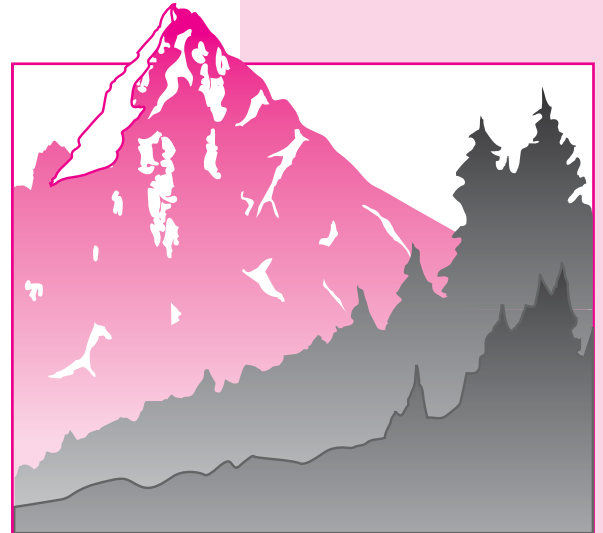


COLO RADO

Student Assessment Program

2008 SCHOOL AND DISTRICT ASSESSMENT COORDINATORS' MANUAL



Not a secure document



CSAP



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Partners in Your Assessment Program

A Message from Your CSAP Scoring Process Team at CTB

Because your time is valuable and we want to provide outstanding service to the State of Colorado, we at CTB/McGraw-Hill are working to make the scoring process as fast and efficient as possible.

As part of this effort, we have designed this manual to help you organize and assemble the CSAP materials that will be sent to us for scoring. We have described the steps in the checking and assembly process that you should follow, as well as the information that should be included, to ensure that your testing program is successful for students, teachers, parents, and schools.

If you need additional information, please call us and we will help in any way we can.



1-800-994-8557

Introduction

The purpose of this manual is to provide instructions to District and School Assessment Coordinators for securing and distributing test materials and returning them to CTB/McGraw-Hill for scoring. **Please read these directions carefully before distributing any materials.**

Essential Steps for Student Success on CSAP

Please take the time to read this manual. Completing the steps in checking and assembling the test materials is essential to the success of your students on the CSAP.

This manual is organized in sections:

- The **District** Assessment Coordinator's responsibilities for distributing materials (Step 1)
- The **School** Assessment Coordinator's responsibilities for completing documents and packaging materials (Steps 1 through 7)
- The **District** Assessment Coordinator's responsibilities for checking the boxes and preparing the boxes for pickup (Steps 8 and 9)

District and School Assessment Coordinators should read **all** sections so that each understands the detailed process and the roles of others involved.

Remember, if you need help, call the CSAP Help Desk at **1-800-994-8557**.

Thank you.

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Step 1

Review Your Test Materials

Instructions for the District Assessment Coordinator (DAC)

- The District Assessment Coordinator will be responsible for:
 - ✓ receiving test materials from CTB/McGraw-Hill (CTB).
 - ✓ checking the shipment.
 - ✓ organizing test materials for each school in the district.
 - ✓ training School Assessment Coordinators.
 - ✓ delivering test materials to schools one week or less before the testing period.
 - ✓ determining responsibility for reviewing rosters of precoded student information.
 - ✓ determining and assigning responsibility for completing state student ID numbers (SASID), as well as special program, special education, and special accommodation information.
 - ✓ consolidating test materials after test administration.
 - ✓ assembling test materials for shipment (**procedure changed for 2008; see Step 7 for more details**).
 - ✓ **new for 2008**—ensuring that the boxes are palletized correctly for shipping to CTB (see page 25).
 - ✓ maintaining test security.
- Included in each District Assessment Coordinator’s (DAC) Kit are the following materials:
 - ✓ packing list of materials
 - ✓ district cover letter, with general directions and informational flyer
 - ✓ short/add fax form
 - ✓ **new for 2008**—three new sets of return shipping labels:
 - one set (green) for all used TO BE SCORED science test books. **Science assessments (grades 5, 8, and 10) should be administered first and shipped back to CTB/McGraw-Hill as early as possible.**
 - one set (white) for all used TO BE SCORED reading, writing, reading/writing, and math test books
 - one set (yellow) for all other materials that are NOT TO BE SCORED (any used reading, writing, reading/writing, math, or science test books that are not to be scored; all unused reading, writing, reading/writing, math, or science test books; both used and unused large print test books and Braille test books; all Proctor’s Manuals; all draft booklets)

- ✓ one (green) Home School Group Information Sheet (commodity code 48141) and one Home School School/Group List for each grade and content area
- ✓ Packaging and Transportation Checklist
- Sent to each district under separate cover, with the test books, are the following materials:
 - ✓ **new for 2008**—stack cover cards for sending used TO BE SCORED test books back to CTB (see Step 8 for more details).
 - ✓ **new for 2008**—paper bands (that will be used instead of envelopes) for bundling used TO BE SCORED test books (see Step 8 for more details). The same bundling procedure will be used for NOT TO BE SCORED materials.
- **If you discover any shortages or incorrect shipments, promptly contact the CSAP Help Desk at 1-800-994-8557.**
- Save the sturdy green boxes in which materials were shipped so that you can use them to return test materials after administration. Only the green boxes provided by CTB are to be used for shipping the test materials. If you do not have enough green boxes, please contact CTB at **1-800-994-8557**.
- If, after reading these instructions and the enclosed information, you have any questions about the materials or the instructions for organizing the materials and returning them to CTB, please call **1-800-994-8557**.

Instructions for the School Assessment Coordinator (SAC)

- The School Assessment Coordinator will be responsible for:
 - ✓ training CSAP Test Proctors.
 - ✓ receiving test materials from the District Assessment Coordinator (DAC).
 - ✓ checking the shipment.
 - ✓ distributing test materials to CSAP Test Proctors.
 - ✓ ensuring that all CSAP Test Proctors review the *CSAP Test Proctor's Manual* prior to administering the test.
 - ✓ ensuring that testing procedures in the *CSAP Test Proctor's Manual* and the *Procedures Manual* on the CDE website are followed.
 - ✓ ensuring that precoded student information is accurate, and making corrections as necessary.
 - ✓ ensuring that the student data grid is accurately completed (if applicable).
 - ✓ collecting and checking test materials after test administration.
 - ✓ completing and checking the Group Information Sheets.

- ✓ completing and checking the School/Group List.
- ✓ packaging test materials and transporting them to the DAC according to the instructions from the DAC.
- ✓ maintaining test security.
- Included in each School Assessment Coordinator's (SAC) Kit are the following materials:
 - ✓ packing list of materials.
 - ✓ school cover letter, with general directions and informational flyer.
 - ✓ two School/Group Lists for each grade tested, per school, to be completed by the SAC after test administration. (Note: If additional School/Group Lists are needed, they can be photocopied locally.)
 - ✓ two precoded, blue Group Information Sheets (commodity code 43275) for each grade and content area tested, to be completed by the SAC for public-school students.
 - ✓ one set of student bar code labels and rosters, per school.
- **If you discover any shortages or incorrect shipments, promptly contact your District Assessment Coordinator. The DAC will contact CTB.**
- **new for 2008**—save the sturdy green boxes in which materials were shipped so that you can use them to return test materials after administration. Only the green boxes provided by CTB can be used for shipping the test materials. If you do not have enough green boxes, please contact your DAC.
- If, after reading these instructions and the enclosed information, you have any questions about the materials or the instructions for organizing and returning the materials, contact your DAC.
- Test materials must be kept secure at all times.

HANDLING OF PRECODED STUDENT LABELS

- Pricoded student biographical labels will be shipped in late January as part of the SAC kit.

CTB will provide SACs one biographical label and two bar code labels for grades 4, 6, 7, and 9 (or four* bar code labels for grades 3, 5, 8, and 10) for each student. These labels are precoded by CTB using student data provided by districts. A roster of students, including that data, is made available with the precoded labels. For each student, check the biographical label and the roster of students to ensure that information is accurate. Only CSAP labels can be used for CSAP. Do not use labels from CSAPA or CELApro for CSAP.

Affix the bar code label to the designated area on the front cover of the student's test book if the following information is accurate: STUDENT'S NAME, GRADE, BIRTH DATE, STATE STUDENT ID NUMBER (SASID), GENDER, and ETHNICITY. (See page 5 for the correct placement of the bar code label.) If any of the preceding information is inaccurate, **do not use the bar code label**. Instead, fill in **all** sections of the student data grid.

If STUDENT'S NAME, GRADE, BIRTH DATE, STATE STUDENT ID NUMBER (SASID), GENDER, and ETHNICITY are correct, but any other student information provided with the label needs to be changed, you should affix the label to the test book. Then, complete **only** those items on the student data grid that require changes.

EXCEPTIONS

If a bar code label is placed on a test book and subsequently it is determined that the label is inaccurate, place a blank label **over** the inaccurate label and then affix the correct bar code label **over** the blank label (example: an inaccurate bar code label, covered by a blank label, covered by the correct bar code label).

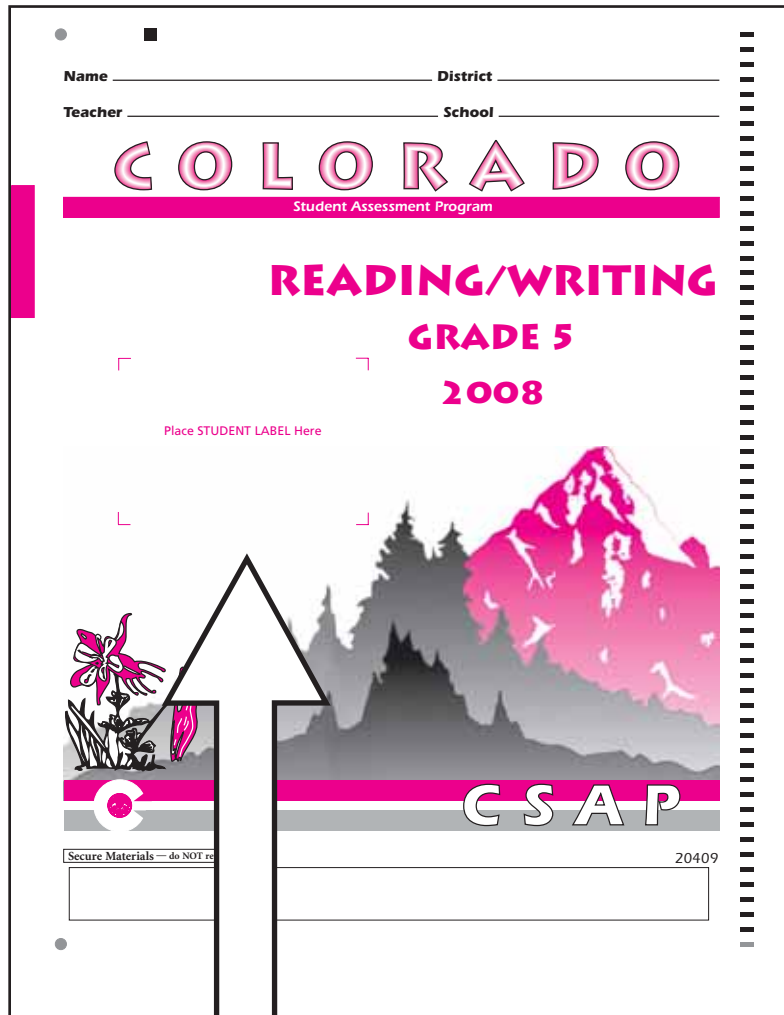
If no additional correct bar code labels are available, place **two blank labels** over the existing bar code label and bubble all the biographical information on the student data grid. Blank labels are sent specifically for this use.

If there is no bar code label for a student, bubble all the biographical information on the student document and **leave the bar code area blank**. It is important that nothing be written in that area—no teacher name, no school name, etc.

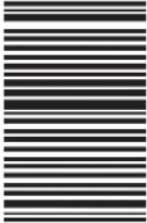

If the student moves to a different school/district from the school/district listed on the bar code label and the new school would like to use the student bar code label, use the student bar code label even if the school/district information is incorrect, as the new school/district information will be obtained from the Group Information Sheet.

* an extra label is provided only for these grades

Test Book Cover (bar code label positioning)



AFFIX

<p>JANE A. SMITH SASID: 321265479 SCHOOL: CENTRAL ELEM 7865 DISTRICT: DENVER SD 3211 GRADE: 05 BIRTHDATE: 02/14/97 GENDER: FEMALE 2004 BARCODE ID: 0000007</p> <p style="text-align: center;">CSAP</p> <p>DO NOT USE ON BOOK</p>	<p>CSAP</p> <p>JANE A. SMITH CENTRAL ELEM 7865 DENVER SD 3211 GRADE 05 SASID: 321265479</p> <p>0000007</p> 	<p>CSAP</p> <p>JANE A. SMITH CENTRAL ELEM 7865 DENVER SD 3211 GRADE 05 SASID: 321265479</p> <p>0000007</p> 
--	--	--

Biographical label
(Do **not** affix)

Bar code label
(Affix as shown)

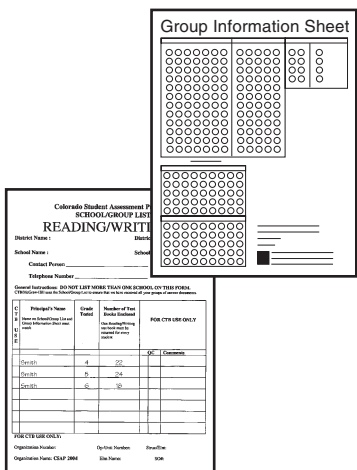
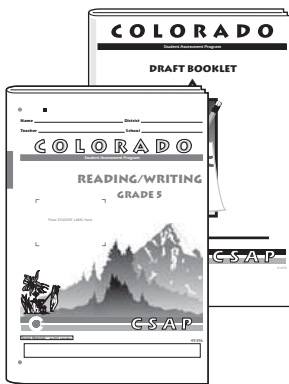
Bar code label
(Affix to student's
other test book)

Step 2 Distribute Test Materials

Instructions for the School Assessment Coordinator

Distribute the test books to the CSAP Test Proctors only on the scheduled testing date. The *CSAP Test Proctor's Manual*, General Administration Directions, and Group Information Sheets may be delivered to the CSAP Test Proctors as soon as possible to allow them time to become familiar with the procedures.

Please instruct all CSAP Test Proctors to review the *CSAP Test Proctor's Manual* prior to administering the test.



When you distribute these...

do this:

Test Books

Distribute test books in appropriate numbers to each class.

Group Information Sheets (GIS)—scannable documents that are submitted with each set of answer documents that are to be scored and reported as a single group (one for each grade and content area, per school)

Be sure the precoded Group Information Sheets (GIS) are appropriate for your school.

Ensure that you have one GIS for each grade and content area to be scored.

Do not photocopy the GIS. It does not scan if copied. If you need additional Group Information Sheets, contact your DAC.

School/Group List (SGL)—document to check the information used to group the answer documents

Complete one School/Group List (SGL) for each content area. There is one SGL for each content area at each school. For example, your school administers the CSAP exams to grades 3, 4, 5, and 6. You would complete one SGL for the grade 3 reading (early test window) and another SGL for the grade 3 writing and grades 4, 5, and 6 reading/writing tests. You would complete a third SGL for the grades 3, 4, 5, and 6 math tests, and you would complete a fourth SGL for the grade 5 science test.

For information on administering the tests, please refer to the appropriate *CSAP Test Proctor's Manual*.

Step 3 Collect Test Materials

3

Instructions for the School Assessment Coordinator

Collect Materials

Immediately after the final testing session for each test, collect the test books from each CSAP Test Proctor. Ensure that test books have been turned in for every student, including those who did not test or those who took an accommodated version of the assessment. All draft booklets must also be collected (but not math manipulatives).

Check the Student Data Grid

For all test books, the **ACCOMMODATIONS** and **TEST INVALIDATION** fields must be completed by filling in the appropriate bubble for each field by hand. The remainder of the student data grid on the back of the test book must be completed **only** if you are **not** using a preprinted student ID bar code label or if it is necessary to make changes to information that was precoded in the student ID file that was included with the bar code labels.

Reminder: Do not use the student bar code label if any of the following information on the label is incorrect: **STUDENT'S NAME**, **GRADE**, **BIRTH DATE**, **STATE STUDENT ID NUMBER (SASID)**, **GENDER**, or **ETHNICITY**. Instead, fill in all sections of the student data grid.

If some of the other information in the student ID file is not correct, you may use the bar code label and fill in **only** the information that needs to be corrected. Data entered on the student data grid will override the data in the student ID bar code label file, with the exception of **STUDENT'S NAME**, **BIRTH DATE**, **STATE STUDENT ID NUMBER (SASID)**, **GENDER**, and **ETHNICITY**.

Data Field

Information

1 STUDENT'S NAME (Print the student's name in the spaces above the bubble grid. In each column, fill in the appropriate bubble to indicate the letter or blank space that appears at the top of that column.)	Last Name, First Name, Middle Initial (Letters only, no punctuation marks; if there are not enough spaces for the entire name, print as much of the name as possible.)
2 BIRTH DATE (Fill in the appropriate bubbles; if the day is a single digit, fill in the zero bubble for the first digit.)	Month, Day, Year
3 GRADE	Only one GRADE bubble is shown on each test book. Verify that the student used the test book for the correct grade.

Data Field**Information**

4 ETHNICITY (Fill in one bubble only.)	1 = American Indian/Alaska Native 2 = Asian/Pacific Islander 3 = Black (not of Hispanic origin) 4 = Hispanic 5 = White (not of Hispanic origin)
5 GENDER	Female or Male
6 STATE STUDENT ID NUMBER (SASID # Required)	Print the State Student ID Number in the spaces above the bubble grid. Fill in one bubble per column to code the State Student ID Number (SASID). Each digit of a student's number should correspond with a filled-in bubble beneath it.
7 PRIMARY DISABILITY (Fill in one bubble only.)	00 = None 01 = Limited intellectual capacity 03 = Emotional disability 04 = Specific learning disability 05 = Hearing disability 06 = Visual disability 07 = Physical disability 08 = Speech/language disability 09 = Deaf-blind 10 = Multiple disabilities 13 = Autism 14 = Traumatic brain injury
8 LANGUAGE BACKGROUND (Fill in one bubble only.)	0 = English 1 = Spanish 2 = Other
9 LANGUAGE PROFICIENCY (Fill in one bubble only.)	0 = Not Applicable 1 = NEP 2 = LEP 3 = FEP
10 ELL PROGRAM (Fill in one bubble in each row, Bilingual and ESL.)	No = 0 Yes = 1 M1 = 2 M2 = 3 E3+ = 4 Choice = 5

Data Field**Information**

11 CONTINUOUSLY ENROLLED 1 YEAR (Fill in one bubble in each row.) (Note: Attending kindergarten does not count as an enrolled year.)	No Yes 0 1 In School 0 1 In District
12 CONTINUOUSLY ENROLLED 3 YEARS (Fill in one bubble in each row.) (Note: Attending kindergarten does not count as an enrolled year.)	No Yes 0 1 In ELL Program 0 1 In Colorado
13 District use only-A	0 = No, 1 = Yes (Expelled Student)
14 District use only-C	1 = Free lunch eligible 2 = Reduced lunch eligible 3 = Not applicable
15 DATE MOST RECENTLY ENTERED U.S. (Fill in the appropriate bubbles; if the day is a single digit, fill in the zero bubble for the first digit.)	Month, Day, Year
16 ACCOMMODATIONS (Separate columns are provided for reading and writing accommodations. Fill in one bubble only in each column.)	0 = None 1 = Braille version 2 = Large-print version 3 = Teacher-read directions only 4 = Use of manipulatives (math only) 5 = Scribe 6 = Signing of presentation and/or response 7 = Assistive communication device for response 8 = Extended timing used 9 = Oral script (writing, mathematics, and science) A = Approved nonstandard accommodation B = Translated oral script (writing, mathematics, and science) C = Word-to-Word dictionary (writing, mathematics, and science)

Data Field

Information

17 TEST INVALIDATION
(Separate columns are provided for reading and writing invalidation.)

(Fill in one bubble only in each column. **Note:** 3 is no longer a valid code.)

- 0 = Does not apply, as student completed all testing sessions
- 1 = Unable to test due to language
- 2 = Student did not test—student is taking the CSAP Alternate Assessment, CSAPA (per detailed guidelines issued by CDE)
- 4 = Student did not test because of parental refusal
- 5 = Student did not complete test because of absence, illness, sharing of answers, or other extenuating circumstances
- 6 = Student withdrew before test could be completed
- 7 = Student did not complete test because of extreme frustration
- 8 = Student may have completed test, but used a nonapproved accommodation or modification
- 9 = Student may have completed test, but a misadministration of the test occurred
- B = Student is homebound due to illness or injury (not discipline) and receiving instruction through district educational services

18 PROGRAM
(Fill in all bubbles that apply.)

- | No | Yes | |
|----|-----|---------------------------|
| 0 | 1 | IEP |
| 0 | 1 | 504 |
| 0 | 1 | Title I |
| 0 | 1 | Oct New to School |
| 0 | 1 | Migrant |
| 0 | 1 | Immigrant |
| 0 | 1 | District Use-D (Homeless) |
| 0 | 1 | GT designation |

Student Data Grid

A sample of the student data grid is shown below.

1	STUDENT'S NAME										2	BIRTH DATE			3	4	ETHNICITY (mark one)					
	Last											M.I.	Month	Day	Year			GRADE	<input type="radio"/> American Indian/ Alaska Native <input type="radio"/> Asian/ Pacific Islander <input type="radio"/> Black (not of Hispanic origin) <input type="radio"/> Hispanic <input type="radio"/> White (not of Hispanic origin)			
	A A A A A A A A A A A A A A B B B B B B B B B B B B B B C C C C C C C C C C C C C C D D D D D D D D D D D D D D E E E E E E E E E E E E E E F F F F F F F F F F F F F F G G G G G G G G G G G G G G H H H H H H H H H H H H H H I I I I I I I I I I I I I I J J J J J J J J J J J J J J K K K K K K K K K K K K K K L L L L L L L L L L L L L L M M M M M M M M M M M M M M N N N N N N N N N N N N N N O O O O O O O O O O O O O O P P P P P P P P P P P P P P Q Q Q Q Q Q Q Q Q Q Q Q Q Q R R R R R R R R R R R R R R S S S S S S S S S S S S S S T T T T T T T T T T T T T T U U U U U U U U U U U U U U V V V V V V V V V V V V V V W W W W W W W W W W W W W W X X X X X X X X X X X X X X Y Y Y Y Y Y Y Y Y Y Y Y Y Y Z Z Z Z Z Z Z Z Z Z Z Z Z Z										A A A A A A A A B B B B B B B B C C C C C C C C D D D D D D D D E E E E E E E E F F F F F F F F G G G G G G G G H H H H H H H H I I I I I I I I J J J J J J J J K K K K K K K K L L L L L L L L M M M M M M M M N N N N N N N N O O O O O O O O P P P P P P P P Q Q Q Q Q Q Q Q R R R R R R R R S S S S S S S S T T T T T T T T U U U U U U U U V V V V V V V V W W W W W W W W X X X X X X X X Y Y Y Y Y Y Y Y Z Z Z Z Z Z Z Z	A B C D E F G H I J K L M N O P Q R S T U V W X Y Z	Jan <input type="radio"/> 0 0 Feb <input type="radio"/> 1 1 Mar <input type="radio"/> 2 2 Apr <input type="radio"/> 3 3 May <input type="radio"/> 4 4 Jun <input type="radio"/> 5 5 Jul <input type="radio"/> 6 6 Aug <input type="radio"/> 7 7 Sep <input type="radio"/> 8 8 Oct <input type="radio"/> 9 9 Nov <input type="radio"/> Dec <input type="radio"/>	<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9	6 STATE STUDENT ID NUMBER (required)	Female <input type="radio"/> 5 Male <input type="radio"/>	CSAP 2008 Reading/Writing Gr 5	If a precoded label is used, the following data cannot be modified: student name, birth date, grade, ethnicity, gender, and student ID number. If any of that information is incorrect, do not use the label . Instead, fill in all sections of this page. If any other student information provided with the label needs to be changed, you may use the label and complete only those items that require changes.				
7 PRIMARY DISABILITY (mark one) <input type="radio"/> 00 None <input type="radio"/> 01 Limited intellectual capacity <input type="radio"/> 03 Emotional disability <input type="radio"/> 04 Specific learning disability <input type="radio"/> 05 Hearing disability <input type="radio"/> 06 Visual disability <input type="radio"/> 07 Physical disability <input type="radio"/> 08 Speech/lang. disability <input type="radio"/> 09 Deaf-blind <input type="radio"/> 10 Multiple disabilities <input type="radio"/> 13 Autism <input type="radio"/> 14 Traumatic brain injury											8 LANGUAGE BACKGROUND (mark one) <input type="radio"/> 0 English <input type="radio"/> 1 Spanish <input type="radio"/> 2 Other			CONTINUOUSLY ENROLLED 1 YEAR No Yes <input type="radio"/> 0 <input type="radio"/> 1 In School 11 <input type="radio"/> 0 <input type="radio"/> 1 In District			15 DATE MOST RECENTLY ENTERED U.S. Month Day Year Jan <input type="radio"/> 0 <input type="radio"/> 0 <input type="radio"/> 0 Feb <input type="radio"/> 1 <input type="radio"/> 1 <input type="radio"/> 1 Mar <input type="radio"/> 2 <input type="radio"/> 2 <input type="radio"/> 2 Apr <input type="radio"/> 3 <input type="radio"/> 3 <input type="radio"/> 3 May <input type="radio"/> 4 <input type="radio"/> 4 <input type="radio"/> 4 Jun <input type="radio"/> 5 <input type="radio"/> 5 <input type="radio"/> 5 Jul <input type="radio"/> 6 <input type="radio"/> 6 <input type="radio"/> 6 Aug <input type="radio"/> 7 <input type="radio"/> 7 <input type="radio"/> 7 Sep <input type="radio"/> 8 <input type="radio"/> 8 <input type="radio"/> 8 Oct <input type="radio"/> 9 <input type="radio"/> 9 <input type="radio"/> 9 Nov <input type="radio"/> Dec <input type="radio"/>					
9 LANGUAGE PROFICIENCY (mark one) <input type="radio"/> 0 Not applicable <input type="radio"/> 1 NEP <input type="radio"/> 2 LEP <input type="radio"/> 3 FEP											12 CONTINUOUSLY ENROLLED 3 YEARS No Yes <input type="radio"/> 0 <input type="radio"/> 1 In ELL Program <input type="radio"/> 0 <input type="radio"/> 1 In Colorado			District use only-A No Yes <input type="radio"/> 0 <input type="radio"/> 1 13			District use only-C <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 14					
10 ELL PROGRAM (mark one in each row) No Yes M1 M2 E3+ Choice <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 Bilingual <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 ESL											16 ACCOMMODATIONS (Reading (mark one)) <input type="radio"/> 0 None <input type="radio"/> 1 Braille version <input type="radio"/> 2 Large-print version <input type="radio"/> 3 Teacher-read directions only <input type="radio"/> 5 Scribe <input type="radio"/> 6 Signing <input type="radio"/> 7 Assistive comm. device <input type="radio"/> 8 Extended timing used <input type="radio"/> A Oral script <input type="radio"/> Appr. nonstandard accomm. <input type="radio"/> B Translated oral script <input type="radio"/> C Word-to-Word dictionary			17 TEST INVALIDATION (Reading (mark one)) <input type="radio"/> 0 Student tested all sessions <input type="radio"/> 1 Unable to test due to language <input type="radio"/> 2 Taking CSAP Alt. Assessment <input type="radio"/> 4 Parental refusal <input type="radio"/> 5 Test not completed <input type="radio"/> 6 Withdrew before completion <input type="radio"/> 7 Extreme frustration <input type="radio"/> 8 Nonapproved accomm/modification <input type="radio"/> 9 Misadministration <input type="radio"/> B District ed. services			Writing (mark one) <input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> B			18 PROGRAM (mark all that apply) No Yes <input type="radio"/> 0 <input type="radio"/> 1 IEP <input type="radio"/> 0 <input type="radio"/> 1 504 <input type="radio"/> 0 <input type="radio"/> 1 Title I <input type="radio"/> 0 <input type="radio"/> 1 Oct New to School <input type="radio"/> 0 <input type="radio"/> 1 Migrant <input type="radio"/> 0 <input type="radio"/> 1 Immigrant <input type="radio"/> 0 <input type="radio"/> 1 District Use-D <input type="radio"/> 0 <input type="radio"/> 1 GT designation		

Secure Materials — do NOT reproduce

Step

4

Check Test Books

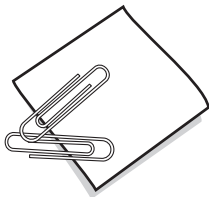
Instructions for the School Assessment Coordinator

Physical Condition

There are some conditions that interfere with the electronic scoring process. Please check documents that are to be machine-scored for the following:

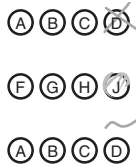
If you find this...

do this:



- scratch paper
- tape of any kind
- Post-it® notes
- staples
- pins
- paper clips

Remove them.



- light marks
- incomplete erasures
- stray marks

Erase marks or make them heavier as needed.



- bent corners
- folds in documents
- creases in documents
- paper damaged by erasures
- ripped or torn sheets

Damaged test books cannot be machine-scanned and the student will not receive a score.

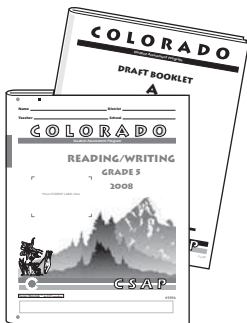
Do not dispose of a damaged book. Refer to the *Procedures Manual for Colorado's Assessments* for complete instructions on how to process damaged test books.

Completely copy a damaged test book onto a clean, unused document.

Use a standard, wooden, graphite-based No. 2 pencil.

Use a soft eraser.

Mark responses by filling in bubbles solid and dark.



- draft booklets inserted in test books

Remove draft booklets from test books and bundle them separately from test books. Package the draft booklets with NOT TO BE SCORED materials.

Step 5 Complete and Check Group Information Sheets

Instructions for the School Assessment Coordinator

The Group Information Sheet (GIS) provides data that will appear on your reports. It is essential that a complete and accurate GIS be placed on top of each stack of completed tests from students whose scores are to be reported together. **One GIS is to be used for each grade and content area.** Certain information that appears on the GIS must be entered by the CSAP Test Proctors. Some information on the GIS will be precoded. (See page 14 for guidelines.) All information, manually entered and precoded, should be carefully reviewed for accuracy.

Standard GIS

Group Information Sheet


1	2	3	4
PRINCIPAL NAME JONES	SCHOOL NAME COLFAX ES DEN	Number Students Testing 020	GRADE
SPECIAL CODES		<input type="radio"/> 0 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12+ <input type="radio"/> Ungraded	
ORG-TP (CTB USE)		STRUC/ELEMENT # (CTB USE)	
CTB USE ONLY		6	

Organization Name: _____

District Name: _____

SO #: _____

State: _____



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IMPORTANT: In the event that the school name has not been precoded and must be entered by hand, the CSAP Test Proctors must enter this information accurately for their individual schools. To ensure that the school name is entered accurately, refer to the CSAP School List at www.ctb.com/csap.

After a Group Information Sheet has been checked for accuracy, follow the instructions provided to you by your District Assessment Coordinator to prepare the materials for return to your DAC. DO NOT MIX GRADES AND/OR CONTENT AREAS.

IMPORTANT: DO NOT seal the shipping boxes. Return materials to the district. The DAC will verify contents and consolidate materials.

<i>When you check this...</i>	<i>look for this:</i>
1 PRINCIPAL NAME	The principal's last name must be printed in the boxes, and then the first name or initial, if needed. Under each box, the bubble with the same letter must be filled in.
2 SCHOOL NAME	The school name is precoded. Note: If the school name is not precoded, it must be printed in the boxes, and the corresponding bubbles must be filled in. To ensure that the school name is entered accurately, refer to the CSAP School List at www.ctb.com/csap .
3 NUMBER STUDENTS TESTING	The number of students whose answer documents are grouped with this GIS must be printed in the boxes, and the corresponding bubbles must be filled in.
4 GRADE	The grade is precoded.
5 SPECIAL CODES	Special codes are precoded with the district and school identification numbers.
6 ORGANIZATION NAME, DISTRICT NAME, SO#, STATE	The organization name, district name, SO#, and state are precoded.

Step

6

Complete the School/Group List

Instructions for the School Assessment Coordinator

The School/Group List is the way CTB double-checks that all your groups of test books have been received. Every Group Information Sheet completed must have an entry on the appropriate School/Group List. To complete the School/Group List, refer to the instructions on Page 16. Once the School/Group List is completed, it is required that a photocopy be made and retained by the District.

IMPORTANT: Each school must complete only one School/Group List per content area tested.

Precoded School/Group Lists have been provided for each school. The following information has been precoded on all School/Group Lists:

- District Name and Number
- School Name and Number

IMPORTANT: In the event that the school name and school number have not been precoded and must be entered by hand, it is important that this information be entered accurately for the individual school. To ensure that the school name and school number are entered accurately, refer to the CSAP School List at www.ctb.com/csap.

Colorado Student Assessment Program
SCHOOL/GROUP LIST
READING/WRITING

1 District Name : DENVER COUNTY District Number : 80

2 School Name : COLOREDON DEN School Number : 1774 **3**

4 Contact Person _____
 Telephone Number _____

5

General Instructions: DO NOT LIST MORE THAN ONE SCHOOL ON THIS FORM.
 CTB/McGraw-Hill uses the School/Group List to ensure that we have received all your groups of answer documents.

C T B U S E	Principal's Name <small>Name on School/Group List and Group Information Sheet must match</small>	Grade Tested	Number of Test Books Enclosed <small>One Reading/Writing test book must be returned for every student</small>	FOR CTB USE ONLY	
				QC	Comments
	Smith	4	22		
	Smith	5	24		
	Smith	6	18		

6

FOR CTB USE ONLY:
 Organization Number:
 Organization Name: CSAP 2008 Elm Name: SO#:

When you check this...

look for/do this:

1 DISTRICT NAME	The district name is precoded.
2 SCHOOL NAME	In most cases, the school name is precoded. Note: If the school name is not precoded, it must be entered in the space provided. To ensure that the school name is entered accurately, refer to the CSAP School List at www.ctb.com/csap .
3 DISTRICT NUMBER SCHOOL NUMBER	The district and school numbers are precoded. Note: If the school number is not precoded, it must be entered in the space provided. To ensure that the school number is entered accurately, refer to the CSAP School List at www.ctb.com/csap .
4 CONTACT PERSON TELEPHONE NUMBER	Write the name and telephone number of the individual who should be contacted at the school in the event that CTB/McGraw-Hill has questions concerning the materials returned for processing.
5 PRINCIPAL'S NAME GRADE TESTED NUMBER OF TEST BOOKS ENCLOSED	List the principal's name and write each grade tested, which should match the corresponding Group Information Sheet(s). Write the number of test books enclosed for each grade and the type of assessment. Be sure that this number is the count of students whose test books are being sent for processing. This number should match the number on the corresponding Group Information Sheet(s). A test book must be turned in for every student.
6 FOR CTB USE ONLY	Do not write in these columns.

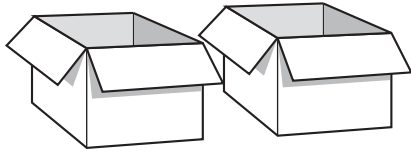
Step 7 Prepare Test Materials for Packaging

Instructions for the School Assessment Coordinator

Before returning the test materials to the District Assessment Coordinator (DAC), the materials should be sorted and/or packaged following the directions below and the district-specific instructions from your DAC.

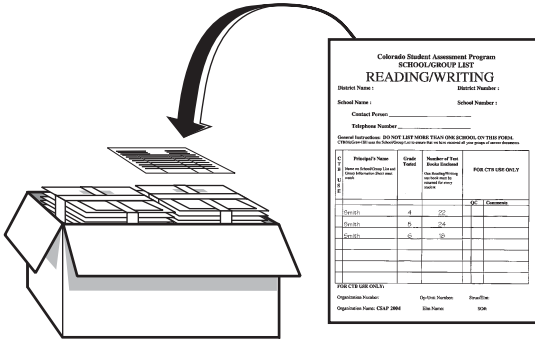
- 1 ✓ **New for 2008**—A new process for packaging materials will be used this year. **Envelopes will not be used for CSAP.** The used TO BE SCORED test books will be bundled and secured with paper bands. Contact your DAC for complete information about this new process.
 - ✓ **New for 2008**—Package all used reading, writing, reading/writing, math, or science test books that are not to be scored; unused reading, writing, reading/writing, math, or science test books; both used and unused large print test books and Braille test books; all Proctor’s Manuals; and all draft booklets as NOT TO BE SCORED materials. Contact your DAC for instructions on packaging NOT TO BE SCORED materials. If instructed by your DAC, use the instructions on page 23 of this manual for instructions on how to package the NOT TO BE SCORED materials. It is not necessary to return the math manipulatives.
 - ✓ Separate the TO BE SCORED materials from the NOT TO BE SCORED materials (this includes unused books).
 - ✓ Separate the draft booklets from the used TO BE SCORED test books. The draft booklets are NOT TO BE SCORED materials.
 - ✓ For grades 3 through 10 math, ensure that there are no punch-out tools in the used test books. The school/students may keep the punch-out tools.
 - ✓ Do not place used Spanish test books that are to be scored with English test books that are to be scored. Separate GISs and SGLs will be provided for English and Spanish test books, respectively.
IMPORTANT: Do not mix grades, content areas, and languages (English and Spanish) in any bundles when they are returned to CTB/McGraw-Hill.
 - ✓ Complete one School/Group List (for each content area) as directed by your DAC.
 - ✓ Contact your DAC for further directions on how to package materials for shipment. If instructed by your DAC, use the instructions that start on page 19 of this manual for instructions on how to package the TO BE SCORED materials.
-

2 Green shipping boxes



The green boxes in which test materials were delivered to you are the only boxes permissible for return shipping. Ensure that former labels and other markings have been removed or covered. However, if these boxes have been discarded or more boxes are needed, contact your DAC for additional green boxes.

3 Place the School/Group List in Box 1.



Separate the draft booklets from the TO BE SCORED reading/writing test books. The draft booklets are NOT TO BE SCORED materials.

Ensure that the math manipulatives are not inside the used TO BE SCORED math test books.

After the TO BE SCORED material has been placed in the boxes, place the School/Group List on top of the test books in the box. If there are multiple boxes for a school, place the School/Group List on the top in Box 1 for that school. For each grade and content area, place the Group Information Sheet (GIS) in the first bundle containing TO BE SCORED materials.

Collect all NOT TO BE SCORED materials: any used reading, writing, reading/writing, math, or science test books that are not to be scored; all unused reading, writing, reading/writing, math, or science test books; both used and unused large print test books and Braille test books; all Proctor's Manuals; and all draft booklets. Band the NOT TO BE SCORED material with paper bands—not rubber bands. Band unused NOT TO BE SCORED materials separately from used NOT TO BE SCORED materials. The procedure for banding NOT TO BE SCORED materials is similar to the procedure for banding TO BE SCORED materials. Your DAC will provide you with information about these procedures.

4 Do not seal boxes. Return unsealed boxes to the DAC, who will check the contents before forwarding them to CTB for scoring.

Reminder: The materials should be sorted and/or packaged following the district-specific instructions from your DAC.

Step

8

Package Test Materials

Instructions for the District Assessment Coordinator

New for 2008—This year, a new way of packaging test books will be used. Paper bands and Stack Cover Cards will replace envelopes. An illustration of a paper band and a Stack Cover Card are shown on this page.

Paper band



C O L O R A D O Student Assessment Program	
<p>Step 1 Place one completed Stack Cover Card on top of each bundle of test books.</p> <p>Step 2 If more than one bundle is needed for a grade and content area, use a separate Stack Cover Card for each bundle. Number each bundle consecutively—"Bundle 1 of 3," "2 of 3," etc. Make sure that the GIS is in Bundle 1 under the Stack Cover Card.</p> <p>Step 3 Use the paper bands to secure each bundle.</p>	<p>Number of students tested _____ (number here should match GIS and SGL)</p> <p>Bundle number _____ of _____</p> <p>Number of test books under this Stack Cover Card _____</p>
Placement for Paper Bands	
<p>Principal Name _____</p> <p>School name and number _____ (_____)</p> <p>District name and number _____ (_____)</p>	<div style="display: flex; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-weight: bold; margin-right: 5px;">Placement for Paper Bands</div> <div style="flex-grow: 1;"> <ul style="list-style-type: none"> <input type="radio"/> Grade 3 Reading (English) <input type="radio"/> Grade 3 Reading (Spanish) <input type="radio"/> Grade 3 Writing (English) <input type="radio"/> Grade 3 Writing (Spanish) <input type="radio"/> Grade 4 Reading/Writing (English) <input type="radio"/> Grade 4 Reading/Writing (Spanish) <input type="radio"/> Grade 5 Reading/Writing <input type="radio"/> Grade 6 Reading/Writing <input type="radio"/> Grade 7 Reading/Writing <input type="radio"/> Grade 8 Reading/Writing <input type="radio"/> Grade 9 Reading/Writing <input type="radio"/> Grade 10 Reading/Writing <input type="radio"/> Grade 3 Mathematics <input type="radio"/> Grade 4 Mathematics <input type="radio"/> Grade 5 Mathematics <input type="radio"/> Grade 6 Mathematics <input type="radio"/> Grade 7 Mathematics <input type="radio"/> Grade 8 Mathematics <input type="radio"/> Grade 9 Mathematics <input type="radio"/> Grade 10 Mathematics <input type="radio"/> Grade 5 Science <input type="radio"/> Grade 8 Science <input type="radio"/> Grade 10 Science <input type="radio"/> NOT TO BE SCORED </div> </div>
<div style="display: flex; justify-content: space-between; align-items: center;"> CTB McGraw-Hill </div>	

20428

Stack Cover Card

Preparation of Materials for Return to CTB/McGraw-Hill

1 Stacking and bundling used test books (TO BE SCORED)

Place the test books in stacks according to grade and content area, and square the edges. The books will be bundled in small groups from this large stack (or stacks).

IMPORTANT: Do not mix grades, content areas, and/or languages when stacking test books.

- ✓ Stack test books by grade and content area. For each stack, ensure:
 - test books are all the same grade and content area.
 - spines are facing in the same direction.
 - ✓ One **Group Information Sheet (GIS)** is to be used for each grade and content area. Place the **GIS** on top of the first bundle of the stack(s) for a given grade and content area.
 - For any grade 3 test books (reading, writing or math), take approximately 30 books to make a bundle.
 - For all science and grades 4 through 10 math test books, take approximately 25 books to make a bundle.
 - For grades 4 through 10 reading/writing test books, take approximately 20 books to make a bundle.
-
-

2 Stack Cover Card

- ✓ Place a completed **Stack Cover Card** on top of **each** bundle of test books. On the first bundle only, place the Stack Cover Card on top of the GIS.

Note: Because a GIS indicates an individual group (same grade and content area), only the first bundle for a group should have a GIS.

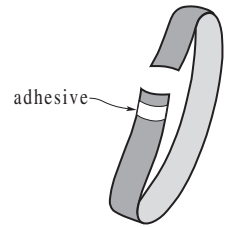
Use one (1) Stack Cover Card for each bundle of test books. Every bundle needs a new Stack Cover Card regardless of whether or not the bundle has a GIS. For example, if you have three (3) bundles of test books that are the same grade and content area, you will need three (3) separate Stack Cover Cards.

- ✓ Verify that the correct information is written on the Stack Cover Card(s). (See page 19 for sample.) Make sure that each Stack Cover Card contains the following:
 - Principal name—should match GIS
 - School name and number
 - District name and number
 - Grade and content area—fill in one bubble to match GIS
 - Number of students tested—should match GIS and SGL
 - Bundle number (number “1 of X,” “2 of X,” etc.), with “X” being the total number of bundles for that grade and content area
 - Number of test books under a stack card

3 Paper bands

Paper bands

- ✓ Secure each bundle with two (2) of the paper bands provided by CTB (see example on the right) and place the bundles into the green CTB box(es). The paper bands have adhesive on one end covered with waxed paper.

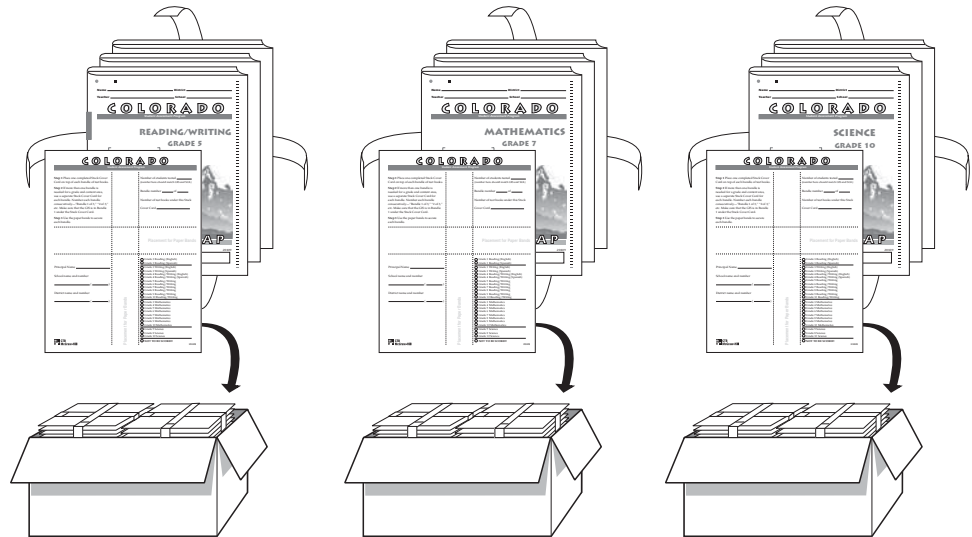


- When placing the first band around the books, start with the adhesive end on top of the bundle, sticky side up. Remove the waxed paper.
- Wrap the paper band **horizontally** around the bundle and firmly fasten the paper band. Be sure that the band securely holds the books.
- Next, wrap the second paper band around the bundle **vertically** with the adhesive end on top, sticky side up, and firmly fasten the paper band. Be sure that the band securely holds the books.
- If necessary, cut off any excess paper band length with scissors.

4 Packaging bundles

- ✓ Complete one School/Group List (for each content area) as shown on page 15 (if this has not already been filled out by the School Assessment Coordinator).
- ✓ Place all banded bundles in a green box with the School/Group List on top. Follow the instructions below when packaging bundles in boxes.
 - Keep each grade and content area together in the box(es).
 - When placing a grade and content area in a box, stack the bundles so that the top bundle is “1 of X” for that grade and content area, the second bundle is “2 of X” for that grade and content area, etc. Follow the same pattern for all bundles in that box.

The diagram below shows the proper way to pack the bundles in the boxes. It is possible to package more than one grade of a particular content area in a box, but the bundles and grades must be packaged in consecutive order.



The following describes a correct way and an incorrect way to package more than one grade in a box.

School A has 8 bundles of grade 7 math test books and 10 bundles of grade 8 math test books. They place Bundles 1 through 8 of grade 7 math in order in the box (on the top), and Bundles 1 through 3 of the grade 8 bundles in order (on the bottom). Bundle 1 of both grades 7 and 8 math will contain the GIS for that set of bundles. That way, Bundle 1 will contain the GIS for a single grade and content area. Then they place Bundles 4 through 10 for grade 8 in the next numbered box. This is the **correct** way to place more than one grade of a content area in a box.

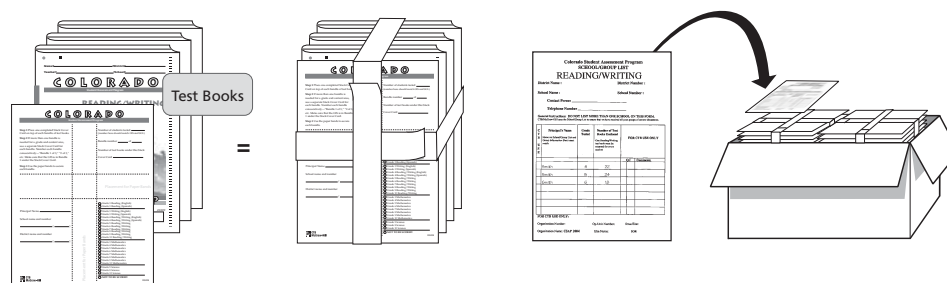
School B also has 8 bundles of grade 7 math test books and 10 bundles of grade 8 math test books. They place Bundles 1 through 4 of grade 7 in the first box with Bundles 1 through 5 of grade 8. Then they place Bundles 5 through 8 of grade 7 and Bundles 6 through 10 of grade 8 in the second box. This is an **incorrect** way to place more than one grade of a content area in a box.

Note for smaller schools: You may need to package multiple grades and content areas in one box for many of your grades and content areas. However, each grade and content area must be kept together and the bundles must be kept in sequence for each grade and content area in each box. Bundle 1 will contain the GIS for a given grade and content area. Each school must have one SGL per content area tested.

The table below describes the packing order for the return of scorable materials.

TOP OF STACK
Completed School/Group List
<i>Stack Cover Card</i> Grade 3 Math <i>Group Information Sheet</i> used <i>test books</i> for <i>n</i> group of grade 3 students tested; each bundle requires a new <i>Stack Cover Card</i> and is secured with two (2) paper bands
<i>Stack Cover Card</i> Grade 4 Math <i>Group Information Sheet</i> used <i>test books</i> for <i>n</i> group of grade 4 students tested; each bundle requires a new <i>Stack Cover Card</i> and is secured with two (2) paper bands
<i>Stack Cover Card</i> Grade 5 Math <i>Group Information Sheet</i> used <i>test books</i> for <i>n</i> group of grade 5 students tested; each bundle requires a new <i>Stack Cover Card</i> and is secured with two (2) paper bands
Repeat this stacking order for all other grades and content areas.
BOTTOM OF STACK

The diagram below shows the order to follow for packaging the test books.



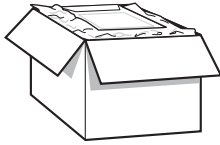
- Verify that all TO BE SCORED materials are properly packed to include the completed SGL, GIS, and test books.
- Verify that each bundle contains only one grade and content area.
- Confirm that all TO BE SCORED materials from all the schools are accounted for.

5 Procedure for packaging NOT TO BE SCORED materials

Follow the same method for placing paper bands around the NOT TO BE SCORED materials as for the TO BE SCORED materials. Band unused NOT TO BE SCORED materials separately from used NOT TO BE SCORED materials.

Step 9 Ship Test Materials

Instructions for the District Assessment Coordinator



- 1 Reuse the original green shipping boxes to return TO BE SCORED test materials to the CTB scoring center. If the green boxes have been discarded or more boxes are needed, contact the CSAP Help Desk at 1-800-994-8557. The table on page 23 illustrates the packing order for the return of TO BE SCORED materials.

If any box is not completely filled, add only crumpled paper to avoid damage caused by shifting during shipment. Add enough crumpled paper to hold the documents securely in place during transit. Do not use foam “popcorn” or “peanuts.”

- 2 Attach shipping labels to cartons.

New for 2008—Your District Assessment Coordinator’s Kit contains three new labels.

Science (green)—for 2008, affix the green science label to all boxes of used TO BE SCORED science test books. Affix the label to the outside of the box in the location specified on the box. **Science assessments (grades 5, 8, and 10) should be administered first and shipped back to CTB/McGraw-Hill as early as possible.**

Reading, Writing, and Math (white)—For each carton of used reading, writing, reading/writing, and math test books, fill out a white shipping label with the school information and district information and affix the label to the outside of the box. **New for 2008**—each return shipping label must be placed on the end of each box in the location that is specified on the box.

NOT TO BE SCORED (yellow)—affix the yellow NOT TO BE SCORED label to boxes containing any used reading, writing, reading/writing, math, or science test books that are not to be scored; all unused reading, writing, reading/writing, math, or science test books; both used and unused large print test books and Braille test books; all Proctor’s Manuals; and all draft booklets. Affix the label to the outside of the box in the location specified on the box.

Seal the boxes securely.

Note: If necessary, reinforce the bottoms of the boxes with packing tape before shipment.

The **return shipping label at the end of each box** should be clearly visible.

Important Reminder: None of the materials packed with a NOT TO BE SCORED label will be scored.

CSAP
Colorado Student Assessment Program
Science
TO BE SCORED

From: DIST: SAMPLE DISTRICT NAME DIST# 0123
SCH: SCH#
To: CTB/McGraw-Hill Site: 1 Ph: (800) 282-2203

DIST: BOX ___ OF ___ SCHOOL: BOX ___ OF ___

CTB USE ONLY - DO NOT COVER THIS LABEL

11Y-M012182001-0123-0456-0001

Green Label

CSAP
Colorado Student Assessment Program
TO BE SCORED

From: DIST: SAMPLE DISTRICT NAME DIST# 0123
SCH: SCH#
To: CTB/McGraw-Hill Site: 1 Ph: (800) 282-2203

DIST: BOX ___ OF ___ SCHOOL: BOX ___ OF ___

CTB USE ONLY - DO NOT COVER THIS LABEL

11Y-M012182001-0123-0456-0001

White Label

CSAP
Colorado Student Assessment Program
NOT TO BE SCORED

From: DIST: SAMPLE DISTRICT NAME DIST# 0123
SCH: SCH#
To: CTB/McGraw-Hill Site: 1 Ph: (800) 282-2203

DIST: BOX ___ OF ___ SCHOOL: BOX ___ OF ___

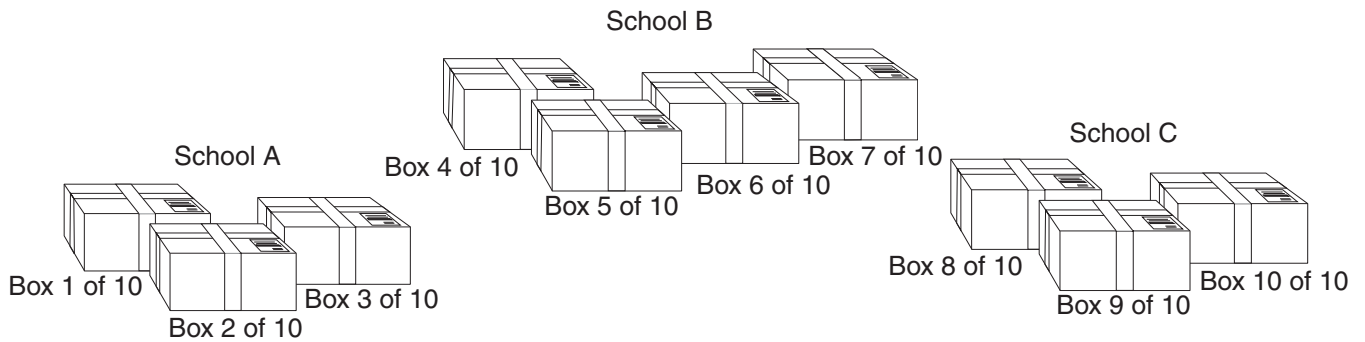
CTB USE ONLY - DO NOT COVER THIS LABEL

11Y-M012182001-0123-0456-0001

Yellow Label

3 Mark the boxes.

Mark each box with a unique number such as “1 of 3,” “2 of 3,” “3 of 3,” etc. If you have separate scheduled shipments, follow this same unique box sequence each time.



The diagram above shows the packaging for a district with three schools. The district’s shipping labels should be numbered in sequence to show **both** the box numbers from each school **and** the box numbers from the district. (Refer to sample label on page 24.)

Note: If you have a large number of boxes, they must be placed on pallets.

The pictures below show an example of how to correctly place the boxes on pallets.



Boxes properly palletized



For transportation procedures, please refer to the Packaging and Transportation Checklist included in your District Assessment Coordinator’s Kit.

Hold the box(es) for pickup by the CTB/McGraw-Hill shipping contractor.

If the boxes have to be stored before they are shipped, keep them in a safe, dry place. Wet or damp documents will wrinkle and curl and cannot be scored.

Please keep materials secure.

