and a thorough review of security procedures.

  The test administrator and CAASPP test site coordinator training videos and any video updates that are linked at [http://www.caaspp.org/training/caaspp/](http://www.caaspp.org/training/caaspp/) and [http://www.caaspp.org/training/paper-pencil/](http://www.caaspp.org/training/paper-pencil/) should be used during the training.

- Because the contents of all STS for RLA test booklets are secure materials—unauthorized copying, sharing, or use of any California test booklet or of any questions within the booklet by anyone for any purpose or by any means is a violation of copyright law—CAASPP test site coordinators should be instructed in the following “best practices”:
  - Prohibit the use of cell phones, cameras, and other electronic devices where STS for RLA paper-pencil testing materials are stored or these tests are administered.
  - Prevent test site personnel or students from taking photos (using a camera, cell phone, or any other electronic device) of test booklets, answer documents, or questions within the booklets.
  - CAASPP test site coordinators or test administrators should post “Unauthorized Electronic Devices May Not Be Used at Any Time During the Testing Session” testing session notices so that they are clearly visible to all students.
    - CAASPP test site coordinators will receive a master copy of this sign in the coordinator kit and may make copies to provide to test sites.
    - The sign is available for download at [http://www.caaspp.org/administration/instructions/](http://www.caaspp.org/administration/instructions/).
  - Prevent test site personnel or students from copying, for any purpose or by any means, any part of the test booklets or test questions.
  - Prevent unauthorized use of any test questions, past or present.

- Training in the administration of these paper-pencil tests should include, but not be limited to, explanations of the following:
  - Responsibilities of CAASPP test site coordinators, test administrators, and proctors
  - Required tests for each grade
  - Security forms requirements (including completion of the CAASPP Test Security Agreement and Affidavit)
Notes

• Emphasize that CAASPP test site coordinators and anyone having access to secure paper-pencil testing materials must carefully and completely read the CAASPP Test Security Agreement and/or Affidavit before signing it.

• The LEA CAASPP coordinator is to collect and file CAASPP Test Security Affidavits completed by CAASPP test site coordinators, test administrators, proctors, and other staff having access to secure materials.

• Only the LEA CAASPP coordinator’s own CAASPP Test Security Agreement is sent electronically to CalTAC.

• Regulations and special instructions for the participation of English learners, students with Section 504 plans, and students with individualized education programs

• Using special versions, universal tools, designated supports, accommodations, and/or approved unlisted resources and marking answer documents appropriately

• Distributing only the scannable, two-color answer documents to students taking the optional STS for RLA tests

• Reviewing a DFA for at least one grade level of the STS for RLA for information about what test administrators are to do before, during, and after testing; for the grade two STS, review only the nonsecure version, which can be accessed at http://www.caaspp.org/administration/instructions/dfas/

• Marking the student identification information pages of a test booklet (grades two and three) or answer document (grades four through eleven) when Pre-ID labels were not ordered
  – For those documents, the student identification information must be marked for every student for whom this test is assigned, including students who are enrolled on the first day of testing but are not tested and students who enrolled after the first day of testing and are tested.
  – Provide CAASPP test site coordinators with a list of the data that must be marked on those documents.
  – The documents are to be submitted with the scorable materials for the students’ classes or grade levels.

Notes

• Answer documents for students assigned to NPSs for whom the LEA has received parent/guardian exemptions may be completed within the LEA and not sent to the NPSs. These must be submitted for scoring with all NPS scorable documents. Please pack these materials in the white scorable cartons provided.

• The LEA is responsible for having all students tested, including those assigned to NPSs that are not in California.

• Arranging for testing locations (rooms) and additional proctors, as required
• Training test administrators through the use of the test administrator and CAASPP test site coordinator training videos and any video updates that are linked at http://www.caaspp.org/training/caaspp/ and http://www.caaspp.org/training/paper-pencil/
• Adhering to the established testing schedule
• Referring to the last appendix in the DFA for information about preparing answer documents and/or test booklets for scoring
• Submitting with scorable materials a grade two or three test booklet or answer document (grades four through eleven) for all students who are optionally tested (STS for grades two through eleven)
• Packaging and returning all paper-pencil testing materials to the LEA

LEA CAASPP coordinators may use such materials as the “Items and Estimated Time Charts” (Appendix C on page 63) and the testing regulations (linked on the CDE Web page at http://www.cde.ca.gov/re/lr/rr/caaspp.asp) when preparing workshops.

Prepare Inventory Control Spreadsheets to Track the Distribution of Paper-Pencil Testing Materials from LEA Overage

The following are brief instructions for using the LEA Inventory Control spreadsheet to track paper-pencil testing materials.

The LEA may use the spreadsheet provided or may choose another method for tracking paper-pencil testing materials.

1. Download the LEA Inventory Control spreadsheet from http://www.caaspp.org/administration/forms/.
2. Open the LEA Inventory Control spreadsheet in Microsoft Excel.
3. Select the appropriate tab at the bottom of the Excel screen.
4. Enter the LEA name.
5. Enter the administration.
6. Enter the name of the school/test site receiving paper-pencil testing materials.
7. Enter the number of each type of document delivered to the school/test site in the appropriate columns.
8. Repeat steps 5 through 7 for all schools.
Chapter II.2 STS Multiple-Choice Tests

Background

The Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA) are multiple-choice assessments that may be administered to Spanish-speaking English learners (ELs) in grades two through eleven.

Test Dates

Local educational agency (LEA) California Assessment of Student Performance and Progress (CAASPP) coordinators set the schedules for multiple-choice STS for RLA testing within a 25-day window based on 12 days before and 12 days after the date on which 85 percent of the instructional days have been completed for the school year. Dates will vary by LEA and school. All STS for RLA tests must be administered within this window.

The LEA CAASPP coordinator provides information for each administration period being used in the LEA when setting test administration dates in the Test Operations Management System (TOMS). Those dates can be printed from the Testing Window Summary.

Paper-Pencil Testing Materials

Paper-pencil testing materials, including supplemental orders and overage, are ordered in TOMS via test assignment and delivered in the quantities indicated in Table 4.

Directions for Administration (DFA) quantities are also shown in Table 4. For the STS for RLA, one DFA is provided for every 20 test booklets or fraction thereof. DFAs are delivered in bundles of five.

Do not use answer documents, DFAs, or any other testing materials from a previous year. Students should only use the machine-scorable, two-color answer documents included in your shipment of paper-pencil testing materials when taking these tests. If your LEA is administering the STS for Dual-Immersion Students, do not use those materials to administer the 2016–17 STS for RLA.

Paper-pencil testing materials will be delivered as shown in Table 4 and Table 5. Table 4 lists STS for RLA materials.

The LEA receives three types of boxes. “Open this box first,” for the LEA, contains all paper-pencil testing materials for the STS for RLA multiple-choice administration and the LEA overage, which may extend into additional boxes. The specific contents of the box the LEA should open first are listed in Table 5.

A separate “Open this box first,” for each school, contains administration materials. Other boxes, marked for schools, contain the actual student and test administrator paper-pencil testing materials to be distributed by the LEA to its schools. The specific contents of the school’s first box are also listed in Table 5.

All boxes for the LEA are white boxes.

Note: Table 4 does not include special formats, such as braille or large print, that can be ordered and are included with the rest of the requested materials in the shipment.

The LEA CAASPP coordinator also receives administrative materials that are used for all paper-pencil tests, as shown in Table 5.
LEA CAASPP coordinators and CAASPP test site coordinators also receive LEA and/or school/test site packing lists.

**Table 4. STS for RLA Paper-Pencil Testing Material Packaging Quantities by Grade Level—LEA**

<table>
<thead>
<tr>
<th>STS for RLA Paper-Pencil Testing Materials</th>
<th>Grades</th>
<th>Quantity</th>
<th>Shipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-identification (Pre-ID) kit</td>
<td>All</td>
<td>N/A</td>
<td>Separate shipment</td>
</tr>
<tr>
<td>(Pre-ID labels, School and Grade Identification [SGID] sheets, rosters, instructions for placing label)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DFAs</td>
<td>2–11</td>
<td>5s</td>
<td>Boxes marked for schools</td>
</tr>
<tr>
<td>two-color, scannable test booklets</td>
<td>2, 3</td>
<td>5s</td>
<td>Boxes marked for schools</td>
</tr>
<tr>
<td>test booklets</td>
<td>4–11</td>
<td>5s</td>
<td>Boxes marked for schools</td>
</tr>
<tr>
<td>practice tests + practice test DFA</td>
<td>2, 3, 4</td>
<td>5s + 1</td>
<td>Boxes marked for schools</td>
</tr>
<tr>
<td>two-color, machine-scorable answer documents</td>
<td>4–11</td>
<td>5s</td>
<td>Boxes marked for schools</td>
</tr>
</tbody>
</table>

**Table 5. CAASPP Paper-Pencil Testing Materials for LEA CAASPP Coordinator**

<table>
<thead>
<tr>
<th>LEA CAASPP Coordinator</th>
<th>CAASPP Paper-Pencil Testing Materials</th>
<th>Shipment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tape and Return Instructions</td>
<td>Open this box first</td>
<td></td>
</tr>
<tr>
<td>Overage—5 percent above original order for LEAs, 10 percent above original order for schools</td>
<td>Open this box first – School, LEA</td>
<td></td>
</tr>
<tr>
<td>Return Materials</td>
<td>White carton, scorable materials UPS—orange-striped label</td>
<td>Open this box first – School, LEA</td>
</tr>
<tr>
<td></td>
<td>Nonscorable materials UPS—green-striped label</td>
<td>Open this box first – School, LEA</td>
</tr>
</tbody>
</table>

**Supplemental Orders**
The only way an LEA may order additional test booklets, answer documents, or DFAs is by calling the California Technical Assistance Center at 800-955-2954. Orders for additional materials cannot be placed until after the LEA has approved the initial order or the “Initial Order Cut-off Date” listed in the LEA’s Testing Window Summary in TOMS has passed.

**Materials to Be Provided by the LEA or School**

- Two No. 2 pencils with erasers for each student (plus extras)
- “Testing—Do Not Disturb” signs
- “Unauthorized Electronic Devices May Not Be Used at Any Time During the Testing Session” testing session notices
  - CAASPP test site coordinators or test administrators should post these signs so that they are clearly visible to all students.
  - The sign is available for download at [http://www.caaspp.org/administration/instructions/](http://www.caaspp.org/administration/instructions/).
Universal Tools, Designated Supports, Accommodations, and Unlisted Resources

General Use

Students may use the universal tools, designated supports, accommodations, and/or approved unlisted resources specified in their individualized education program (IEP) or Section 504 plan during the test. If students use specific universal tools, designated supports, accommodations, and/or approved unlisted resources, test administrators are responsible for marking Section A3 on the students' test booklets (grade two or three) or answer documents (grades four through eleven) immediately after testing. Only universal tools, designated supports, accommodations, and/or approved unlisted resources that a student actually uses during testing should be marked.

However, if a student has an IEP or Section 504 plan that includes universal tools, designated supports, accommodations, and/or approved unlisted resources, but does not use them, the “IEP” or “Section 504 plan” circle in Section A3a must still be marked.

Identifying


Responsibilities Before Testing

Manage Test Security

- Receive and file CAASPP Test Security Affidavits from schools/test sites. (See “Forms at a Glance” on page 20.)
- Identify a centralized, secure, lockable area for storing paper-pencil testing materials and notify other appropriate staff of the location.
- Secure all paper-pencil testing materials, which includes preventing unauthorized access and copying by anyone for any purpose or by any means.

Coordinate Receipt of Paper-Pencil Testing Materials

- Receive the LEA's shipment of materials 10 to 20 days prior to the first day of testing.
- Take inventory of the shipment to verify that all cartons were received for all LEA test sites and that the LEA overage is complete; the LEA CAASPP coordinator is responsible for the security of all LEA materials—including the LEA overage—and must account for all paper-pencil testing materials before they are returned for scoring.
- Place a supplemental order with CalTAC (800-955-2954), if needed.

Ship Paper-Pencil Testing Materials to Schools

- Complete inventory control spreadsheets to track the distribution of paper-pencil testing materials from the LEA overage to schools/test sites.
- Distribute paper-pencil testing materials to all LEA schools/test sites in such a way that they arrive no more than 10 and no fewer than 5 working days before the first day of testing.
Part II: Instructions for LEA CAASPP Coordinators

Chapter II.2 STS Multiple-Choice Tests

- Forward Pre-ID labels to students’ new schools for students who transferred within the LEA before testing begins.
  - The student’s information can be updated using the California Longitudinal Pupil Achievement Data System.
  - The student’s information can also be hand-marked if the pre-identification (Pre-ID) label is not used.
- Submit an Unlisted Resource Request in TOMS on behalf of the LEA as necessary for individual students 10 business days prior to the student’s first day of CAASPP testing. This task may be completed by the CAASPP test site coordinator.
- Forward braille and large-print testing materials to students’ new schools for students who transferred within the LEA before testing begins.
- Ship materials to nonpublic, nonsectarian schools (NPSs) if the LEA has placed students with IEPs at NPSs.

Responsibilities During Testing

Provide Assistance to CAASPP Test Site Coordinators as Needed

- Assist CAASPP test site coordinators with the handling of defective test booklets or answer documents by contacting CalTAC at 800-955-2954 if necessary.
- Assist CAASPP test site coordinators with the handling of emergency situations that disrupt the test administration.

Responsibilities After Testing

Collect and Inspect Paper-Pencil Testing Materials from All Test Sites

- Receive scorable and nonscorable materials from CAASPP test site coordinators two working days after the last test was administered.
- Inspect a sample of the boxes collected from schools, making sure that:
  - Answer documents were bundled in the correct order.
  - Answer documents were only two-color, machine-scorable answer documents (and not black-and-white answer documents printed on a local printer).
  - Answer documents were submitted for all schools in the LEA with students assigned to take the STS.
  - SGID sheets were filled out properly.
  - Answer documents were filled out correctly.
  - Scorable materials were placed in a box with an orange-striped label and nonscorable materials were placed in a box with a green-striped label.
- Repackage incorrectly packed materials.

Prepare the LEA’s Shipment

- Separate cartons of booklets to be scored (orange-striped labels) from cartons of nonscorable materials (green-striped labels); sort by school.
- Pack the materials in the appropriate (scorable or nonscorable) boxes. STS for RLA materials should be grouped separately by grade and school but may be stacked together in grade-level order. Table 7 shows the materials to return.

- Complete the LEA information on the scorable (orange-striped) and nonscorable (green-striped) labels.

- Affix the nonscorable green-striped labels to cartons (other than the white carton with the orange-striped label).

- Number all cartons of scorable materials sequentially beginning with the NPS carton(s), which should be in the box opened first.

- Complete LEA information on green-striped return address labels. Number all cartons of nonscorable materials sequentially.

- Ensure that all unused materials in the LEA overage are included with the nonscorable materials. Note: If the LEA distributes booklets from the LEA overage to test sites, the sites, not the LEA, are responsible for packaging the materials for return.

Table 6. Guidelines for Handling Nonscorable Paper-Pencil STS for RLA Testing Materials

<table>
<thead>
<tr>
<th>MATERIAL</th>
<th>HANDLING GUIDELINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>DFAs</td>
<td>Return with nonscorables.</td>
</tr>
<tr>
<td>Directions for Administration, grade 2 STS for RLA</td>
<td>Return with nonscorables.</td>
</tr>
<tr>
<td>Directions for Administration, grades 3–11</td>
<td>Discard or recycle.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Test Booklets</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unused test booklets, grades 2 and 3</td>
<td>Return with nonscorables.</td>
</tr>
<tr>
<td>Used, damaged test booklets that have been transcribed, grades 2 and 3</td>
<td>Return with nonscorables and mark as “VOID—Document Transcribed.”</td>
</tr>
<tr>
<td>Used test booklets, grades 4–11</td>
<td>Return with nonscorables.</td>
</tr>
<tr>
<td>Unused test booklets, grades 4–11</td>
<td>Return with nonscorables.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Two-Color, Machine-Scorable Answer Documents</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Unused answer documents, including those with Pre-ID labels applied, grades 4–11</td>
<td>Securely destroy.</td>
</tr>
<tr>
<td>Used, damaged answer documents that have been transcribed, grades 4–11</td>
<td>Return with nonscorables and mark as “VOID—Document Transcribed.”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Special Versions</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Used braille and large-print test booklets</td>
<td>Return with nonscorables.</td>
</tr>
<tr>
<td>Unused braille and large-print test booklets</td>
<td>Return with nonscorables.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ancillary Items—Do Not Return</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CAASPP Paper-Pencil Testing Test Administration Manual</td>
<td>File one copy in LEA and discard or recycle remainder.</td>
</tr>
<tr>
<td>Additional SGID sheets</td>
<td>Discard or recycle.</td>
</tr>
<tr>
<td>Unused Pre-ID labels</td>
<td>Securely destroy.</td>
</tr>
</tbody>
</table>
### Table 7. STS for RLA Multiple-Choice Paper-Pencil Testing Materials to Return—LEA

<table>
<thead>
<tr>
<th>Scorable Materials</th>
<th>Nonscorable Materials to Return</th>
</tr>
</thead>
<tbody>
<tr>
<td>White Boxes with Orange-Striped Labels</td>
<td>Brown Boxes with Green-Striped Labels</td>
</tr>
<tr>
<td>LEA returns to the Educational Testing Service (ETS) Scoring and Processing Center, Ewing, New Jersey</td>
<td>LEA returns to the ETS Scoring and Processing Center, Ewing, New Jersey</td>
</tr>
</tbody>
</table>

- Completed SGID sheets on top of sets of answer documents to be scored
- Two-color, machine-scorable grades two and three test booklets
- Two-color, machine-scorable answer documents
- Used and unused nonscorable test booklets (organized by grade)
- DFAs (grade two only)
- Large-print and braille booklets
- Damaged, unused, and voided scorable test booklets and answer documents (organized by grade)

### Coordinate Shipping of Paper-Pencil Testing Materials

- Prepare to ship all cartons of STS for RLA materials no more than five days after testing is completed for each administration period.
- Attach the green-striped carrier labels to boxes, ensuring the labels are completely visible.
- Be present or designate a person to be present for pickup.
- Have all boxes placed in the appropriate pickup location.
- Confirm that the materials were picked up as scheduled. If they were not, call CalTAC at 800-955-2954 to report the delay.
  - The LEA CAASPP coordinator is responsible for verifying that the LEA’s shipments have been picked up for return to the testing contractor.
- File copies of the shipping paperwork.
### Important

Use only the carrier assigned to you. Do not use another carrier or the U.S. mail to ship materials. The addresses are on the orange- and green-striped labels.

### PLEASE WAIT UNTIL ALL SCORABLE MATERIALS FOR A TEST ADMINISTRATION FROM THE SCHOOLS IN YOUR LEA HAVE BEEN RECEIVED AT THE LEA BEFORE SHIPPING SCORABLE MATERIALS.

Scorables for each test administration should be sent at the same time, in a single shipment. Contact CalTAC if there will be additional shipments of scorables after the initial shipment. CalTAC will inform you which of these scenarios will occur in such a case:

1. If the testing contractor has not yet begun processing scorables when the additional shipment is received, the LEA should send the overdue materials as quickly as possible at the LEA’s expense.
2. If the testing contractor has begun processing scorables, there will be a fee to process the overdue scorables. Return these materials with a purchase order that covers the $5.00 late processing fee per overdue test document the LEA wants scored.
3. If the testing contractor has finished processing scorables, there will be a fee to process the overdue scorables. Return these materials with a purchase order in the amount of $385.00 plus $5.00 late processing fee per test document the LEA wants scored by July 26, 2017, to cover the late processing fee for all overdue test documents.

### Important

If the LEA tests in separate administrations, return each administration’s materials separately and include an SGID sheet that correctly identifies the test administration. **Do not mix materials from different test administrations.**
Part III
Instructions for CAASPP Test Site Coordinators
Chapter III.1 General Preparation for the STS for RLA Administration

CAASPP Test Site Coordinator Responsibilities

In general, the California Assessment of Student Performance and Progress (CAASPP) test site coordinator is responsible for the following tasks:

- Training test administrators and proctors to accurately and securely administer the tests
- Making sure that the school has the proper paper-pencil testing materials
- Distributing paper-pencil testing materials within a school
- Securing materials before, during, and after the administration period
- Ensuring that test questions are not copied or photographed for any purpose or by any means
- Ensuring that test questions, passages, or other test items are not reviewed independently or with students before, during, or after testing
- Ensuring that tests are administered as described in the test administration manual
- Answering questions from test administrators
- Preparing and packaging paper-pencil testing materials to be returned to the local educational agency (LEA) after testing
- Returning the paper-pencil testing materials to the LEA

Learn About the 2016–17 Test Administration

- Attend the LEA’s workshop for CAASPP test site coordinators.
- Review the following:
  - This manual
  - The CAASPP Test Security Agreement, which describes the conditions under which LEA CAASPP and CAASPP test site coordinators are to act to ensure security of the test and test questions
  - The CAASPP Test Security Affidavit, which outlines the measures to be followed by test administrators to protect the security of the test and test questions
  - A Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA) Directions for Administration (DFA) for at least one grade level; if you choose the DFA for grade two, review only the nonsecure version, which can be accessed at http://www.caaspp.org/administration/instructions/dfas/
  - The test administrator and CAASPP test site coordinator training videos and any video updates linked at http://www.caaspp.org/training/caaspp/ and http://www.caaspp.org/training/paper-pencil/
Plan All Test Administration Logistics for the Site

- Identify staff members who will serve as:
  - STS for RLA test administrators (must be bilingual in English and Spanish)
  - STS for RLA proctors (should be bilingual in English and Spanish)

- Develop processes for staff to follow to ensure the security of the paper-pencil testing materials when materials are in their possession.

- If the LEA CAASPP coordinator does not prepare a testing schedule for the schools in the LEA, prepare a test site testing schedule that includes the date and time for each test to be administered.
  - Test parts must be administered sequentially (for example, part 1 of the STS for RLA followed by part 2 of the STS for RLA).
  - Security should be a prime consideration when establishing testing schedules. If a particular test (e.g., part 1 of the STS for RLA) is to be administered in multiple classrooms, schools are encouraged to administer that test at the same time in all classes or, if that is not possible, over a short time period to maintain test security.

- Prepare or supervise the hand-marking of answer documents when pre-identification (Pre-ID) labels are not used.

- Notify parents/guardians of the students assigned to take the STS for RLA of the testing schedule.

- Receive and file CAASPP Test Security Affidavits for anyone who will have access to the STS for RLA paper-pencil testing materials. The CAASPP Test Security Affidavit can be downloaded from http://www.caaspp.org/administration/forms/.

- Set up separate testing rooms and assign test administrators for students whose individualized education programs (IEPs) or Section 504 plans specify universal tools, designated supports, and/or accommodations that necessitate testing the students in a separate setting (that is, reading test questions aloud, extended testing time, additional breaks, and so forth).

- Ensure that LEA staff are available to supervise students who are not being tested.

- Set up a quiet room to which students who need more time to test will be escorted. Also ensure that LEA staff are available to accompany students to that room and supervise them in the room.

- Identify where test administrators and/or proctors will pick up and return paper-pencil testing materials each day.

- Review or supervise the review of materials after testing to ensure the following:
  - You have paper-pencil testing materials for all students assigned to take the STS for RLA;
  - You are using the correct printed materials (Test booklets for grades two and three and answer documents for grades four through eleven should be two-color and machine-scorable.);
  - Students have marked all necessary information;
  - Sections A1, A2, and A3 are marked, if necessary;
• Stray marks that are near answer circles and may interfere with scoring are erased; and
• Damaged documents are transcribed.

**Note:** Information regarding preparing test booklets and answer documents for scoring is included in the appendixes of all DFA.

**Provide STS for RLA Test Administrator, Proctor, and Scribe Training**

- CAASPP test site coordinators must train test administrators, proctors, and scribes. The test administrator and CAASPP test site coordinator training videos and any video updates that are linked at [http://www.caaspp.org/training/paper-pencil/](http://www.caaspp.org/training/paper-pencil/) should be used as a part of the training.

- Training must include, but not be limited to, the following:

  **Test Security Information**

  - Distributing, explaining, completing, and collecting the signed security affidavits, emphasizing that staff must do the following:
    - Carefully read and understand the affidavit.
    - Adhere to all security procedures including maintaining the security of the paper-pencil testing materials.
    - Administer all tests according to the DFA. (This is extremely important information that will help test administrators and proctors avoid potential testing incidents.)

  - Because the contents of all California test booklets are secure materials—unauthorized copying, sharing, or use of any California test booklet or of any questions within the booklet by anyone for any purpose or by any means compromises the integrity of the test and is a violation of copyright law—test site personnel should be instructed in the following “best practices”:
    - Prohibit use of cell phones, cameras, and other electronic devices where STS for RLA paper-pencil testing materials are stored or these tests are administered.
    - Prevent test site personnel or students from taking photos (using a camera, cell phone, or any other electronic device) of test booklets, answer documents, or questions within the booklets for any purpose or by any means.
    - Prevent test site personnel or students from copying any part of the test booklets, answer documents, or test questions for any purpose or by any means.
    - Post the “Unauthorized Electronic Devices May Not Be Used at Any Time During the Testing Session” testing session notice so that it is clearly visible to all students.
    - Prevent unauthorized use of any test questions, past or present.

  **Test Preparation Information**

  - Distributing and explaining the site’s testing schedule, including which tests are to be given each day and at what times as well as how bell schedules, recess/nutrition, and lunch times are to be adjusted.

  - Discussing how to prepare rooms for testing.
Test Operations Information

- Emphasizing that student answer documents and test booklets are to be kept together
- Informing test administrators of where to send students who need more time to test and the procedures for having LEA staff escort the students to the quiet room that has been set up
- Informing test administrators of when and where to pick up and return all paper-pencil testing materials each day of testing
- Distributing and discussing the forms and the procedures for maintaining lists of students who are absent and require makeup testing

Identifying Information on Answer Documents and Test Booklets

- Emphasizing that all students in grades two through eleven who will take STS for RLA tests must complete Section 1 on their test booklets or answer documents even if a Pre-ID label was used
- Emphasizing that it is essential that students taking STS for RLA tests in grades four through eleven write their first and last names on the test booklets and mark the test booklet version number inside their answer documents
- Explaining Pre-ID information, including where to place Pre-ID labels, if used, and how to read the information next to the Pre-ID bar code
  - See the sample answer documents in Appendix E on page 68 for the layout of answer documents.

Test Administration Information

- Relaying that only the scannable, two-color test booklets (grades two and three STS) and answer documents (grades four through eleven) are to be distributed to students taking the STS for RLA
- Detailing who will administer the optional STS to Spanish-speaking English learners (ELs) in grades two through eleven
- Reviewing the DFAs and stressing that all directions in “SAY” boxes must be read to students exactly as they are written
- Reminding test administrators to read the “First Day of Testing” section of the DFAs to students to ensure that Section 1 of the answer document and other essential information are completed
  - This must be done for all students, even if Pre-ID labels were used.
- Emphasizing that test administrators should not begin administering a test part unless there is enough time to complete that part in a single sitting
  - Classes or groups of students may not take a break (such as recess, lunch, nutrition, and so forth) during a test part.
  - Individual students may be allowed to use the restroom during a test part. The student’s paper-pencil testing materials should be collected and the student should be monitored until she or he returns to finish testing.
– Some individual students may be allowed to take supervised breaks during testing. See “Using Universal Tools, Designated Supports, and Accommodations” on page 17 for further information.

**Special Testing Conditions, Universal Tools, Designated Supports, and Accommodations**

- Explaining hand-marking requirements, including how to complete Sections A2 and A3 of answer documents
- In Section A3a, the “IEP” and/or “Section 504 plan” circle(s) must be marked for each student with an IEP and/or Section 504 plan that includes universal tools, designated supports, accommodations, and/or approved unlisted resources even if the student did not use them during testing.

  **Note:** This information must be up to date in California Longitudinal Pupil Achievement Data System (CALPADS).
- The key that test administrators are to use to mark Sections A2 and A3 on student answer documents is on the inside back cover of each DFA and this manual.
- Unlisted resources are assigned in the Test Operations Management System and are not marked in Section A3.
- Discussing who will administer tests to students with an IEP or Section 504 plan and ELs who are to be provided universal tools, designated supports, accommodations, and/or approved unlisted resources
- Emphasizing that students may use universal tools and designated supports as described on page 17
- Emphasizing that the students with disabilities may use only the universal tools, designated supports, accommodations, and/or approved unlisted resources specified in their IEPs or Section 504 plans and that only universal tools, designated supports, and/or accommodations that a student actually uses during testing should be marked
Chapter III.2 STS for RLA Multiple-Choice Tests

Background

The Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA) are multiple-choice assessments that may be administered to Spanish-speaking English learners (ELs) in grades two through eleven who:

- Are receiving instruction in Spanish regardless of the length of time they have been enrolled in school in the United States or one of its territories; or
- Will have been enrolled in a school in the United States or one of its territories fewer than 12 cumulative (not consecutive) months on the first day of testing.

At the option of the local educational agency (LEA), schools may also test Spanish-speaking ELs who have been in school in the United States or one of its territories 12 months or more who are not receiving instruction in Spanish.

Test Dates

LEA California Assessment of Student Performance and Progress (CAASPP) coordinators set the schedules for multiple-choice STS for RLA testing within a 25-day window based on 12 days before and 12 days after the date on which 85 percent of the instructional days have been completed for the school year. Dates will vary by LEA and school. All STS for RLA tests must be administered within this window.

Paper-Pencil Testing Materials

Paper-pencil testing materials, including supplemental orders and overage, are delivered in the quantities indicated in Table 8.

Directions for Administration (DFA) quantities are also shown in Table 8. For the STS for RLA, one DFA is provided for every 20 test booklets or fraction thereof.

Note: Do not distribute secure grade two STS for RLA DFAs before the day of testing. All other multiple-choice test DFAs may be distributed at any time prior to testing. The nonsecure version of the grade two STS for RLA and all other DFAs are available on the DFA Web page at http://www.caaspp.org/administration/instructions/dfas/ and may be downloaded and distributed at any time prior to testing.

Paper-pencil testing materials will be delivered as shown in Table 8 and Table 9. Table 8 lists STS for RLA materials.

Do not use answer documents, DFAs, or any other testing materials from a previous year. Students should only use the machine-scorable, two-color answer documents included in your shipment of paper-pencil testing materials when taking these tests. If your LEA is administering the STS for Dual-Immersion Students, do not use those materials to administer the 2016–17 STS for RLA.

The test site or school receives two types of boxes. “Open this box first,” for each school, contains administration materials. Other boxes contain the actual student and test administrator paper-pencil testing materials. The specific contents of the box the school/test site should open first are listed in Table 9.
CAASPP test site coordinators also receive school/test site packing lists.

**Note:** Table 8 does not include special formats such as braille or large print that can be ordered and are included with the rest of the requested materials in the shipment.

<table>
<thead>
<tr>
<th>Table 8. STS for RLA Paper-Pencil Testing Material Packaging Quantities by Grade Level—Test Site</th>
</tr>
</thead>
<tbody>
<tr>
<td>STS for RLA Paper-Pencil Testing Materials</td>
</tr>
<tr>
<td>Pre-identification (Pre-ID) kit (Pre-ID labels, School and Grade Identification [SGID] sheets, rosters, instructions for placing label)</td>
</tr>
<tr>
<td>DFAs</td>
</tr>
<tr>
<td>two-color, scannable test booklets</td>
</tr>
<tr>
<td>test booklets</td>
</tr>
<tr>
<td>practice tests + practice test DFA</td>
</tr>
<tr>
<td>two-color, machine-scorable answer documents</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 9. CAASPP Paper-Pencil Testing Materials for CAASPP Test Site Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAASPP Paper-Pencil Testing Materials</td>
</tr>
<tr>
<td>CAASPP Test Site Coordinator Kit (tape, two blank SGID sheets, Manual Information sheet, Return instructions, Unauthorized Electronics testing session notice)</td>
</tr>
<tr>
<td>Overage—10 percent above original order for schools</td>
</tr>
<tr>
<td>White carton, scorable materials UPS—orange-striped label</td>
</tr>
<tr>
<td>Nonscorable materials UPS—green-striped label</td>
</tr>
</tbody>
</table>

**Materials to Be Provided by the LEA or School**

- Two No. 2 pencils with erasers for each student (plus extras)
- “Testing—Do Not Disturb” signs
- “Unauthorized Electronic Devices May Not Be Used at Any Time During the Testing Session” testing session notices
  - CAASPP test site coordinators or test administrators should post these signs so that they are clearly visible to all students.
  - Test site coordinators will receive a master copy of this sign in the Test Site Coordinator Kit and may make copies to provide to test sites.
  - The sign will also be available for download at [http://www.caaspp.org/administration/instructions/](http://www.caaspp.org/administration/instructions/).

**Universal Tools, Designated Supports, Accommodations, and Unlisted Resources**

**General Use**

Students may use the universal tools, designated supports, accommodations, and/or approved unlisted resources specified in their individualized education program (IEP) or Section 504 plan during the test. If students use universal tools, designated supports, and
accommodations, test administrators are responsible for marking Section A3 on the students' test booklets (grade two or three) or answer documents (grades four through eleven) immediately after testing. Note that it is not necessary to mark that an unlisted resource is used, as this was noted in the Student Profile in the Test Operations Management System (TOMS) when the unlisted resource was approved.

If an EL student used specific universal tools, designated supports, and/or accommodations, mark Section A3. Only universal tools, designated supports, and/or accommodations that a student actually uses during testing should be marked.

However, if a student has an IEP or Section 504 plan that includes universal tools, designated supports, accommodations, and/or approved unlisted resources but does not use them, the “IEP” or “Section 504 plan” circle in Section A3a must still be marked.

Identification

Hand or Arm Injuries Prior to Testing
If a student injures a hand or arm prior to testing, is willing to complete the examination, and is able to sit for the examination but unable to mark answers, the school may choose to evaluate the student to determine whether he or she is eligible for a Section 504 plan. If the school determines that a Section 504 plan is appropriate, the school must complete a Section 504 plan that includes specific information about which universal tools, designated supports, and/or accommodations the student will use in completion of his or her test. The test administrator will be responsible for marking the appropriate circle(s) in Section A3 after testing. In most cases, students will use a scribe: the student dictates his or her response to the scribe, including any notes necessary to help the student determine his or her answer.

Responsibilities Before Testing

Manage Test Security
- Receive and file CAASPP Test Security Affidavits from all LEA employees at the test site who will have access to STS for RLA paper-pencil testing materials. (See “Forms at a Glance” on page 20.)
- Identify a centralized, secure, lockable area for storing paper-pencil testing materials and notify other appropriate staff of the location.
- Secure all paper-pencil testing materials where no one except the CAASPP test site coordinator will have access. For example, store materials in a storage closet for which the lock is off-master.
  - “Secure” includes preventing unauthorized access and copying by anyone for any purpose or by any means.

Coordinate Paper-Pencil Testing Materials Received from the LEA
- Take inventory of materials when they are received from the LEA CAASPP coordinator.
  - Test booklets and answer documents must say “2017” and be printed in two colors.
If large-print or braille tests were ordered, verify that they have been received. If any student for whom a large-print or braille test was ordered has left the school and the student transferred to another school within the LEA, work with the LEA CAASPP coordinator to transfer the special version materials to the student's new school, if possible.

Ensure that test booklets for grades two and three and answer documents for grades four through eleven are prepared for administering the test:

- If the LEA is not using Pre-ID labels, determine when student identification information will be marked on the test booklets and answer documents and who will mark them.
- Anyone hand-marking student identification information must do this in a setting supervised by the CAASPP test site coordinator.
- Test booklets for grades two and three should not be opened when student identification information is marked.
- If a student’s Statewide Student Identifier or name is incorrect on the Pre-ID label, ask your LEA CAASPP coordinator if the student’s data were corrected in the California Longitudinal Pupil Achievement Data System.
  - If data were corrected online, use the Pre-ID label you received for the student.
  - If data were not corrected online, hand-mark a blank booklet or answer document.

Submit an Unlisted Resource Request in TOMS on behalf of the LEA as necessary for individual students 10 business days prior to the student’s first day of CAASPP testing. This task may be completed by the LEA CAASPP coordinator.

Contact the LEA CAASPP coordinator to report any discrepancies or to request additional materials.

**Identify Locations (Rooms)**

Identify testing rooms and assign test administrators for all tests to be administered. This includes setting up testing rooms for students whose IEPs or Section 504 plans specify universal tools, designated supports, and/or accommodations that necessitate testing the students in a separate setting (that is, reading test questions aloud, extended testing time, additional breaks, and so forth).

Ensure that all testing rooms are appropriately prepared for administering tests. No instructional materials directly related to the content of the test or testing materials should be visible to any students. Inappropriate materials include, but are not limited to, the following:

- Vocabulary or spelling lists or phonics charts
- Testing strategies

Ensure that LEA staff are available to supervise students who are not being tested.

Set up a quiet room to which students who need more time to test will be escorted. Also ensure that LEA staff are available to accompany students to that room and supervise them in the room.
Identify Proctors

- Identify LEA staff who will assist the test administrator with proctoring test administrations. It is recommended that a proctor help supervise testing if more than 25 students are testing in a classroom.
  - See page 9 for proctor qualifications.

Organize Paper-Pencil Testing Materials for Testing Locations (Rooms)

- Complete inventory control spreadsheets to check paper-pencil testing materials out to and in from each test administrator each day.
- Secure all paper-pencil testing materials in central, locked storage.
- Prepare sets of paper-pencil testing materials for each testing room.
- Materials should include the following:
  - **DFA**
  - Test booklets and answer documents (including one of each for the test administrator to use for demonstration purposes)
  - Two No. 2 pencils with erasers for each student (plus extras)
  - “Testing—Do Not Disturb” sign
  - “Unauthorized Electronic Devices May Not Be Used at Any Time During the Testing Session” testing session notice
- If the test administrator will personally read the questions aloud, any version of the test booklet may be used for individual students. If the test administrator will be reading aloud questions to groups of students in the same testing session, please be aware that each student may have a different version.

Distribute Paper-Pencil Testing Materials Each Day of Testing

- Check paper-pencil testing materials out to test administrators each testing day.
- Ensure that test administrators receive large-print and braille tests when appropriate.

Responsibilities During Testing

Monitor the Test Administration

- Keep all paper-pencil test materials secure during administration. “Secure” includes preventing unauthorized access and copying by anyone for any purpose or by any means.
- Be available to answer questions from test administrators.
- At the conclusion of the day’s testing, count test booklets and answer documents and locate any missing materials immediately. Contact the LEA CAASPP coordinator if materials cannot be located.
- In the case of student cheating, the test administrator must stop the cheating; however, the student must be allowed to complete the remainder of the test. After testing, the test administrator must mark “C” in Section A2, “Special Conditions,” on the student’s test booklet or answer document and notify the CAASPP test site coordinator after testing. Do not call the CDE to report student cheating.
Handle Defective Test Booklets and Answer Documents

Although test booklets are monitored for quality, print errors or other defects such as missing pages, blank pages, or out-of-sequence pages, may occasionally occur. If defective test booklets are found during the test administration, do the following:

1. Stop testing for the group until replacement test booklets can be obtained.
2. Check the test booklets for all students to determine the extent of the problem.
3. Obtain replacement booklets from the school overage. Contact the LEA CAASPP coordinator if there is an insufficiency of booklets in the school overage. How you handle the replacement depends on the grade, as follows:

   - **For Grades Two and Three STS**

     If a replacement test booklet with the same version number is available, proceed with the following steps:

     1. Transcribe the student’s identification information and answers from the defective booklet to the replacement booklet.
     2. Mark the defective booklet as “VOID—Document Transcribed” and return it with the nonscorable materials.
     3. Allow the student to continue testing in the replacement booklet. Submit this booklet with the scorable materials.

     If a replacement test booklet with the same version number is not available, proceed with the following steps:

     1. Provide the student with the replacement booklet that has a different version number.
     2. Transcribe the student’s identification information and answers from the defective booklet to the replacement booklet.
     3. Instruct the student to continue in the new booklet from the last question answered in the defective booklet. For example, if the student stopped at question 5 in the defective booklet, have the student start at question 6 in the replacement booklet.
     4. Allow the student to continue testing in the replacement booklet. Submit this booklet with the scorable materials.
     5. Mark the defective booklet as “VOID—Document Transcribed” and return it with the nonscorable materials.

   - **For All Other Grades**

     If a replacement test booklet with the same version number is available, proceed with the following steps:

     1. Provide the student with a replacement test booklet.
     2. Allow the student to continue on the same answer document.
     3. Submit the answer document with the scorable materials.
     4. Return both the defective and replacement test booklets as nonscorable materials.

     If a replacement test booklet with the same version number is not available, proceed with the following steps:

     1. Provide the student with the replacement booklet that has a different version number.
2. Have the student erase the version number that was marked inside the answer
document and replace it with the new version number.
   a. Version number boxes for grade-level tests can be found inside the answer
document above the content area.
3. Instruct the student to continue answering questions from the new test booklet.
4. Record the print code that appears on the back of the defective test booklet(s) and
   forward this to the LEA CAASPP coordinator.
5. Return both the defective and replacement booklets as nonscorable materials.

Manage Emergency Situations
If an emergency situation occurs during the administration of any test, the first consideration
must be for the safety of the students and staff. Test administrators should be advised to
ensure that students are safe, and then secure paper-pencil testing materials if it is safe for
the test administrator to do so. When the emergency situation has been resolved, update the
LEA CAASPP coordinator about what has happened.

Types of emergencies include, but are not limited to, the following:

■ Electrical Outages
  • If there is sufficient light to continue testing, students should continue working on
    the test.
  • If there is insufficient light, the test administrator should collect and secure the paper-
    pencil testing materials until they can be returned to central storage. Testing should
    resume when electricity is restored or on a subsequent day, as appropriate.

■ Natural Disasters (such as earthquake or fire)
  1. Test administrators should follow the school's/site’s procedures for responding to
     natural disasters.
  2. Paper-pencil testing materials should be left on students’ desks and the room locked
     if the building is being evacuated and locking the room does not endanger students
     or staff.
  3. When it is safe to do so, testing may resume or materials may be collected and
     secured to resume testing on a subsequent day.

■ Student Illness
  1. If a student becomes ill and soils a test booklet or answer document, transcribe all
     information, if possible, onto a blank test booklet or answer document in order to save
     the student’s responses.
  2. If it is not possible to transcribe the information from the soiled document, complete all
     of the identification information on the front and back of a blank test booklet or answer
     document and mark Section A2, option “Y,” for the test that was administered to the
     student.
  3. Dispose of the soiled test booklet or answer document securely.
■ Student Medical Absence

- Advise test administrators to mark Section A2, option “F,” on student answer documents for students who become ill during a testing session and are unable to return and complete the test.

Responsibilities After Testing

<table>
<thead>
<tr>
<th>Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>No test administrator, LEA CAASPP or CAASPP test site coordinator, principal, or other administrator may invalidate any student test booklet or answer document for any reason. Booklets with drawings or other marks made by students must be submitted for scoring.</td>
</tr>
</tbody>
</table>

Collect and Process Paper-Pencil Testing Materials

- Check paper-pencil testing materials in from test administrators at the end of each testing day. Count the paper-pencil testing materials and place them in central, locked storage.
  - Test administrators may not keep STS paper-pencil testing materials in classrooms.
- Verify that all paper-pencil testing materials have been returned.
- Verify that answer documents being submitted are the two-color, scannable answer documents that are to be used for the optional, state-funded STS for RLA. Any black-and-white, nonscannable answer document submitted for scoring will not be scored.
- Separate STS for RLA paper-pencil testing materials by grade level.
- Separate scorable materials from nonscorable materials.
- Work with one grade level of documents at a time.
  - Ensure that all marks that are near response circles and may interfere with scoring in grades two and three test booklets or inside grades four through eleven answer documents are erased.
  - Do not erase any marks in response circles inside answer documents or grades two and three test booklets.
  - Do not darken response circles inside answer documents or grades two and three test booklets.
  - Ensure that all student identification information that was to be hand-marked has been completed. Test booklet and answer document fields are described in Appendix D.
  - Carefully check Sections A2 and A3 and verify that test booklets and answer documents are marked appropriately by the test administrator.
    - In Section A3a, the “IEP” and/or “Section 504 plan” circle(s) must be marked for each student with an IEP and/or Section 504 plan that includes universal tools, designated supports, accommodations, and/or approved unlisted resources even if the student did not use them during testing.
    - Only universal tools, designated supports, accommodations, and/or approved unlisted resources that a student actually uses during testing should be marked.
– If a student is provided a universal tool, designated support, accommodation, and/or approved unlisted resources but demonstratively indicates that he or she does not want to use it, test administrators are to mark option “X” in Section A2.

• If a student in grade two or three used a highlighter, make sure the student’s answers and student information have been transcribed onto a blank test booklet. It is recommended that, to ensure that tests will be scored correctly, students in grades two and three not use highlighters because the ink could bleed through the paper and interfere with scoring.

• Verify that the correct version number of the test booklet has been marked inside the answer document for all students in grades four through eleven taking the STS for RLA.

☐ Ensure that any test booklets or answer documents that have torn edges are transcribed.

☐ Remove any sticky-notes or paper clips from test booklets for grades two and three and answer documents for grades four through eleven.

Process Paper-Pencil Testing Documents for Students Using Universal Tools, Designated Supports, and Accommodations

☐ Verify that all student identification information is complete for each student and that Section A3 has been marked for students who used universal tools, designated supports, or accommodations.

• The version of Matrix One posted at http://www.caaspp.org/administration/instructions/ includes a column that indicates the code to mark in Section A3 of test booklets or answer documents when a universal tool, designated support, or accommodation is used.

☐ Ensure that any large-print or braille documents are transcribed to regular answer documents. Large-print or braille documents that are not transcribed will not be scored.

Count Paper-Pencil Testing Materials

☐ For grades two and three, verify that the number of booklets to be scored plus the number of all booklets not to be scored (unused and voided) equals the number of booklets received at the school/test site.

☐ For grades four through eleven, verify that the number of test booklets received from test administrators plus the number of unused booklets equals the number of test booklets received at the school/test site.

• If the number is not equal, a security breach may have occurred.

• Report any missing booklets to your LEA CAASPP coordinator immediately.

Correctly Package Scorable Materials

See Figure 1 for a list of scorable materials.

A test booklet (grades two and three) or answer document (grades four through eleven) must be submitted in the scorable materials for every student taking the optional STS for RLA.

<table>
<thead>
<tr>
<th>List of STS for RLA Scorable Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Grade 2 STS for RLA test booklets</td>
</tr>
<tr>
<td>• Grade 3 STS for RLA test booklets</td>
</tr>
<tr>
<td>• Grades 4–11 STS for RLA answer documents</td>
</tr>
</tbody>
</table>
Note: Do not package STS for Non-ELs in Dual-Immersion Programs materials for return. These DFAs, test booklets, and answer documents are printed in black and white and show “2010” as the test year. They are not to be returned.

- Complete an SGID for STS for RLA at each grade level tested, following the directions in the “Completing SGID Sheets” section on page 22.
- For schools in the LEA that received paper-pencil testing materials but did not test, pack the materials in a box with other nonscorable paper-pencil testing materials.
- Pack the scorable documents in the white scorable carton(s) found in the box with an orange-striped label marked “Open this box first.” Sort materials by test and then by grade (see Figure 1).
  - Stack scorable STS for RLA materials with the highest grade on the bottom.
- Complete the orange-striped address labels which have already been applied to the carton(s) of documents to be scored. Record the LEA school/test site information.
- Set the completed carton(s) of scorable test booklets and answer documents aside and move on to the nonscorable materials.

Correctly Package Nonscorable Materials
- Separate all nonscorable materials by grade.
Work with one grade level of STS for RLA materials at a time. Separate and process the following, using the guidelines in Table 10 on page 55 for further information on the appropriate handling of these materials:

- **DFAs** (Grade two must be returned with nonscorables; all other grades may be discarded, recycled, or optionally returned.)
- Used grade two, grade three, and grade four practice tests and **DFAs** of the practice tests (Students may take practice tests home.)
- Blank answer documents, which may be securely destroyed
- Extra SGIDs (Discard or recycle.)
- Unused Pre-ID labels (Securely destroy.)

Use a black marking pen to mark "Void—Document Transcribed" on all damaged STS for RLA answer documents for grades four through eleven, and STS for RLA test booklets for grades two and three that were transcribed to new documents.

Box the nonscorable STS for RLA materials. These materials need not be stacked in a particular order.

- Test booklets for grades four through eleven
  - Voided and unused STS for RLA tests
- Materials for grades two and three STS for RLA:
  - Voided STS for RLA test booklets
  - Unused STS for RLA test booklets
  - **DFA** for STS for RLA (grade two)
- All used and unused original large-print and braille booklets

Record the school/test site information on a green-striped return address label and affix it to the carton(s) of nonscorable materials.

Return Paper-Pencil Testing Materials to the LEA

Return the cartons of scorable and nonscorable materials to the LEA CAASPP coordinator within two days of the end of the test administration. All scorable materials must be returned in the same shipment.

### Table 10. Guidelines for Handling Nonscorable STS for RLA Paper-Pencil Testing Materials

<table>
<thead>
<tr>
<th>Material</th>
<th>Handling Guideline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DFAs</strong></td>
<td></td>
</tr>
<tr>
<td><em>Directions for Administration</em>, grade 2 STS for RLA</td>
<td>Return with nonscorables.</td>
</tr>
<tr>
<td><em>Directions for Administration</em>, grades 3–11</td>
<td>Discard or recycle.</td>
</tr>
<tr>
<td><strong>Test Booklets</strong></td>
<td></td>
</tr>
<tr>
<td>Unused test booklets, grades 2 and 3</td>
<td>Return with nonscorables.</td>
</tr>
<tr>
<td>Used, damaged test booklets that have been transcribed, 2 and 3</td>
<td>Return with nonscorables and mark as “VOID—Document Transcribed.”</td>
</tr>
<tr>
<td>Used test booklets, grades 4–11</td>
<td>Return with nonscorables.</td>
</tr>
<tr>
<td>Unused test booklets, grades 4–11</td>
<td>Return with nonscorables.</td>
</tr>
<tr>
<td><strong>Two-color, Machine-Scorable Answer Documents</strong></td>
<td></td>
</tr>
<tr>
<td>Unused answer documents, including those with Pre-ID labels applied, grades 4–11</td>
<td>Securely destroy.</td>
</tr>
</tbody>
</table>
### Part III Instructions for CAASPP Test Site Coordinators | Chapter III.2 STS for RLA Multiple-Choice Tests

<table>
<thead>
<tr>
<th>MATERIAL</th>
<th>HANDLING GUIDELINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used, damaged answer documents that have been transcribed, grades 4–11</td>
<td>Return with nonscorables and mark as “VOID—Document Transcribed.”</td>
</tr>
</tbody>
</table>

#### Special Versions

<table>
<thead>
<tr>
<th>MATERIAL</th>
<th>HANDLING GUIDELINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Used braille and large-print test booklets</td>
<td>Return with nonscorables.</td>
</tr>
<tr>
<td>Unused braille and large-print test booklets</td>
<td>Return with nonscorables.</td>
</tr>
</tbody>
</table>

#### Ancillary Items—Do Not Return

<table>
<thead>
<tr>
<th>MATERIAL</th>
<th>HANDLING GUIDELINE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CAASPP Paper-Pencil Testing Test Administration Manual</strong></td>
<td>File one copy in LEA and discard or recycle remainder.</td>
</tr>
<tr>
<td>Additional SGID sheets</td>
<td>Discard or recycle.</td>
</tr>
<tr>
<td>Unused Pre-ID labels</td>
<td>Securely destroy.</td>
</tr>
</tbody>
</table>
Appendix A: CAASPP Program Testing Irregularities and Test Administration Incidents Reporting Process

Testing Irregularities

Testing irregularities are incidents that may compromise the reliability and validity of test results. If a student record indicates a testing irregularity occurred that changed the construct of test, the student will be included as “not proficient” in the Adequate Yearly Progress determination. The following information and procedures are provided to assist in identifying incidents and notifying the California Department of Education (CDE).

*Education Code* Section 60611 (a) states: “A local educational agency, district superintendent of schools, or principal or teacher of any elementary or secondary school, including a charter school, shall not carry on any program for the sole purpose of test preparation of pupils for the statewide pupil assessment system or a particular test used in the statewide pupil assessment system. Nothing in this section prohibits the use of materials to familiarize pupils with item types or the computer-based testing environment used in the California Assessment of Student Performance and Progress.”


The following are three categories of irregularity incidents—testing irregularities, inappropriate test preparation, and security breaches—with some examples for each category.

1. Testing Irregularities, including but not limited to:
   - Coaching students, including but not limited to:
     - Discussing questions with students during testing
     - Providing instruction related to the test during test administration
     - Giving students the answers
     - Guiding students in marking correct answers
   - Leaving informational materials on the walls in the testing room that may assist students in answering examination questions
   - Allowing students to have additional materials or tools (e.g., books, calculators, tables, etc.) that are not specified in an individualized education program (IEP) or Section 504 plan

2. Inappropriate Test Preparation, including but not limited to:
   - Reviewing any test questions and providing instruction related to the questions prior to test administration or between test parts

3. Security Breaches, including but not limited to failure to maintain test security.
   - Talking about or discussing the tests with anyone
   - Copying the tests
   - Developing a scoring key
   - Allowing students to take the test out of the testing room
Report Irregularity Incidents

The local educational agency (LEA) California Assessment of Student Performance and Progress (CAASPP) coordinator is responsible for immediately notifying the CDE via the California Technical Assistance Center (CalTAC) of any irregularity incidents that occur before, during, or after testing. The CAASPP test site coordinator is responsible for immediately notifying the LEA CAASPP coordinator of any security breaches or testing irregularities that occur in the administration of the test. [5 CCR Section 859 (e)]

Note that students must finish their tests if the irregularity is identified during testing. CAASPP paper-pencil tests are not invalidated.

Coordinator Procedures

The CAASPP test site coordinator:

- Receives notification of an incident
- Reviews the information provided and verifies that an incident has occurred
- Contacts the LEA CAASPP coordinator and provides all pertinent information
- If appropriate, marks the student answer documents as instructed by the LEA CAASPP coordinator

The LEA CAASPP coordinator:

- Receives notification of an incident from the CAASPP test site coordinator
- Reviews the information provided and verifies that the occurrence is an incident
- Contacts CalTAC by phone at 800-955-2954 to report the irregularity incident(s)
- Responds to and assists the CDE and/or test security personnel as requested
- Works with the CAASPP test site coordinator to ensure that the student answer documents are correctly marked after receiving instructions from CalTAC
- Keeps any documentation associated with the incident for one year

How to Mark Section A1 Scoring Use Only

Section A1 of answer documents and grades two and three test booklets has four columns and two rows of circles. The first row of circles is for Adult Testing Irregularities and the last row of circles is for Inappropriate Test Preparation. The columns refer to various tests.

Once the LEA CAASPP coordinator and the CDE have determined that an irregularity or inappropriate test preparation has occurred, CalTAC will provide instructions regarding how and when to code Section A1. The following exhibit offers a guide to Section A1. Do not mark this section unless instructed to do so.
Appendixes | Appendix A: CAASPP Program Security and Test Administration Incident Reporting System Process

Exhibit A-1. How to Mark Answer Document Section A1

<table>
<thead>
<tr>
<th>Column</th>
<th>Row</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Adult Testing Irregularity</td>
<td>Not applicable</td>
</tr>
<tr>
<td>2</td>
<td>Inappropriate Test Preparation</td>
<td>Not applicable</td>
</tr>
<tr>
<td>3</td>
<td>Adult Testing Irregularity</td>
<td>STS for RLA for grades 2–11</td>
</tr>
<tr>
<td></td>
<td>Inappropriate Test Preparation</td>
<td>STS for RLA for grades 2–11</td>
</tr>
</tbody>
</table>

Test Administration Incidents

Test administration incidents are situations that occur before, during, or after test administrations that include test administration errors, disruptions, and student cheating.

Test administration incidents generally do not affect test results. These administration incidents should be reported by contacting CalTAC by phone at 800-955-2954.

The following examples are provided to assist in determining if a test administration incident has occurred.

Test administration incidents include but are not limited to:

- **Test Administration Errors**: Errors that occurred before, during, or after the administration of a test. Errors include but are not limited to:
  - Not following the school’s/LEA’s testing schedule
  - Randomly distributing pre-identification (Pre-ID) answer documents/test booklets
  - Not collecting and accounting for all test booklets and answer documents before dismissing students, provided all booklets and documents are ultimately accounted for

- **Disruptions**: Any situation that results in a test being stopped and later resumed for any group of students. Disruptions include but are not limited to:
  - Fire alarms
  - Power outages
  - Evacuations

- **Student Cheating**: Student cheating may include but is not limited to:
  - Using a dictionary on any test (when the student does not have an IEP or Section 504 plan that allows the student to use it)
  - Copying from another student
  - Discussing questions or answers during the test
Appendix A: CAASPP Program Testing Irregularities and Test Administration Incidents Reporting Process

– Giving answers to another student
– Referring to a textbook or other materials

Note: If a student is found to be cheating, the test administrator must stop the cheating; however, the student must be allowed to complete the remainder of the test. After testing, the test administrator or CAASPP test site coordinator must mark “C” in Section A2 of the student’s answer document. The student will receive a score report. LEAs are to deal with cheating in accordance with their local policy.

Mandatory Reporting Procedures
The CAASPP test site coordinator should immediately notify the LEA CAASPP coordinator of any test administration incidents that occur. The LEA CAASPP coordinator should contact CalTAC by phone at 800-955-2954.
Appendix B: Sample CAASPP Shipment Forms

Exhibit A-2. Sample School and Grade Identification Sheet (SGID)

School and Grade Identification Sheet (SGID)
Smarter Balanced and STS Paper-Pencil Tests

Please supply the following information:

LEA

School

Grade

Teacher, Counselor, or Group

If documents are being grouped within school.

USE NO. 2 PENCIL ONLY

Exhibit A
Sample School and Grade Identification Sheet (SGID)
Appendix C: 2016–17 STS for RLA Items and Estimated Time Charts

**Number of Test Items and Estimated Test Administration Time for Each Grade and Test**

California Assessment of Student Performance and Progress test site coordinators should use the tables that follow to develop schedules for administering the paper-pencil multiple-choice tests at their school sites. The Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA) are untimed tests, but almost all students should complete the tests within the times listed. Each test part must be administered in a single sitting with no breaks unless the student has an individualized education program or Section 504 plan that allows for breaks as a testing accommodation or the student is an English learner who is eligible for breaks as a testing variation. However, if some students are actively working on a test when time is called, they must be allowed time to complete it. The Directions for Administration (DFAs) have information about this.

The estimated times in the table include time for test administrators to distribute materials, give directions, and collect materials, as well as the student working time. Multiple-choice STS for RLA may be administered over multiple days. If multiple parts are administered on one day, students should have at least a 10-minute break between the parts. For the first day of testing, add 10–15 minutes to the time in Table 11 for the STS for RLA to allow time for students to complete identification information as instructed in the “First Day of Testing” section of the DFAs.

**Table 11. STS for RLA Items and Estimated Time Chart**

<table>
<thead>
<tr>
<th>Grade 2</th>
<th>Total No. of Items</th>
<th>Time (in minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>71</td>
<td>150</td>
</tr>
<tr>
<td>Grade 3</td>
<td>Total No. of Items</td>
<td>Time (in minutes)</td>
</tr>
<tr>
<td></td>
<td>71</td>
<td>150</td>
</tr>
<tr>
<td>Grade 4</td>
<td>Total No. of Items</td>
<td>Time (in minutes)</td>
</tr>
<tr>
<td></td>
<td>81</td>
<td>170</td>
</tr>
<tr>
<td>Grade 5</td>
<td>Total No. of Items</td>
<td>Time (in minutes)</td>
</tr>
<tr>
<td></td>
<td>81</td>
<td>170</td>
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<tr>
<td>Grade 6</td>
<td>Total No. of Items</td>
<td>Time (in minutes)</td>
</tr>
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<td></td>
<td>81</td>
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</tr>
<tr>
<td>Grade 7</td>
<td>Total No. of Items</td>
<td>Time (in minutes)</td>
</tr>
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<td></td>
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<td>170</td>
</tr>
<tr>
<td>Grade 8</td>
<td>Total No. of Items</td>
<td>Time (in minutes)</td>
</tr>
<tr>
<td></td>
<td>81</td>
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</tr>
<tr>
<td>Grade 9</td>
<td>Total No. of Items</td>
<td>Time (in minutes)</td>
</tr>
<tr>
<td></td>
<td>81</td>
<td>170</td>
</tr>
<tr>
<td>Grade 10</td>
<td>Total No. of Items</td>
<td>Time (in minutes)</td>
</tr>
<tr>
<td></td>
<td>81</td>
<td>170</td>
</tr>
<tr>
<td>Grade 11</td>
<td>Total No. of Items</td>
<td>Time (in minutes)</td>
</tr>
<tr>
<td></td>
<td>81</td>
<td>170</td>
</tr>
</tbody>
</table>
Appendix D: Test Booklet and Answer Document Codes for the STS for RLA

Completing the Student Identification Information on Test Booklets and Answer Documents

To ensure accurate comparisons between and among schools and to ensure that student results are reported correctly in the California Longitudinal Pupil Achievement Data System (CALPADS), it is essential that all California Assessment of Student Performance and Progress (CAASPP) coordinators and test administrators interpret the student identification information fields on the test booklets and answer documents in the same way. The following information is provided to assist with marking both pages of information.

Please note that student identification information may be changed only by the local educational agency (LEA) CAASPP coordinator through CALPADS. See the California Department of Education (CDE) CALPADS Web page at http://www.cde.ca.gov/ds/sp/cl/ for links to CALPADS documentation and notifications.

Directions to students for completing student information fields are found in an appendix of the Directions for Administration (DFA) for the Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

The “Student Information Codes on CAASPP Answer Documents and Test Booklets” table that starts on the next page provides descriptions of the sections found on the test booklets for grades two and three, and on the answer documents for grades four through eleven. Students must complete Section 1. Either students or school staff may complete the student identification information on the front of their test booklets and answer documents. Sections on the back page of test booklets and answer documents must only be completed by school staff. Table 12, on the next page, contains the following information:

Field Name: This column gives the name of the data field and one of the following symbols, when applicable:

📝 Student must complete.

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

Section: The numbers in this column refer to the numbers printed at the top of each section on the test booklet or answer document cover pages.

Description: This column gives a description of the data required.

Please note that the Spanish translations of field names that are found on the STS answer documents are included in the table with their English counterparts, where applicable.

If your students will be completing some or all of the student information on the cover pages, refer to the DFA appendix called “Directions for Completing Student Information,” which includes directions to be read to students.
Table 12. Student Information and Identification Codes on CAASPP Answer Documents and Test Booklets

<table>
<thead>
<tr>
<th>Field Name</th>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student writes Student Name, Test Administrator name, School, and District (Nombre y apellido del estudiante, Examinador/a, Escuela, and Distrito escolar)</td>
<td>1</td>
<td>Must be printed by the student at the time of testing.</td>
</tr>
<tr>
<td>Bar code label</td>
<td>2</td>
<td>If the LEA selected the label option when setting up the test administration, place the bar code label in this section on the document.</td>
</tr>
<tr>
<td>Student may write and mark Date of Birth (Fecha de nacimiento)</td>
<td>3</td>
<td>Mark the student’s birth month and century and mark the student’s birth day and year.</td>
</tr>
<tr>
<td>Student may write and mark Last Name (Apellido paterno)</td>
<td>4</td>
<td>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. Use only letters and spaces, not apostrophes, hyphens, numbers, periods, commas, and so forth. Left-justify and mark the circle at the top of each column with no letter entries.</td>
</tr>
<tr>
<td>Student may write and mark First Name (Nombre)</td>
<td>4</td>
<td>Enter and mark the first 9 letters of the student’s legal first name. Do not use a nickname or middle name instead of a first name. For example, enter “Kenneth,” not “Ken” or “Kenny.” Use only letters and spaces. Left-justify and mark the circle at the top of each column with no letter entries.</td>
</tr>
<tr>
<td>Student may write and mark MI (I)</td>
<td>4</td>
<td>Enter and mark the middle initial or leave the field blank. Mark the circle at the top of the column if the field is left blank.</td>
</tr>
<tr>
<td>Student may mark Gender (Género)</td>
<td>5</td>
<td>Mark “Female” or “Male” (“Femenino” or “Masculino”).</td>
</tr>
<tr>
<td>Student may mark Grade (Grado escolar) Grades four through eleven only</td>
<td>6</td>
<td>Mark the student’s current grade—this is the grade that the school shows as the student’s enrollment grade, and must match the grade of the test being administered. Schools may assign high school students to grades on the basis of credits earned or years in school.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• For ungraded programs, subtract 5 from the student’s age on September 1, 2016, to determine the student’s testing grade level.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• 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.</td>
</tr>
</tbody>
</table>
## Student Information and Identification Codes on CAASPP Answer Documents and Test Booklets

<table>
<thead>
<tr>
<th>Field Name</th>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statewide Student Identifier (SSID)</td>
<td>9</td>
<td>Enter and mark the student’s 10-digit SSID. All students must have an SSID.</td>
</tr>
<tr>
<td>School CDS Code</td>
<td>10</td>
<td>To find the code, go to the CDE Web page at <a href="http://www.cde.ca.gov/re/sd/">http://www.cde.ca.gov/re/sd/</a>. Select the radio button to choose Public Schools. Use the scrolling menus to select the county and LEA. If the school is outside of California, scroll to the bottom of the County Name list and select Non-California. Select Search. The nonpublic, nonsectarian school (NPS) code is the last seven digits in the first column, CDS Code.</td>
</tr>
</tbody>
</table>
| Special Conditions          | A2      | Special testing conditions can be marked for one or all tests the student takes. The following information is found on the inside back cover of each DFA and this manual. Special testing conditions are as follows:  
  - C The test administrator or proctor observed the student cheating.  
  - F The student became ill while taking this test, had to leave the room, and was unable to return and complete the test.  
  - L The student enrolled after the first day of testing and was given this test.  
  - M The student was enrolled on the first day of testing but moved before this test was administered or completed.  
  - T The student was enrolled on the first day of testing and was not given this test because a staff member verified that the student had taken the test at a previous school.  
  - X When offered, the student refused to use the universal tool, designated support, and/or accommodation specified in his or her individualized education program (IEP) or Section 504 plan.  
  - Y This document replaces a lost or destroyed answer document or test booklet.  
  - Z The student was present for the test and was given this test. The student closed the test booklet or answer document and did not mark any answers. |
| Designated Supports and Accommodations | A3 | Section A3 must be marked when students use universal tools, designated supports, and/or accommodations. Students are not required to have an IEP or Section 504 plan to use universal tools or designated supports, but MUST have an IEP or Section 504 plan to use accommodations.  
   In part “a,” mark the circle to indicate that the student has an IEP and/or Section 504 plan. This section must be marked for all students who have an IEP and/or Section 504 plan that includes universal tools, designated supports, and/or accommodations, even if they do not use them during testing.  
   In part “b” for each test, mark the circle(s) to indicate all universal tools, designated supports, and/or accommodations the student used during testing.  
   Note: The availability of the universal tools, designated supports, and accommodations listed below is dependent upon the testing program (STS) and subject (RLA). Be sure to |
<table>
<thead>
<tr>
<th>Field Name</th>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>check the Universal Tools, Designated Supports, and Accommodations for the CAASPP System document at <a href="http://www.caaspp.org/administration/instructions/">http://www.caaspp.org/administration/instructions/</a> to determine which universal tools, designated supports, accommodations, and/or unlisted resources are allowable for each test and subject. The left column on the table in the document indicates the code to use for marking each universal tool, designated support, or accommodation in Section A3 of the student’s test booklet or answer document. The following information is found on the inside back cover of each DFA and this manual:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>The student marked his or her responses in the test booklet. An employee of the school, LEA, or nonpublic, nonsectarian school transferred the student’s responses onto a scorable test booklet or answer document.</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>The student dictated his or her responses orally or in Manually Coded English or American Sign Language to a scribe.</td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>The student used a braille version of the test.</td>
<td></td>
</tr>
<tr>
<td>H</td>
<td>The student used a large-print version of the test or test items enlarged (not duplicated) to a font size larger than that used on large-print versions.</td>
<td></td>
</tr>
<tr>
<td>J</td>
<td>The student tested during more than one day for a test or test part that was to be administered in a single sitting.</td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>The student had supervised breaks within a test part.</td>
<td></td>
</tr>
<tr>
<td>L</td>
<td>The test was administered at the most beneficial time of day for the student.</td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>The test was administered at home or in a hospital by a test administrator.</td>
<td></td>
</tr>
<tr>
<td>O</td>
<td>The test administrator used Manually Coded English or American Sign Language to present test questions, answer options, or passages.</td>
<td></td>
</tr>
<tr>
<td>Z</td>
<td>The student heard the test administrator read test questions, answer options, or passages aloud.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix E: Sample Answer Documents


Sample STS Answer Document, Front Page
## Appendix E: Sample Answer Documents

### Sample STS Answer Document, Inside-left Page

**STS – Lengua y literatura**  
**STS for Reading/Language Arts**

<table>
<thead>
<tr>
<th>Ejemplos = Samples</th>
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<th></th>
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<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>B</td>
<td>6</td>
<td>7</td>
<td>8</td>
<td>9</td>
<td>10</td>
</tr>
</tbody>
</table>

**Número de versión para Lengua y literatura**

11 12 13

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Sample STS Answer Document, Inside-left Page

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### A2 Special Conditions

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
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<td>T</td>
<td>The student was enrolled on the first day of testing and was not given this test because a staff member verified that the student had taken the test at a previous school.</td>
</tr>
<tr>
<td>X</td>
<td>When offered, the student refused to use the universal tool, designated support, and/or accommodation specified in his or her individualized education program or Section 504 plan.</td>
</tr>
<tr>
<td>Y</td>
<td>This document replaces a lost or destroyed answer document or test booklet.</td>
</tr>
<tr>
<td>Z</td>
<td>The student was present for the test and was given this test. The student closed the test booklet or answer document and did not mark any answers.</td>
</tr>
</tbody>
</table>

### A3 Designated Supports and Accommodations

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
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